


Unit  
**7**

GRADE 3

Teacher's Edition

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





exploration

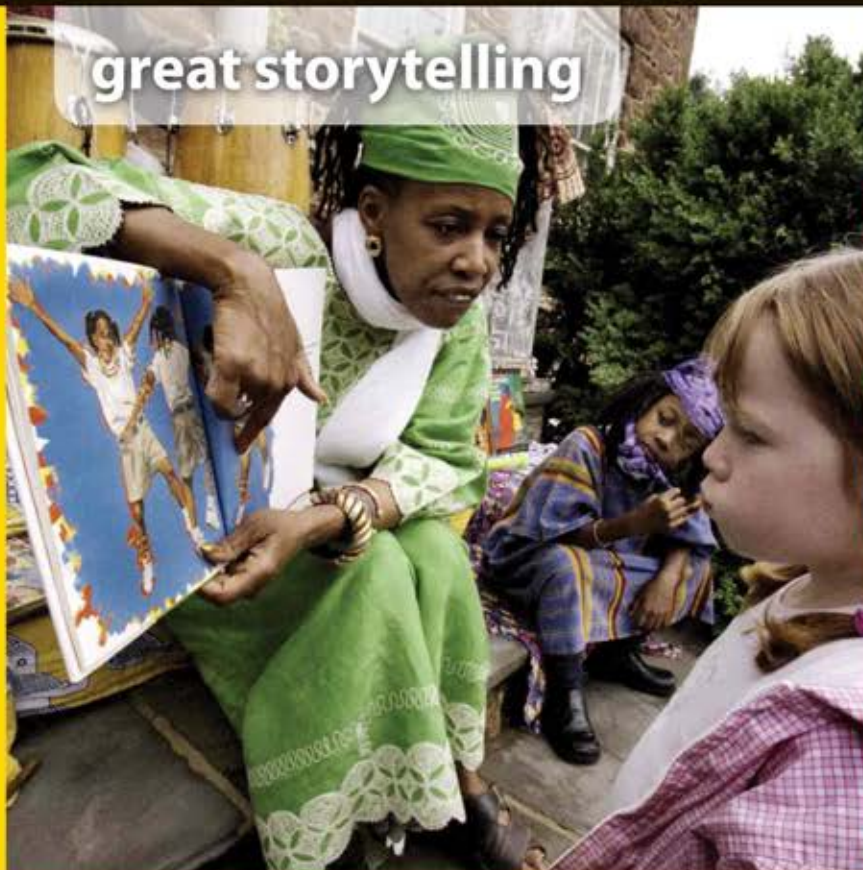


compelling  
visuals



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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## Blast! Crash! Splash!



### ? BIG QUESTION

What forces can change Earth?



### READING SKILLS

Imagery  
Synthesize

<b>Week 1</b> .....	T411g
<b>An Island Grows</b> .....	<b>Narrative Poem</b> T420
by Lola M. Schaefer; illustrated by Cathie Felstead	Comprehension Coach
<b>Writing Project: Poem</b> .....	T435a
	Magazine Maker

Relate Ideas  
Synthesize  
Explain the Relationship  
Between Events

<b>Week 2</b> .....	T435g
<b>Volcano Views</b> .....	<b>Photo-Essay</b> T437
photographs by Carsten Peter; text by Chris Beem	
NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>Life Returns to Mount St. Helens</b> .....	<b>Science Article</b> T443a
by Andreas Pilar	Interactive Whiteboard
<b>Research Project: Earth's Changing Surface</b> .....	T443i

Cause & Effect  
Synthesize

<b>Week 3</b> .....	T443m
<b>Selvakumar Knew Better</b> .....	<b>Historical Fiction</b> T451
by Virginia Kroll; illustrated by Xiaojun Li	Comprehension Coach
<b>Writing Project: Personal Narrative</b> .....	T465a
	Magazine Maker

Main Idea  
Synthesize  
Determine Author's  
Purpose

<b>Week 4</b> .....	T465g
<b>Tsunami</b> .....	<b>Online Article</b> T467
<b>Ready for an Emergency?; Preparing for a Disaster</b> .....	<b>Procedural Article</b> T473a
by Liliana Klein; Roberto Samuels	Interactive Whiteboard
<b>Writing Project: Research Report</b> .....	T474

### RESOURCES

Practice Masters PM7.1–PM7.39  
Small Group Reading SG1–SG68

Assessment Masters A7.1–A7.48  
Reteaching Masters RT7.1–RT7.14

# Classroom Management

## Whole Group Time

### TEACHER

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

### STUDENT

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

## Small Group Reading Time

### TEACHER

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

### STUDENT

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

## Learning Station Time

### TEACHER

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

### STUDENT

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

# Blast! Crash! Splash!

  
**BIG**  
Question

What forces  
can change  
Earth?

## Forces of Nature

Week 1  
Volcanic Eruptions

Week 2  
Studying Earth's Forces

Week 3  
Earthquakes, Tsunamis,  
and Storms

Week 4  
Earth's Shifting Surface

# Unit 7 Program Resources

## WHOLE GROUP TIME

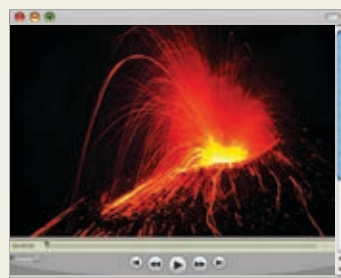


### Student Technology

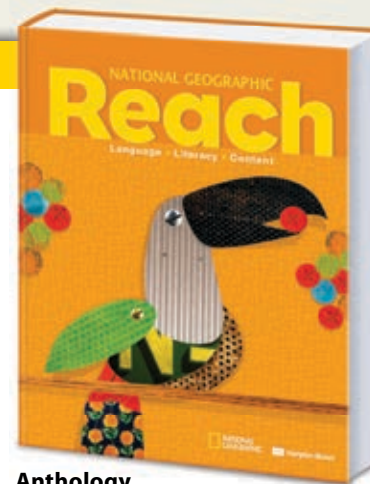
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard



Mark-Up Models 7.1, 7.2

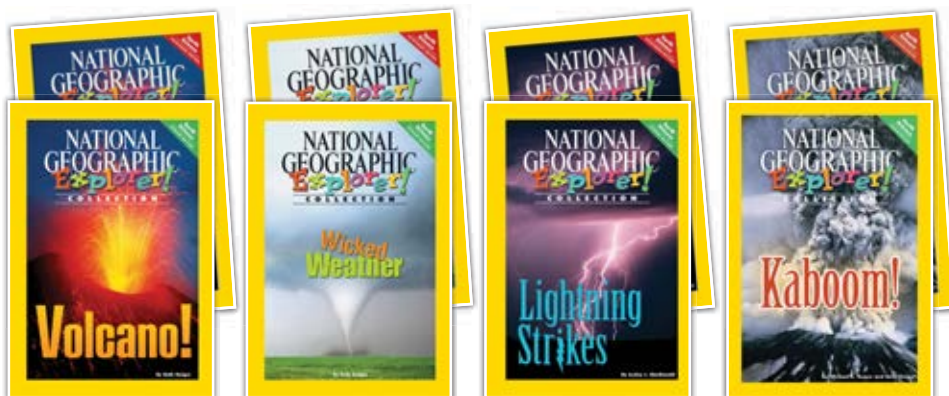
## SMALL GROUP READING TIME



Fiction Books



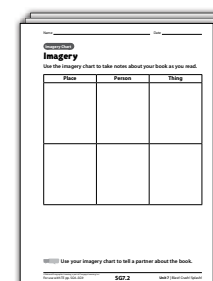
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters SG7.1–SG7.32



## LEARNING STATION TIME



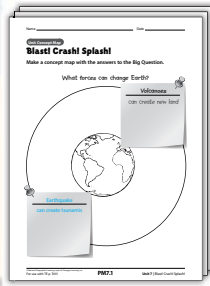
NGReach.com

### Student Technology

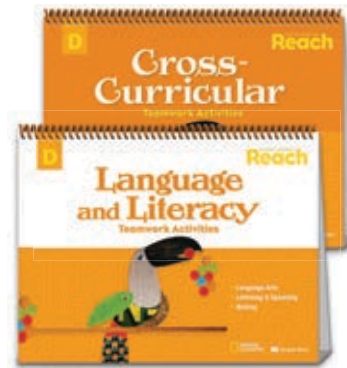
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Practice Book



Practice Masters  
PM7.1–PM7.39

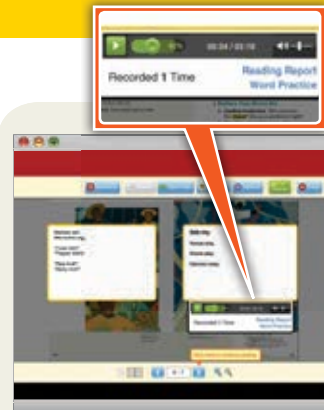


Teamwork Activities

### ESL Kit



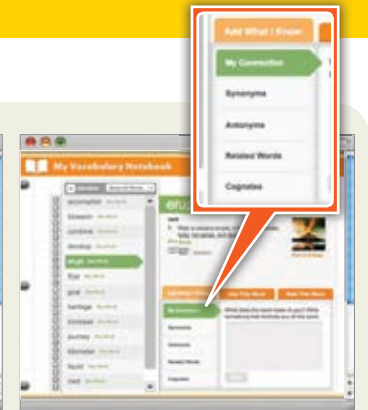
Reach into Phonics Kit



Comprehension Coach



Digital Library



My Vocabulary Notebook

## PLANNING RESOURCES



NGReach.com

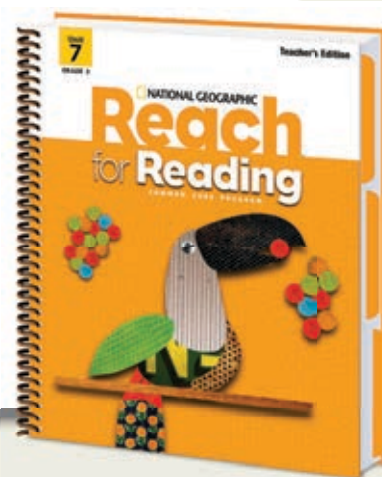
### Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 7.1–7.36
- Family Newsletter 7 (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

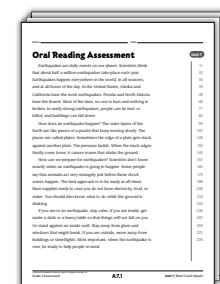
## ASSESSMENT & RETEACHING



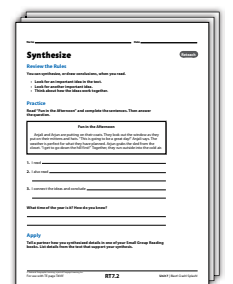
eAssessment™



ExamView®













Assessment Masters  
A7.1–A7.48



Reteaching Masters  
RT7.1–RT7.15

# Unit 7 Skills at a Glance

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

Introduce Unit 7	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME	Speaking and Listening	Language and Vocabulary
<b>Week 1</b>   eEdition	Tell an Original Story Connect Ideas	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with Hard and Soft <i>c, g</i>; Commonly Misspelled Words</li> <li>✓ Daily Grammar: Adverbs</li> <li>✓ Science Vocabulary  <b>erupt flow island lava magma ocean rock volcano</b></li> <li>✓ Academic Vocabulary  <b>category conclusion core create develop force pressure stanza</b></li> </ul>	Read and Comprehend a Narrative Poem <ul style="list-style-type: none"> <li>✓ Analyze Imagery</li> <li>✓ Analyze: Draw Conclusions</li> <li>✓ Fluency, Accuracy, and Rate: Practice Intonation</li> </ul>
<b>Week 2</b>   eEdition  Interactive Whiteboard	Analyze a Non-linear Sequence Relate Readings to the Big Question	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with /oo/ oo; Words with Silent Consonants; and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Regular and Irregular Comparison Adverbs</li> <li>✓ Greek and Latin Roots</li> </ul>	Read and Comprehend a Photo Essay <ul style="list-style-type: none"> <li>✓ Relate Ideas</li> <li>✓ Draw Conclusions</li> </ul> Read and Comprehend an Article <ul style="list-style-type: none"> <li>Compare Text Structure</li> <li>Relate Ideas</li> <li>✓ Fluency, Accuracy, and Rate: Practice Expression</li> </ul>
<b>Week 3</b>   eEdition	Express Ideas and Opinions Connect Causes and Effects	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with VCV and VCCV Patterns; Commonly Misspelled Words</li> <li>✓ Daily Grammar: Adjectives and Adverbs</li> <li>✓ Science Vocabulary  <b>earthquake plate shore tsunami wave</b></li> <li>✓ Academic Vocabulary  <b>effect generalization power rescue sense signal warn</b></li> </ul>	Read and Comprehend Historical Fiction <ul style="list-style-type: none"> <li>✓ Determine Cause and Effect</li> <li>✓ Learn to Synthesize: Form Generalizations</li> <li>✓ Fluency, Accuracy, and Rate: Practice Phrasing</li> </ul>
<b>Week 4</b>   eEdition  Interactive Whiteboard	Listen for Purpose Relate Readings to the Big Question	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Multisyllabic Words with VCCV and VCCCV Patterns; Commonly Misspelled Words</li> <li>✓ Daily Grammar: Prepositions and Prepositional Phrases</li> <li>✓ Compound Words</li> </ul>	Read and Comprehend an Online Article <ul style="list-style-type: none"> <li>✓ Explain Main Idea and Details</li> <li>✓ Form Generalizations</li> </ul> Read and Comprehend a Persuasive Essay <ul style="list-style-type: none"> <li>✓ Determine Author's Purpose</li> <li>Compare Authors' Purposes</li> <li>✓ Fluency, Accuracy, and Rate: Practice Expression</li> </ul>
<b>Unit 7 Wrap-Up</b>	ANSWER THE BIG QUESTION	UNIT PROJECTS	

## **BIG Question** What forces can change Earth?

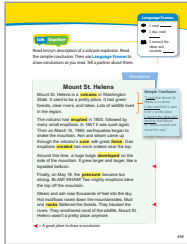
Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write a Description Write a Riddle Write About Imagery Write a Rhyming Stanza Write About "An Island Grows"</p> <p>Daily Writing Skills: Use Sensory Language Writing Project: Poem</p>	<p> <i>Volcano!</i></p> <p> <i>Pompeii... Buried Alive</i>  <i>Vacation Under the Volcano</i>  <i>The Cornfield Volcano</i>  <i>The Eruption of Mount St. Helens</i></p>	<p><b>Speaking and Listening</b> Volcanoes 101; Explain a Diagram</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Disaster Poem; Sensing a Storm</p> <p><b>Cross-Curricular</b> Research Mauna Loa; Conduct a Poll</p> <p><b>Reading and Intervention</b> Comprehension Coach; Author Study: Lola M. Schaefer; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Synthesize: Draw Conclusions</li> <li> Imagery</li> <li> Fluency: Intonation, Accuracy, and Rate</li> <li> Science and Academic Vocabulary</li> <li> Spelling: Words with Hard and Soft <i>c, g</i>; Commonly Misspelled Words</li> <li> Grammar: Adverbs</li> <li> Writing Trait: Word Choice</li> </ul>
<p>Power Writing Write in Sequence Write a Response Write to Reinforce Grammar Write a Non-linear Sequence Write to Compare Text Structure</p> <p>Daily Writing Skills: Integrate Ideas from Multiple Sources Research Project: Integrate Ideas from Multiple Sources</p>	<p> <i>Wicked Weather</i></p> <p> <i>Mountains of Fire</i>  <i>Volcanoes</i>  <i>Volcanoes</i>  <i>Volcano: The Eruption of Mount St. Helens</i></p>	<p><b>Speaking and Listening</b> It Happened Like This; Describe a Volcano</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Report on Volcanoes; Photo Essay</p> <p><b>Cross-Curricular</b> U.S. Volcanoes; Take a Volcano Quiz</p> <p><b>Reading and Intervention</b> Sequence Events in a Blog; Sequence Events in an Article; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Draw Conclusions</li> <li> Relate Ideas</li> <li> Fluency: Expression, Accuracy, and Rate</li> <li> Greek and Latin Roots</li> <li> Spelling: Words with /oo/ oo; Words with Silent Consonants; Commonly Misspelled Words</li> <li> Grammar: Regular and Irregular Comparison Adverbs</li> <li> Research: Integrate Ideas from Multiple Sources</li> </ul>
<p>Power Writing Write About Cause-and-Effect Write to Support a Generalization Write Dialogue Artist's Craft: Express Ideas Visually Write About "Selvakumar Knew Better"</p> <p>Daily Writing Skills: Include Dialogue in Writing Writing Project: Personal Narrative</p>	<p> <i>Lightning Strikes</i></p> <p> <i>Eight Days: A Story of Haiti</i>  <i>Earthquake! A Story of Old San Francisco</i>  <i>The San Francisco Earthquake</i>  <i>The Big Wave</i></p>	<p><b>Speaking and Listening</b> Express Feelings; Listen for Dialogue</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Write Instructions; Write an Explanation</p> <p><b>Cross-Curricular</b> Can It Happen Here?; The Real Story</p> <p><b>Reading and Intervention</b> Comprehension Coach; Additional Reading; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Synthesize</li> <li> Cause and Effect</li> <li> Fluency: Phrasing, Accuracy, and Rate</li> <li> Science and Academic Vocabulary</li> <li> Words with VCV and VCCV Patterns; Commonly Misspelled Words</li> <li> Grammar: Adjectives and Adverbs</li> <li> Writing Trait: Voice</li> </ul>
<p>Power Writing Write About Main Ideas and Details Write a Response Write to Reinforce Grammar Write for a Purpose Write About Author's Purpose</p> <p>Daily Writing Skills: Organize Main Idea Writing Project: Research Report</p>	<p> <i>Kaboom!</i></p> <p> <i>Earthquakes</i>  <i>Earthquakes</i>  <i>Earthquakes</i>  <i>Slow Changes on Earth</i></p>	<p><b>Speaking and Listening</b> Which Is Scariest?; Explain a Diagram</p> <p><b>Language and Vocabulary</b> Compound Cutouts; My Vocabulary Notebook</p> <p><b>Writing</b> A Tsunami in the Media; Tell About a Storm</p> <p><b>Cross-Curricular</b> Thunderstorms; Measuring Earthquakes</p> <p><b>Reading and Intervention</b> Summarize an Event; Tornadoes; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Synthesize: Form Generalizations</li> <li> Main Idea and Details</li> <li> Fluency: Expression, Accuracy, and Rate</li> <li> Compound Words</li> <li> Spelling: Multisyllabic Words with VCCV and VCCCV Patterns; Commonly Misspelled Words</li> <li> Grammar: Prepositions and Prepositional Phrases</li> <li> Writing Trait: Organization</li> </ul>



# Week 1 Planner

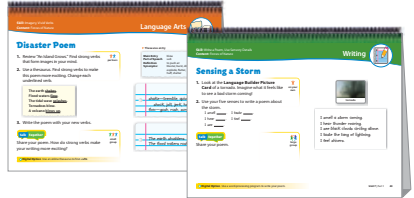
Online Lesson Planner  
NGReach.com



✓ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
<b>Anthology</b>	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Science Background</b> CC.3.SL.1 Introduce the Big Question Preview Unit Projects T412–T413 <b>Academic Talk</b> CC.3.SL.4 Tell an Original Story T414	<b>Academic Talk</b> CC.3.SL.1.d Connect Ideas T416a
	<b>Language and Vocabulary</b> ⌚ 15–25 minutes	<b>Daily Spelling &amp; Word Work</b> CC.3.Rfou.3; CC.3.L.2; ✓ Pretest: Words with Hard and CC.3.L.2.e; CC.3.L.2.f Soft c, g T411m <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a ✓ Adverbs T411o <b>Science Vocabulary</b> CC.3.L.6 ✓ Key Words T414 <b>category erupt flow island lava</b> <b>magma ocean rock volcano</b>	<b>Daily Spelling &amp; Word Work</b> CC.3.Rfou.3; CC.3.L.2; ✓ Practice T411m CC.3.L.2.e; CC.3.L.2.f <b>Daily Grammar</b> CC.3.L.1.a; CC.3.L.1; ✓ Adverbs T411o <b>Academic Vocabulary</b> CC.3.L.6 ✓ More Key Words T416a <b>conclusion core create develop</b> <b>force pressure</b>
	<b>Reading</b> ⌚ 20–40 minutes	<b>Reading</b> CC.3.Rlit.10 Read Aloud: Description T415a <b>Comprehension</b> CC.3.Rlit.4 ✓ Analyze Imagery T415a  <b>Fluency</b> CC.3.Rfou.4 ✓ Model Intonation T415a	<b>Reading</b> CC.3.Rinf.10 Read a Description T419 <b>Comprehension</b> CC.3.Rinf.8 ✓ Learn to Synthesize: CC.3.Rinf.10 Draw Conclusions T418 
	<b>Writing</b> ⌚ 15–45 minutes	<b>Daily Writing Skills</b> CC.3.L.3; CC.3.L.3.a; ✓ Use Sensory Language T411q CC.3.L.5 <b>Power Writing</b> T414 <b>Writing</b> CC.3.W.3 Write a Description T416 <b>Writing Project: Poem</b> CC.3.W.5 Study a Model T435a	<b>Daily Writing Skills</b> CC.3.L.2.g; CC.3.L.3; CC.3.L.3.a; ✓ Use Sensory Language T411q CC.3.L.5 <b>Power Writing</b> T416a CC.3.W.10 <b>Writing</b> CC.3.W.10 Write a Riddle T418–T419 <b>Writing Project: Poem</b> CC.3.W.4; CC.3.W.5; CC.3.L.3; Prewrite T435b CC.3.L.3.a; CC.3.L.5

<b>SMALL GROUP READING TIME</b>		<b>Read Science Articles</b>	<b>Read Fiction Books</b>
<b>Fiction &amp; Nonfiction</b>	⌚ 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Science Vocabulary SG5 <b>Reading</b> CC.3.Rinf.1; Use Visuals to CC.3.Rinf.7 Comprehend Text SG4 CC.3.Rinf.10 Build Comprehension SG5 	<b>Vocabulary</b> Learn Story Words SG6–SG7 <b>Reading</b> CC.3.L.6; Introduce SG6–SG7 CC.3.Rlit.10; Read and Integrate CC.3.Rlit.4 Ideas SG8–SG9 ✓ Synthesize: Draw Conclusions SG8–SG9 ✓ Imagery SG8–SG9 

<b>LEARNING STATION TIME/DAILY PHONICS INTERVENTION</b>		
⌚ 20 minutes		<b>Speaking and Listening</b> T411i CC.3.SL.1.b; CC.3.SL.2 <b>Language and Vocabulary</b> T411i CC.3.L.6 <b>Writing</b> T411i CC.3.W.3; CC.3.L.2.g; CC.3.L.3; CC.3.L.3.a; CC.3.L.5 <b>Cross-Curricular</b> T411j CC.3.W.7; CC.3.W.8 <b>Reading and Intervention</b> T411j CC.3.Rlit.9; CC.3.Rlit.10; CC.3.Rfou.3; CC.3.Rfou.4.b <b>Daily Phonics Intervention</b> T411k–T411l CC.3.Rfou.3; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f

**Big Question** What forces can change Earth?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.3.SL.1  
Preview and Predict T420

**Daily Spelling & Word Work** CC.3.Rfou.3; CC.3.L.2.e; CC.3.L.2.f  
✓ Practice T411n

**Daily Grammar** CC.3.L.1.g  
✓ Comparison Adverbs T411p

**Vocabulary Practice** CC.3.L.6  
✓ Expand Word Knowledge T420  
**stanza**

**Reading** CC.3.Rlit.10  
Read a Narrative Poem T421–T428–429

**Comprehension** CC.3.Rlit.4; CC.3.Rlit.10  
✓ Analyze Imagery T422–423  
✓ Synthesize: Draw Conclusions T422–423  
Analyze Parts of a Poem T424–425


**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.b  
✓ Practice Intonation, Accuracy, Rate T422–423

**Daily Writing Skills** CC.3.L.3; CC.3.L.3.a; CC.3.L.5  
✓ Use Sensory Language T411r

**Power Writing** T420 CC.3.W.10

**Writing** CC.3.W.10  
Write About Imagery T428–429

**Writing Project: Poem** CC.3.W.4; CC.3.W.5; CC.3.L.3; CC.3.L.3.a; CC.3.L.5  
Draft T435b



### Day 4

**Read and Comprehend**

**Academic Talk** CC.3.Rlit.2  
Summarize Reading T430

**Daily Spelling & Word Work** CC.3.Rfou.3; CC.3.L.2.e  
✓ Practice T411n

**Daily Grammar** CC.3.W.5; CC.3.L.1  
✓ Grammar and Writing T411p

**Vocabulary Practice** CC.3.L.6  
✓ Share Word Knowledge T430

**Reading** CC.3.Rlit.10  
Read a Narrative Poem T431–T433

**Comprehension** CC.3.Rlit.4; CC.3.Rlit.10  
✓ Analyze Imagery T432  
✓ Synthesize: Draw Conclusions T422–423


**Fluency** CC.3.Rfou.4  
✓ Practice Intonation, Accuracy, Rate T432

**Daily Writing Skills** CC.3.L.2.g; CC.3.L.3; CC.3.L.3.a; CC.3.L.5  
✓ Use Sensory Language T411r

**Power Writing** T430 CC.3.W.10

**Writing** CC.3.W.10  
Write a Rhyming Stanza T433

**Writing Project: Poem** CC.3.W.4–5; CC.3.L.1.g; CC.3.L.3; CC.3.L.3.a; CC.3.L.5  
Revise; Edit, and Proofread T435c–d



### Day 5

**Review and Apply**

**Academic Talk** CC.3.SL.1.a; CC.3.SL.4  
Talk About “An Island Grows” T434

**Daily Grammar** CC.3.L.1; CC.3.L.1.a  
✓ Review T411p

**Vocabulary Review** CC.3.L.6  
✓ Apply Word Knowledge T433a

**Reading** CC.3.Rlit.10  
Reread a Narrative Poem T433a

**Comprehension** CC.3.Rlit.4  
✓ Analyze Imagery T434a

**Fluency** CC.3.Rfou.4.b  
✓ Check Fluency T435

**Daily Writing Skills** CC.3.L.2.g; CC.3.L.3; CC.3.L.3.a; CC.3.L.5  
✓ Use Sensory Language T411r

**Power Writing** T433a CC.3.W.10

**Writing** CC.3.W.1; CC.3.W.1.b  
Write About “An Island Grows” T434

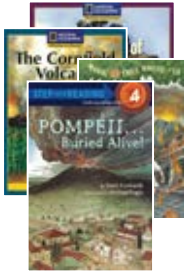
**Writing Project: Poem** CC.3.W.5  
Publish and Present T435d

### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG6–SG9

**Reading** CC.3.Rlit.10; CC.3.Rlit.4  
Introduce SG6–SG7  
Read and Integrate Ideas SG8–SG9

✓ Synthesize: Draw Conclusions SG8–SG9  
✓ Imagery 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.4  
Introduce SG6–SG7  
Read and Integrate Ideas SG8–SG9

✓ Synthesize: Draw Conclusions SG8–SG9  
✓ Imagery SG8–SG9

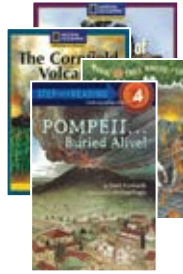


### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG6–SG9

**Reading** CC.3.Rlit.5  
Connect Across Texts SG9

**Writing** CC.3.W.10  
Choose a Writing Option SG9




### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T435e–T435f

✓ Reading Comprehension Test A7.4–A7.5 CC.3.Rlit.4  
✓ Reading Strategy Assessment SG57–SG59 CC.3.Rlit.10  
✓ Oral Reading Assessments A7.1–A7.3 CC.3.Rfou.4.b  
✓ Vocabulary Test A7.6–A7.8 CC.3.L.6

✓ Spelling Test: Words with Hard and Soft c and g T411m CC.3.Rfou.3; CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f  
✓ Writing, Revising, and Editing Test A7.9–A7.10 CC.3.W.4; CC.3.W.5; CC.3.L.1.g; CC.3.L.3; CC.3.L.3.a; CC.3.L.5  
Reteaching Masters RT7.1–RT7.3

# Week 1 Learning Stations

## Speaking and Listening

### Option 1: Volcanoes 101



NGReach.com Student Resources

Have students watch the video and take notes. To view the video, go to Resources > Unit 7 > Learning Stations > Week 1 > Volcanoes 101.

Have students agree on rules for discussion, such as “raise hands to speak” or “pass a talking stick.” Then have groups discuss the video using their notes.

Follow Rules for Discussions CC.3.SL.1.b

### Option 2: Explain a Diagram



NGReach.com Student Resources

Have partners use a diagram to explain what happens when ocean waves hit lava. To view a diagram, go to Resources > Unit 7 > Learning Stations > Week 1 > Diagram.

Have Partner 1 state a main idea observable in the diagram. Have Partner 2 state a supporting detail. Tell partners to reverse roles and repeat.

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

## Language and Vocabulary

### Key Words

category · conclusion · core · create · develop  
erupt · flow · force · island · lava · magma  
ocean · pressure · rock · stanza · volcano

### Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

### Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

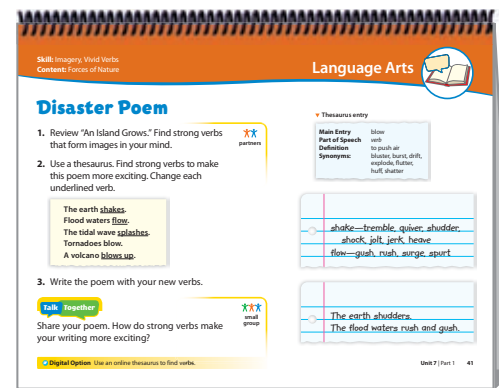
Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students write sentences that include sensory language.

Share Spanish cognates on pages T415 and T417. Under Add More Information > Cognates, have English learners add cognates they know.

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

## Writing

### Option 1: Disaster Poem



### PROGRAM RESOURCES & MATERIALS

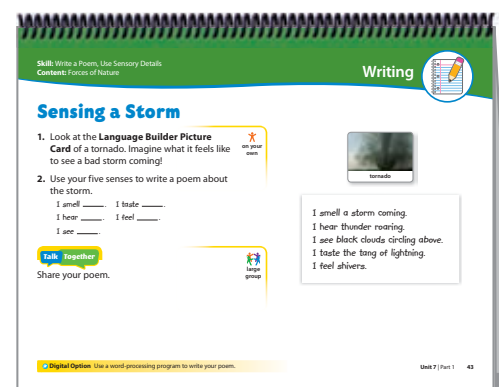
#### Language and Literacy Teamwork Activities: Card 41

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

*thesaurus*

Consult References	CC.3.L.2.g
Use Knowledge of Language	CC.3.L.3
Choose Words for Effect	CC.3.L.3.a
Understand Nuances	CC.3.L.5

### Option 2: Sensing a Storm



### PROGRAM RESOURCES & MATERIALS

#### Language and Literacy Teamwork Activities: Card 43

#### Digital Library: Language Builder Picture Card D80

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

Write Narratives, Using Descriptive Details	CC.3.W.3
Use Knowledge of Language	CC.3.L.3
Choose Words for Effect	CC.3.L.3.a

**Cross-Curricular**

**Option 1: Research Mauna Loa** 



[NGReach.com](http://NGReach.com) Student Resources

Have students watch a video about Mauna Loa and work in small groups to research the volcano's eruptions. To view the video, go to Resources > Unit 7 > Learning Stations > Week 1 > Hawaii Volcanoes.

Have students present their findings to the class.

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

**Option 2: Conduct a Poll** 



[NGReach.com](http://NGReach.com) Student Resources

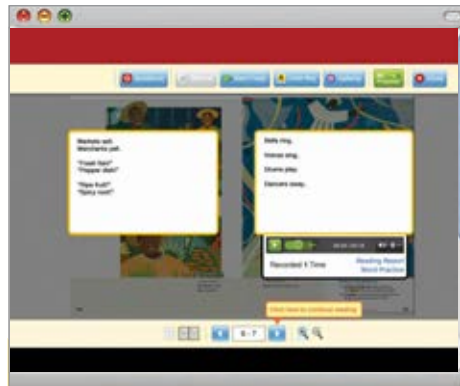
Have students take a poll about weather. To access the poll, go to Resources > Unit 7 > Learning Stations > Week 1 > Weather Poll.

Then have partners create their own poll. Have partners create a list of forces of nature and find out which one students would least like to experience. Have partners present their findings.

Gather Information CC.3.W.8

**Reading**

**Option 1: Comprehension Coach** 



[NGReach.com](http://NGReach.com) Comprehension Coach

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

**Option 2: Author Study** 

Lola M. Schaefer

**Sensory Language Chart**

	<i>Just One Bite</i>	<i>Arrowhawk</i>	<i>Pick, Pull, Snap!</i>
See			
Hear			
Feel			
Smell			
Taste			

**MATERIALS**

books by Lola M. Schaefer, such as *Arrowhawk*, *Just One Bite*, and *Pick, Pull, Snap!*

As students read the book over the week, have them complete a sensory language chart. Then have partners use their charts to discuss the books they read.

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

Compare and Contrast Stories CC.3.Rlit.9

**Intervention**

**Phonics Games** 

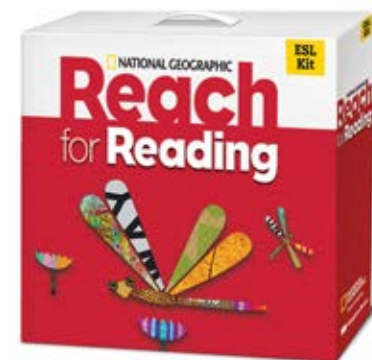


[NGReach.com](http://NGReach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills CC.3.Rfou.3  
 For Reteaching Masters, see pages RT7.1–RT7.3.

**Additional Resources**

**ESL Kit** 



ESL Teacher's Edition pages T412–T435

# Week 1 Daily Phonics Intervention

## OBJECTIVES

### Thematic Connection: Volcanic Eruptions

Recognize High Frequency Words

Develop Phonological Awareness: Isolate Sounds

Associate Sounds and Spellings: /s/ce, ci; /k/c; /g/g; /j/g

Blend Sounds to Decode Words

Teach

Day 1



### PROGRAM RESOURCES

High Frequency Words: Teaching Master 29

Sound/Spelling Cards 1 and 14

Word Builder: Transparency 73

### Reach into Phonics

Lesson 98, page T164

Lesson 100, pages T166–T167

## High Frequency Words

Follow Lesson 98 to present High Frequency Words:

friends asked walked trees air

## Words with Hard and Soft c

Follow Lesson 100. Use **Reading Routine 1** and **Sound/Spelling Cards 1 and 14** to teach sounds and spellings /s/ce, ci and /k/c. Guide students through **Transparency 73**.

For **Reading Routine 1**, see *Reach into Phonics* page T166.



NGReach.com Word Builder: Transparency 73

Teach

Day 2



### PROGRAM RESOURCES

More High Frequency Words: Teaching Master 30

Sound/Spelling Cards 10 and 17

Word Builder: Transparency 74

### Reach into Phonics

Lesson 99, page T165

Lesson 101, pages T168–T169

## High Frequency Words

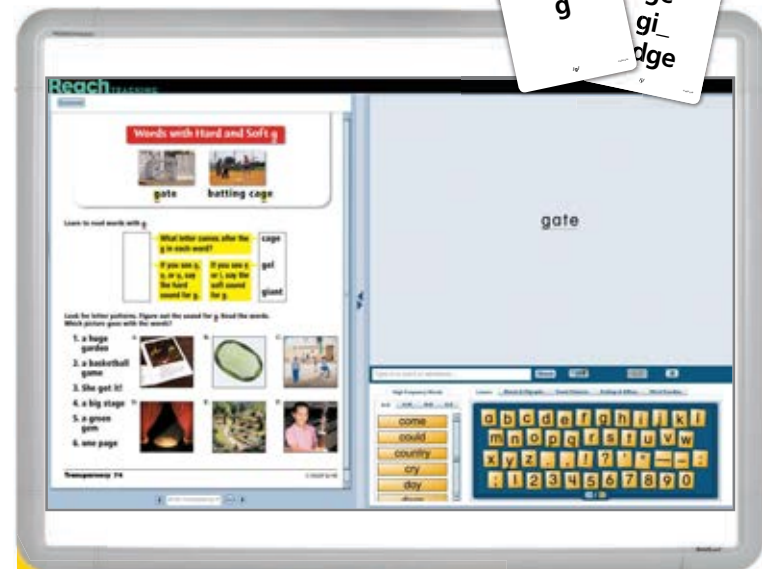
Follow Lesson 99 to present High Frequency Words:

talked if even while such

## Words with Hard and Soft g

Follow Lesson 101. Use **Reading Routine 1** and **Sound/Spelling Cards 10 and 17** to teach sounds and spellings /g/g and /j/g. Guide students through **Transparency 74**.

For **Reading Routine 1**, see *Reach into Phonics* page T168.



NGReach.com Word Builder: Transparency 74





## COMMON CORE STANDARDS

Apply Phonics Skills  
 Read Grade-Appropriate Irregularly Spelled Words  
 Use Conventional Spelling

CC.3.Rfou.3  
 CC.3.Rfou.3.d  
 CC.3.L.2.e

Use Spelling Patterns and Generalizations

CC.3.L.2.f

## Sort Words

Day 3



Option 1

### PROGRAM RESOURCES

Sound/Spelling Cards 1, 14, 10, 17

### MATERIALS

index cards, 15 per pair of students • timer

## Prepare

- Have partners work together to write each word from the word bank below on a separate card. On the remaining cards, have them write other words they know with hard and soft c.
- Have partners place the 15 word cards face down.
- Set out **Sound/Spelling Cards 1 and 14**.

cup      rice      card      lace      curve      city

## Play a Game

- Set a timer for five minutes. Have Partner 1 select a card and sort it by placing it with the **Sound/Spelling Card** that has the same sound. Continue until time is called. Have Partner 2 award one point for each word that is sorted correctly. Have partners switch roles and repeat.
- Set out **Sound/Spelling Cards 10 and 17**. Play the game again using words students know with hard and soft g and the word bank: *garden, gem, game, hinge, giraffe, goal*.

## Hop and Read

Day 3



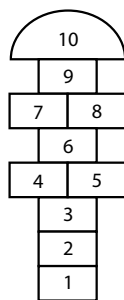
Option 2

### MATERIALS

masking tape • large index cards, 10 per pair of students • markers

## Prepare

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



friends      walked      air      if      while  
 asked      trees      talked      even      such

## 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 this process.
- The first player to complete the hopscotch grid with the marker on each box wins the game.

## Oh No!

Day 4



### MATERIALS

index cards, 16 per pair of students • timer

## Prepare

Arrange two pairs of students in a group of four. Have pairs work together to write each word from the word bank below on a separate card and the words "Oh no!" on the two remaining cards.

camel      cent      gentle      asked      such  
 coach      goose      ginger      air      talked  
 pencil      gum      friends      while

## Play a Game

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

## Word Hunt

Day 5



### PROGRAM RESOURCES

Sound/Spelling Cards 1, 14, 10, 17

### MATERIALS

timer

## Prepare

- Display **Sound/Spelling Cards: 1, 14, 10, 17**. Have students use them as a reference during their word hunt.

## Play a Game

- Have groups go on a word hunt. Set a timer for 15 minutes. Have groups look in books and other classroom print materials for words with hard and soft c and g.
- Have each group member list the words found. When time is called, have groups read their words. The group with the most words wins.

# Week 1 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Volcanic Eruptions**

- ✔ Spell Words with Hard and Soft c and g
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	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 Hard and Soft c, g

1. against	Put your ear <b>against</b> a seashell, and you might hear the sound of ocean waves.
2. arctic	These <b>arctic</b> weather conditions mean plenty of ice and snow.
3. average	We had a very wet spring, so already the amount of rainfall this year has been above <b>average</b> .
4. canyon	We looked over the high, steep side of the <b>canyon</b> to see the river below.
5. cyclone	Did the whirling winds of the <b>cyclone</b> cause any damage in the town?
6. dangerous	Lava, smoke, and flying rock make active volcanoes very <b>dangerous</b> .
7. distance	The <b>distance</b> from the beach to the volcano is less than three miles.
8. exciting	Seeing a volcano erupt is <b>exciting</b> —not dull at all!
9. fierce	The <b>fierce</b> heat of lava burns everything in its path.
10. gigantic	A <b>gigantic</b> cloud of ash is rising from the volcano and filling the sky above the island.
11. gully	A stream flows through the long, narrow <b>gully</b> .
12. iceberg	That <b>iceberg</b> floating in the sea broke off of a glacier.
13. regular	The man was a <b>regular</b> visitor, so the people on the island knew his name.
14. secure	To protect her camera, the ocean photographer will <b>secure</b> it in a waterproof case.
15. surface	Volcanoes erupt beneath the <b>surface</b> of the water.

### Watch-Out Words

16. soar	I watched the plane <b>soar</b> high into the clouds.
17. sore	My neck was stiff and <b>sore</b> from looking upward.
18. weather	The <b>weather</b> may be sunny or stormy today.
19. whether	I don't know <b>whether</b> to bring a sun visor or a rain hat.

## Word Scramble

Day 2



Option 1

### MATERIALS

index cards, 9 per student

### Teach

Display the word *canyon*. Underline c and pronounce the word. Have students repeat the word. Explain: *The sound /k/ can be spelled with the letter c. When the letter c is followed by the vowel a, o, or u, or by a consonant, it usually makes the hard c sound, /k/.*

Display the word *fierce*. Underline c and pronounce the word. Have students repeat the word. Explain: *The sound /s/ can be spelled with the letter c, too. When the letter c is followed by the vowel e, i, or y, it usually makes the soft c sound, /s/.*

### Prepare

- Have each student carefully print each of the following words on an index card, leaving space between the letters for cutting: *canyon, secure, distance, surface, cyclone, fierce, iceberg, exciting, arctic*.
- Tell students to cut their words apart into separate letters.



### Play a Game

- Have students scramble the letters for each spelling word and place the letters for each word in a separate pile. Then have each student exchange all nine of his or her piles with another player in the group.
- Tell students to put each word back together. The first student to unscramble the letters for all nine words wins.

Apply Phonics Skills  
Use Spelling Patterns and Generalizations

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

## Words in Context

Day 2



Option 2

### MATERIALS

index cards, 15 per pair of students

### Write an E-mail Message

- Have pairs of students collaborate to write each of the first 15 spelling words on a separate index card.
- Have students turn the cards facedown, shuffle them, and then take turns selecting cards.
- Tell students to imagine they are on an adventure. Have each student write an email message to his or her partner with the words he or she selected.
- Have partners exchange and read aloud the messages. Tell students to underline each spelling word and check that each word is spelled correctly.

Demonstrate Command of Spelling  
Use Conventional Spelling

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



## Build Words

Day 3



Option 1

### MATERIALS

index cards, 6 per student • timers

### Teach

Display the word *gully*, underline the *g*, and pronounce the word. Have students repeat the word. Explain: *When the letter g is followed by the vowel a, o, u, or a consonant, the letter usually makes the hard g sound, /g/.*

Then display the word *dangerous*, underline the *g*, and pronounce the word. Have students repeat the word. Explain: *When the letter g is followed by the vowel e, i, or y, it usually makes the soft g sound, /j/.*

### Prepare

- Have each student print the words *average*, *dangerous*, *gully*, *against*, *gigantic*, and *regular* on separate index cards, and then cut the words apart into separate letters.
- Arrange students in small groups. Assign a reader in each group and have the reader write the same words on paper.



### Play a Game

- Have the reader set the timer for 30 seconds and then read the first word from the list. Have students use their letters to spell the word. Each student who spells the word correctly in 30 seconds gets a point.
- Assign a new reader to read a different word.
- Continue playing until each student in the group has been the reader. The student with the most points wins.

Apply Phonics Skills  
Use Spelling Patterns and Generalizations

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

## What a Blast!

Day 3



Option 2

### MATERIALS

index cards, 21 per pair of students • timer

### Prepare

Have partners collaborate to write each spelling word on a separate index card and "Blast! Crash! Splash!" on the two remaining cards.

### Play a Game

- Have partners combine their cards with another pair of students and stack the cards facedown. Set a timer for 15 minutes.
- Have one player select and read a card. The next player spells the word correctly and keeps the card. If the player does not spell the word correctly, the word card goes back into the pile.
- If a player draws a "Blast! Crash! Splash!" card, the cards he or she has gathered go back into the pile. When time is called, the player with the most cards wins.

Use Conventional Spelling

CC.3.L.2.e

## Mystery Words

Day 4



Option 1

### Prepare

- Assign a word from the spelling list to each pair of students.
- Have partners collaborate to write five clues to help other students identify the word.
- Have partners arrange the order of the clues so that each clue helps narrow down the possibilities, and the last clue is the most obvious.

Mystery Word: iceberg

Clue 1: The mystery word has 7 letters. (i c e b e r g)

Clue 2: The mystery word has 2 syllables. (ice-berg)

Clue 3: The mystery word has 3 vowels. (i, e, e)

Clue 4: The mystery word has the letter "c".

Clue 5: The mystery word will complete this sentence:

The huge \_\_\_\_\_ was once part of a glacier. (iceberg)

### Play a Game

- Have each pair take turns presenting the clues to the opposing team or teams.
- Have the other players write the words that match each clue.
- When players are done, have the presenting pair reveal the answers and explain their clues.
- Then have the next pair present their clues. Continue until all the mystery words have been identified.

Apply Word Analysis Skills

CC.3.Rfou.3

## Explore Homophones

Day 4



Option 2

### Prepare

- Display a sentence with a Watch-Out Word. For example: *We saw a bird soar over the top of the volcano.*
- Have students identify the homophone and use it in a sentence.

### Play a Game

- Have pairs of students exchange sentences and rewrite each sentence using the correct homophone.
- Encourage pairs to come up with creative and complex sentences. Post sentences and have the class vote for the best examples for each pair of homophones.

Use Conventional Spelling

CC.3.L.2.e

# Week 1 Daily Grammar

## OBJECTIVES

Thematic Connection: Volcanic Eruptions

Grammar: Use Adverbs

## COMMON CORE STANDARDS

Revise and Edit Writing  
Demonstrate Command of Grammar and Usage  
Explain the Function of Adverbs

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

## Day 1

### PROGRAM RESOURCES

Adverbs: eVisual 7.2  
Game: Practice Master PM7.3

### MATERIALS

scissors

## Teach the Rules

Use the suggestion on page T416 to introduce adverbs. Then use eVisual 7.2 to teach how adverbs function.

### Adverbs

- An **adverb** can tell where. Magma pushes **up**.
- An **adverb** can tell how. The volcano erupts **loudly**.
- An **adverb** can tell when. Lava **soon** flows.

NGReach.com Adverbs: eVisual 7.2

## Play a Game

Distribute **Practice Master PM7.3**. Model how to play a game using a student volunteer as a partner. Then arrange the class into pairs and have students play.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Word Cards**

Directions:

- Cut out the cards. Place the white adverb cards facedown in a stack. Arrange the gray cards, facing up, on a desk.
- Select a white card. Match the adverb with a gray card, then say a sentence using the adverb.
- If your partner agrees that the match and sentence are correct, keep the white card. If not, return the card to the bottom of the stack.
- Take turns playing until all the cards have been matched.

how	when	where
suddenly	nervously	down
everywhere	today	quickly
yesterday	around	now
roughly	up	loudly

For use with TE, p. T416. **PM7.3** Unit 7 | Blast Crash Splash!

NGReach.com Practice Master PM7.3

## Differentiate

### EL English Learners

**ISSUE** In the Hmong language, two verbs can take the place of a verb and an adverb. Students may say or write: I run, run to school.

**STRATEGY** Provide sentence frames with missing adverbs. Have students use adverbs from **Practice Master PM7.3** to complete the sentences. For example: I run \_\_\_\_\_ to the bus stop. (how); \_\_\_\_\_ I missed the bus. (when); We go \_\_\_\_\_ on the bus. (where)

## Day 2

### PROGRAM RESOURCES

More Adverbs: eVisual 7.7

### MATERIALS

index cards, 4 per student

## Teach the Rules

Use the suggestion on page T419 to introduce more uses of adverbs. Then use eVisual 7.7 to teach the concept.

### More Adverbs

- An **adverb** can make an **adjective** or **another adverb** stronger. Volcanoes can be **extremely dangerous**. Mudflows destroy wildlife **very quickly**.

NGReach.com More Adverbs: eVisual 7.7

## Play a Game

Have each student write these sentences on separate cards:

Some animals get extremely nervous before a storm.  
Thunder always cracks loudly over this island.  
The truly violent wind can suddenly change direction.

- Have Partner 1 select a card and read aloud the sentence. Have Partner 2 find his or her card with the same sentence and underline the adverbs. Then have Partner 1 say a new sentence for each of the underlined adverbs.
- Have partners switch roles and repeat.

## Differentiate

### BL Below Level

**ISSUE** Students cannot distinguish between adverbs and adjectives.

**STRATEGY** Model how to identify adverbs and adjectives. Display: *A volcano rumbles nearby. The nearby volcano rumbles.* Explain: *In the first sentence, nearby describes the verb rumbles, so it is an adverb. In the second sentence, nearby describes the noun volcano, so it is an adjective.* Have students use the same process to explain *deep*. Display: *Dig deep to find magma. We dug a deep hole in the ground.*



### Day 3

#### PROGRAM RESOURCES

Adverbs That Compare: eVisual 7.8

#### MATERIALS

index cards, 6 per pair of students

### Teach the Rules

Use the suggestion on page T428-429 to introduce adverbs that compare. Then use eVisual 7.8 to teach the rules.

#### Adverbs That Compare

- Add **-er** to an adverb to compare two actions and **-est** to compare three or more actions.   
 I ran fast to get help, but Omar ran **faster**. Helen ran the **fastest** of all.
- If an adverb ends in **-ly**, use the words **more** or **less** to compare two actions and **most** or **least** to compare three or more actions.   
 The volcano Kohala erupted **recently**. Mauna Loa erupted **more** recently. Kilauea erupted the **most** recently.

NGReach.com Adverbs That Compare: eVisual 7.8

### Play a Game

- Have pairs write these adverbs on separate index cards: *fast, hard, soon, gracefully, carefully, cheerfully.*
- Have students shuffle the cards, place them facedown, and turn over the top card. Have one player read aloud the word.
- Then each player writes a sentence using the word and *-er, more, or less* to compare two actions. The first player to correctly write a sentence receives one point. Then they repeat, using *-est, most, and least* to compare three or more actions.
- Play until all the cards have been used. Then tally the points.

### Differentiate

#### BL Below Level

**ISSUE** Students are not able to make comparisons with adverbs.

**STRATEGY** Actively demonstrate verbs and adverbs. Have one student walk fast and another student walk slowly. Ask students to say a sentence to compare how the two students walked, using the adverb *fast*. Write the response. (\_\_\_\_walked faster than \_\_\_\_.) Then have one student say *volcano* in a normal voice, and have another student say *volcano* quietly. Ask students to compare the two, using the adverb *softly*.

### Day 4

#### PROGRAM RESOURCES

Grammar and Writing: Practice Master PM7.4

### Grammar and Writing

Distribute Practice Master PM7.4. Have students use editing and proofreading marks to correct errors with adverbs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

**Edit and Proofread**

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

correct use of adverbs

Editing and Proofreading Marks	
^	Add.
↗	Take out.
→	Move to here.
△	Add comma.

For weeks, we sail <sup>by</sup> brave across the sea. The voyage is <sup>exciting</sup> ~~over~~. Waves and wind <sup>rock</sup> our ~~wildly~~ ship. Rain pours down. Now it is morning. I stand <sup>silently</sup> on the deck of the ship. The dense fog lifts <sup>sooner</sup> than it did yesterday. Then I notice something in the distance. I shout <sup>loudly</sup> "Land!"

Our <sup>finally</sup> ship comes close to shore. The water looks cold, but my friend and I dive in. I swim <sup>faster</sup> ~~fast~~ than my friend so I get to the island <sup>more</sup> quickly than he does. It is a <sup>beautiful</sup> ~~very~~ island. Big <sup>above</sup> birds fly. Trees and flowers <sup>gentle</sup> sway in the breeze. Soon many more people will come. But today, the island is ours!

For use with T.E., T41p **PM7.4** Unit 7 | Blast! Crash! Splash!

NGReach.com Practice Master PM7.4

### Day 5

#### PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A7.9–A7.10

### Review and Assess

- Display the chart below. Have groups of students collaborate to write examples for each adverb rule they learned this week.
- Have groups compare charts and vote on the best examples.

Adverb Rules	Examples
An adverb can tell where, how, or when.	
An adverb can tell more about an adjective or another adverb.	
Add <b>-er</b> to an adverb to compare two actions. If an adverb ends in <b>-ly</b> , use <b>more</b> or <b>less</b> to compare two actions.	

Administer the Writing, Revising, and Editing Test.

# Week 1 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Volcanic Eruptions**

Use Sensory Language

## COMMON CORE STANDARDS

Consult References  
Use Knowledge of Language  
Choose Words for Effect  
Understand Word Relationships and Nuances

CC.3.L.2.g  
CC.3.L.3  
CC.3.L.3.a  
CC.3.L.5

### Introduce Sensory Language Day 1

#### PROGRAM RESOURCES

**Volcano Poem:** eVisual 7.3

**Sensory Language:** eVisual 7.4

### Teach the Skill

Display eVisual 7.3 to model making better word choices.

#### Volcano Poem

Draft	Final Copy
Thick lava on the ground, Loud sounds all around, Stinky smell, bad taste, Hot rock, make haste!	Syrupy lava on the ground. CRASH! BLAST! all around. Breathe smoke, gag ash. Sizzling rock, better dash!

NGReach.com

**Volcano Poem:** eVisual 7.3



**INTERACTIVE WHITEBOARD TIP:** Underline sensory words.

Chorally read the draft of the poem. Explain the skill: *Sensory words tell how things look, sound, smell, taste, and feel. Sensory words can create pictures in the reader's mind. Hot is a sensory word. What does the word tell you?* (how the rock feels)

Then chorally read the final copy of the poem. Contrast the words *hot* and *sizzling*. Explain: *Good writers choose strong, precise words.* Display and discuss eVisual 7.4. Ask students if they agree with the Better Word Choices and explain why. Invite students to brainstorm words or phrases for each row. Tell students that a thesaurus is a good place to find sensory words.

#### Sensory Language

Senses	Sensory Words	Better Word Choices
I see...	thick lava	syrupy lava
I hear...	loud sounds	CRASH! BLAST!
I smell...	stinky smells	breathe smoke
I taste...	bad taste	gag ash
I touch or feel...	hot rock	sizzling rock

NGReach.com

**Sensory Language:** eVisual 7.4



**INTERACTIVE WHITEBOARD TIP:** Record student suggestions.

### Describe an Item Day 2 Option 1

#### Introduce

Display a list of common items: *orange, truck, tree, puppy, horn, rainbow, oil.* Model how to use a sensory language chart to brainstorm sensory words.

Orange				
Looks	Sounds	Smells	Tastes	Feels
round	squirt	sweet	tangy	bumpy
orange	slurp	fresh	delicious	spongy

#### Practice

Have pairs select a word from the list of common items. Instruct them to use a sensory language chart to brainstorm words that describe their chosen item. Then have partners use the words on their chart to create a rhymed or unrhymed poem with sensory phrases. Have partners share their poems with the class.

### Find and Choose Words Day 2 Option 2

#### MATERIALS

*thesaurus, 1 per pair of students*

#### Introduce

Display and read aloud a rhyming couplet.

I walked on the big, steep rock.  
Crack! It moved. What a shock!

Ask: *How is Crack! a sensory word?* (It helps the reader hear how the rock sounds.) Have partners use a thesaurus to create a list of sensory words and phrases as possible replacements for the words *walked, big, steep,* and *moved.*

#### Practice

Have partners join another pair of students. Encourage the group to compare and discuss the words in each list, focusing on how the words are alike and different. Have students individually choose their favorite words and revise the couplet. Display the revised couplets to demonstrate the variety of sensory words.

**SUGGESTED PACING**

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

**Write a Description**Day 3  **Option 1****Introduce**

Ask students to imagine they are living on a volcanic island. Provide a scenario: *Your family's favorite meal is a delicious dish called Volcano Stew. What sensory words could you use to describe this special food?*

**Practice**

Have partners use prior knowledge of soups and stews and their imaginations to describe the look, smell, feel, taste, and sound of Volcano Stew. If students have difficulty getting started, have them complete sentence frames:

Volcano Stew looks \_\_\_\_ and \_\_\_\_ .  
 When you sniff it, it smells \_\_\_\_ .  
 It feels \_\_\_\_ in your mouth.  
 It tastes \_\_\_\_ and \_\_\_\_ .  
 You hear \_\_\_\_ when you eat it.

Have each pair exchange their writing with another pair, and then use the description to write a recipe for making the stew.

**Write and Revise**Day 3  **Option 2****Introduce**

Have students look at the illustration of the boy on a volcano ride on **Anthology** page 414. Introduce the writing assignment: *This boy is at the Forces of Nature Amusement Park. You will write a paragraph to describe another ride at this park.* Have partners turn and talk about possible weather-related rides, such as rides that simulate earthquakes, tornadoes, floods, hurricanes, avalanches, and tsunamis.

**Practice**

Have each pair choose one ride. Have partners work together to write a description of their ride. Then have partners read aloud their paragraphs to another pair.

Tell pairs to exchange paragraphs and underline the sensory words and phrases. Prompt the peer reviewers to make suggestions for adding or changing sensory words to make the writing more clear and interesting. Then provide time for each pair to revise their paragraph. Have pairs display completed descriptions.

**Use Sensory Words**Day 4 **MATERIALS**

thesaurus, 1 per pair of students

**Introduce**

Review **Anthology** pages 430–432 and have students examine the illustrations. Have partners turn and talk about what they might see, hear, taste, smell, and touch or feel if they visited this island. Then display a RAFT for students to copy. Discuss the RAFT to ensure students understand the assignment.

Role: Volcano  
 Audience: Nearby plants and animals  
 Form: Speech  
 Topic: The eruption that is about to happen

**Practice**

Have each student write a speech the volcano might give to nearby plants and animals. Some students may focus on how a volcano about to erupt might feel, or how a volcano might talk about the aftermath. Remind students to include sensory words and use a thesaurus to make strong word choices. Have individuals conduct dramatic readings of their speeches.

**Review and Assess**Day 5 **PROGRAM RESOURCES**

**Writing, Revising, and Editing Test: Assessment Masters A7.9–A7.10**  
**Digital Library: Language Builder Picture Card D86**

**Review the Skill**

Display **Language Builder Picture Card D86**. Have each student use sensory details to write a description of what it is like to be near a volcano when it erupts.



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

# Day 1 Introduce Unit 7

## OBJECTIVES

### Thematic Connection: Volcanic Eruptions

Preview Content by Exploring Ideas

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 7


Unit Concept Map: Practice Master PM7.1

### TECHNOLOGY ONLY

Unit 7 Build Background Video

## MATERIALS

colored pencils • markers or crayons



## WARM-UP

Direct students' attention to the photograph of the volcano on **Anthology** pages 412–413. Ask them to explain what is happening. Then ask: *What if you were taking this photograph? How would you feel? What would you be thinking?*

## Science Background

### 1 Big Question **Anthology** page 412

Have a volunteer read the Big Question: *What forces can change Earth?* Explain that in this unit students will be reading about natural forces and how they can affect Earth. Distribute **Family Newsletter 7**.

### 2 Share What You Know **Anthology** page 413

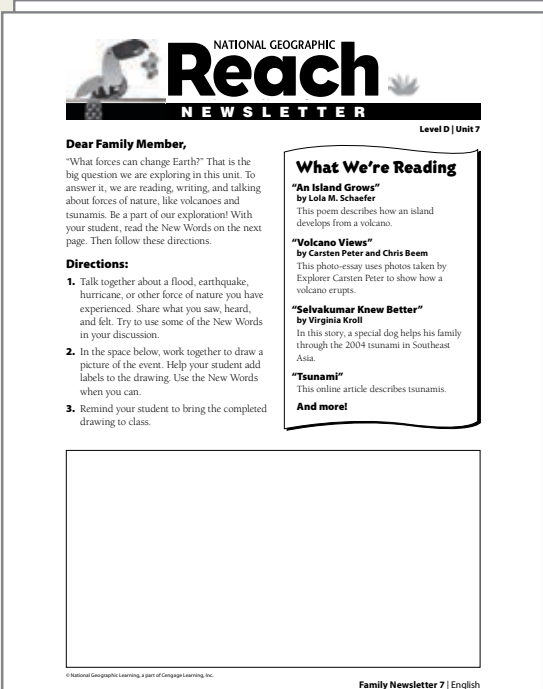
Activate prior knowledge: *What are some forces of nature that you have experienced or know about?* (Possible responses: thunderstorm, hailstorm, lightning strike, hurricane, tornado, earthquake, erupting volcano)

Display **Student eEdition** page 413, review the directions, and distribute materials. After students share their drawings with the class, post all the pictures and invite students to compare the different forces of nature.

### 3 Build Background Video

Set a purpose for viewing the video: *Watch the video to find out about some forces of nature that change Earth. Think about why it is important to understand these forces.* Play the video and invite students to take notes. After viewing, discuss:

- *What is the main idea of this video?* (Powerful forces of nature, such as earthquakes, tsunamis, and volcanoes, change Earth.)
- *How would you describe an earthquake?* (Possible responses: land shakes, plates on the Earth's surface shift, buildings crash, roads break up, sometimes huge waves rush to the land)
- *Will our community ever change because of a tsunami? Explain your reasoning.* (Possible responses: No, because we are not near an ocean. Yes, because we live close to the ocean shore.)
- *Volcanoes destroy Earth. Do you agree with this statement? Tell why or why not.* (Possible response: I disagree because volcanoes do not just destroy Earth. Volcanoes create new land, too.)



**NATIONAL GEOGRAPHIC**  
**Reach**  
NEWSLETTER  
Level D | Unit 7

**Dear Family Member,**  
"What forces can change Earth?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about forces of nature, like volcanoes and tsunamis. 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 a flood, earthquake, hurricane, or other force of nature you have experienced. Share what you saw, heard, and felt. Try to use some of the New Words in your discussion.
2. In the space below, work together to draw a picture of the event. Help your student add labels to the drawing. Use the New Words when you can.
3. Remind your student to bring the completed drawing to class.

**What We're Reading**

**"An Island Grows"**  
by **Lola M. Schaefer**  
This poem describes how an island develops from a volcano.

**"Volcano Views"**  
by **Carsten Peter and Chris Beem**  
This photo-essay uses photos taken by Explorer Carsten Peter to show how a volcano erupts.

**"Selvakumar Knew Better"**  
by **Virginia Kroll**  
In this story, a special dog helps his family through the 2004 tsunami in Southeast Asia.

**"Tsunami"**  
This online article describes tsunamis.  
**And more!**

Family Newsletter 7 | English

 **Family Newsletter 7**  
in seven languages

## COMMON CORE STANDARDS

### Speaking and Listening

Draw on Information to Explore Ideas CC.3.SL.1.a



# Blast! Crash! Splash!

**Big Question**  
What forces can change Earth?

**Unit at a Glance**  
 • **Language:** Tell an Original Story, Express Opinions and Ideas, Science Words  
 • **Literacy:** Synthesize  
 • **Content:** Forces of Nature

**Unit**  
**7**

### Share What You Know

- 1 Think of a force of nature, such as an earthquake or a storm, that you have read about or seen on TV.
- 2 Draw a picture of it.
- 3 Share your picture with the class. Explain your drawing.



Do It!

I saw a tornado on TV.



**Build Background:** Watch a video about forces of nature.  
[NGReach.com](http://NGReach.com)

**Anthology**  
pages 412–413

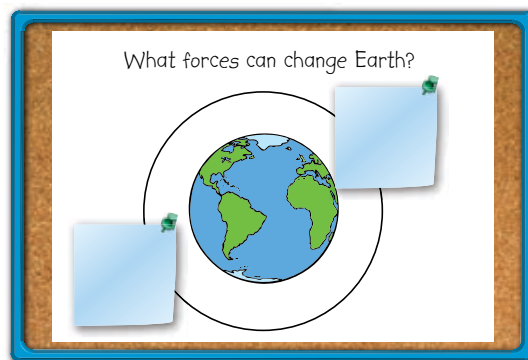
## Unit Projects

### 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 forces that can change Earth?* (Possible responses: I will learn about a volcano that created an island. I will learn about a tsunami.) Have pairs of students compare pages they find interesting.

Display the unit concept map using **Student eEdition** page 480 or create a copy for a bulletin board. Explain: *As you go through this unit, you will be adding your ideas about the Big Question to this concept map.*

Distribute **Practice Master PM7.1** and model how to fill in the concept map. Think aloud: *I learned that volcanoes can change Earth by creating new land. I will write a title, Volcanoes, and the description, can create new land. Ask: What other forces of nature can we add from the video? (earthquake, tsunami)*



**Concept Map**

## Weekly Writing

- Gather students' writing throughout the week:
- ✓ Daily Writing Skills Practice (T411q–T411r)
  - ✓ Power Writing (T414, T416a, T420, T430, T433a)
  - ✓ Writing (T416, T418, T428–429, T433, T434)
  - ✓ Writing Project (T435a–T435d)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Unit Concept Map**  
**Blast! Crash! Splash!**  
 Make a concept map with the answers to the Big Question.

What forces can change Earth?

**Volcanoes**  
can create new land

**Earthquake**  
can create tsunamis

© National Geographic Learning, a part of Cengage Learning, Inc.  
 For use with TE p. T413 **PM7.1** **Unit 7 | Blast! Crash! Splash!**

[NGReach.com](http://NGReach.com) **Practice Master PM7.1**

## OBJECTIVES

### Thematic Connection: Volcanic Eruptions

- Use Domain-Specific Words
- Determine Word Meanings

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Imagery Chart: Practice Master PM7.2

Family Newsletter 7

### TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 7.1

## MATERIALS

timer • students' pictures from *Share What You Know* on page 413

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- |   |             |
|---|-------------|
| Determine the Meanings of Words and Phrases     | CC.3.Rlit.4 |
| Determine the Meanings of Domain-Specific Words | CC.3.Rinf.4 |
| Read with Fluency to Support Comprehension      | CC.3.Rfou.4 |

### Writing

- |   |          |
|---|----------|
| Write Narratives, Using Descriptive Details | CC.3.W.3 |
|---|----------|

### Speaking and Listening

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

### Language and Vocabulary

- |  |            |
|--|------------|
| Explain the Function of Adverbs                    | CC.3.L.1.a |
| Acquire and Use Academic and Domain-Specific Words | CC.3.L.6   |

## Academic Talk

### 1 Tell an Original Story Anthology page 414

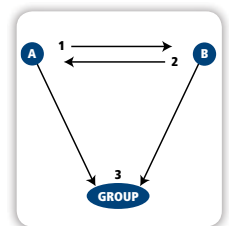
**REVIEW** Remind students: *Stories include one or more characters, a setting, and a plot.* Invite volunteers to define literary terms in their own words.

Display **Student eEdition** page 414 and show how the language frames correspond to story elements. Ask students to listen and read along as you play the **Sing with Me Language Song**. Ask students to identify the character (a boy), the setting (an amusement park), and the plot.

Use a **Three-Step Interview** to have students tell and retell original stories.

- Students form pairs.
- Students take turns. Each student tells an original story.
- Partners share the story they heard with the class.

For **Three-Step Interview**, see page BP46.



**Three-Step Interview**

## Science Vocabulary

### 2 Key Words Anthology page 415

Explain and model using **Vocabulary Routine 1** and **Student eEdition** page 415 to learn Key Words.

- **Pronounce the word and point to the image:** erupt.
- **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 something erupts, it suddenly explodes.
- **Elaborate.** Relate the word to your experience: I watched a geyser erupt and spray water high into the air.

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

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

### Key Words

erupt · flow · island ·  
lava · magma · ocean ·  
rock · volcano

Have partners take turns repeating the routine for each Key Word, using page 415. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**



**NGReach.com My Vocabulary Notebook**

- This story is about \_\_\_\_\_.
- It happens \_\_\_\_\_.
- First, \_\_\_\_\_.
- Then, \_\_\_\_\_.

## Tell an Original Story

Listen to Jenny's poem. Then use **Language Frames** to tell a story of your own.

### A Scary Ride

This story is about a boy  
With truly unruly hair.  
It happens in a hot volcano.  
You wouldn't think he'd dare!

First, he rides his tiny red cart  
Down tunnels long and deep.  
Soon, bubbling magma, thick as mud,  
Begins to warm his feet.

Then, suddenly the place erupts!  
Upward shoots his cart.  
Bump! He lands—back on track,  
In an amusement park.

Poem ((MP3))

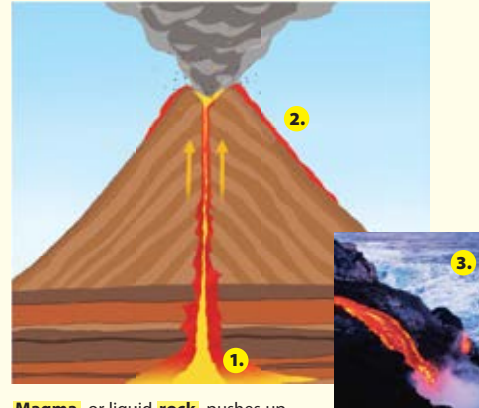


414

erupt	magma
flow	ocean
island	rock
lava	volcano

## Key Words

Look at this diagram. Use **Key Words** and other words to talk about what happens when a **volcano erupts**.



1. **Magma**, or liquid **rock**, pushes up.
2. **Lava flows** out.
3. Lava cools in the **ocean**. Over time, this can form **islands**.

### Talk Together

With a partner, tell an original story about forces that change something on Earth. Who is the story about? Where does it happen? Use **Language Frames** from page 414 and **Key Words**.

415

## STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology  
pages 414–415

### 3 Talk Together Anthology page 415

Read aloud the instructions on page 415. Have pairs review the stories they shared during Academic Talk and select a character, setting, and plot. Then have pairs share their stories with the class.

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words ✓

Monitor the use of Key Words in the **Talk Together** activity. If partners do not include Key Words, encourage them to retell segments of the story using Key Words.

If students use words incorrectly, have students use Key Words to respond to the following questions:

- If an **island** in the **ocean** is hit by a hurricane, what might happen? (Possible response: The **ocean** waves and high winds might damage the **island**.)
- If you could see inside a **volcano** as it **erupts**, what might you see? (Possible response: I might see **magma**, or liquid **rock**, inside the erupting **volcano**.)
- If you see **lava flow**, what might have happened? (A **volcano** might have **erupted**.)

## Best Practices

**Group Strategically** When students use Key Words to tell stories, use the word knowledge ratings from step 2 of the vocabulary routine to pair students who have different levels of word knowledge.

## Differentiate

### EL English Learners

**ISSUE** Students need additional support to understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 7** for translations in seven languages. Use cognates for Spanish speakers:

island/isla	lava/lava
magma/magma	ocean/océano
rock/roca	volcano/volcán

### BL Below Level

**ISSUE** Students need help with definitions.

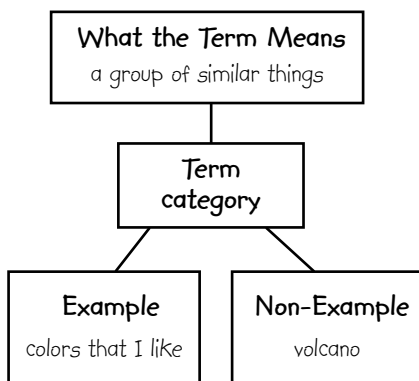
**STRATEGY** Provide a resource. Have students use the definitions on **Anthology** pages 611–626 to complete step 3 of the routine. They can use the sample sentences as models for elaboration.

## Fluency

**Model Intonation** Explain the concept: *Fluent readers raise and lower their voices as they read text. When you read a statement, your voice rises and then falls at the end. When you read a question, your voice rises at the end. When you read an exclamation, your voice shows strong feeling.*

Model correct intonation with sentences from "Scary Fun."

## Word Map



## Comprehension

### 4 Imagery Anthology page 416

Use the pictures and labels on page 416 to teach the concept of imagery. Explain that you will read a description of the events described in the poem on **Anthology** page 414. Then display **eVisual 7.1** and read aloud "Scary Fun" twice. After the first reading, direct students' attention: *Listen for words that tell how things look, sound, smell, taste, and feel.* Then reread.



### Read Aloud

Description

#### Scary Fun

A boy with very unruly hair sits in a tiny red cart at the top of a rumbling mountain. Suddenly, the mountain **erupts**. It is a hot **volcano**! The boy plunges down tunnels long and deep. Hot bubbling **magma**, thick as mud, surrounds him and warms his feet. He hears a loud bump, but he is safe after all. The ride was scary, but he is ready to ride again!

[NGReach.com](http://NGReach.com) Read Aloud: eVisual 7.1



**INTERACTIVE WHITEBOARD TIP:** Have students underline examples of imagery.

### 5 Map and Talk Anthology page 416

Use a Word Map to teach the term **category**. Then explain: *You can sort word pictures from "Scary Fun" into categories.* After students read how to make an imagery chart, ask: *What is the first category on the chart?* (Place) *What word pictures in "Scary Fun" are listed on the chart for Place?* (hot **volcano** and tunnels long and deep) *What other examples of imagery for Place could you add?* (at the top of a rumbling mountain) Repeat for the remaining two categories.

### 6 Talk Together Anthology page 416

Have partners use **Practice Master PM7.2** to make an imagery chart for an original story they create.

## Check & Reteach

**OBJECTIVE:** Determine Word Meanings

Have students read words and phrases from the imagery charts they created for **Talk Together**. Have them describe the picture the words paint in their minds.

If students have difficulty describing the word pictures, ask questions to help them determine the meaning. Provide examples: *What does the word \_\_\_\_\_ mean? What do you think of when you hear the word \_\_\_\_\_? Have you ever seen a/an \_\_\_\_\_?*

## Imagery

Words can create pictures in people's minds. Word pictures, or **imagery**, tell how things look, sound, smell, taste, and feel.

Look at these pictures from Jenny's poem. Read the labels.



place



person



thing

As you listened to the poem, how did you picture the place, the person, and the things? Which words helped you do that?

### Map and Talk

You can use an imagery chart to record word pictures from a story. To make one, write categories at the top of the chart. Then find word pictures for each category.

#### Imagery Chart

Place	Person	Thing
hot volcano	boy with truly unruly hair	tiny red cart
tunnels long and deep	magma warms his feet	bubbling magma, thick as mud

#### Talk Together

Make up a story with a partner. Use word pictures to describe places, people, and things. Record the word pictures in an imagery chart.

416

Anthology page 416

## Writing

### 7 Write a Description

Introduce: *Now write a paragraph about the story you made up with a partner.* Use the "Scary Fun" imagery chart and **Writing Routine 2** to model the process.

#### Think Aloud

*First, I find a word picture on the chart.*

*Next, I write a descriptive sentence.*

#### Write

tiny red cart

The boy sits in a tiny red cart at the top of a rumbling mountain.

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

Have students work individually to write descriptive sentences, using the imagery chart they created in **Talk Together**. When complete, have partners share their writing and then add it to their Weekly Writing folders.

## WRAP-UP

Have students imagine that they are in the tiny red cart at the top of the mountain when the volcano starts to erupt. Have them create descriptions to tell about what they see, hear, taste, smell, or feel.

## Daily Language Arts

### Daily Spelling & Word Work ✓

Pretest page T411m

### Daily Grammar ✓

Point out the adverb *suddenly* in the **Read Aloud**. Then use page T411o to teach adverbs that tell *how*, *where*, and *when*.

### Daily Writing Skills ✓

Point out the words *warms his feet* in the **Read Aloud**. Then use page T411q to teach using sensory language.

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Imagery Chart

#### Title:

Make an imagery chart about your story.

Place	Person	Thing
Answers will vary.		

Use imagery to tell your partner another story.

For use with TE p. T415a

PM7.2

Unit 7 | Blast! Crash! Splash!

## OBJECTIVES

**Thematic Connection: Volcanic Eruptions**

- Use Academic Words
- Draw Conclusions to Comprehend Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Family Newsletter 7
- Unit Concept Map: Practice Master PM7.1

### 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 *erupt*.

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



## WARM-UP

Have students draw simple crossword puzzles that connect two Key Words. Have them add one letter of one word to the crossword as a clue. Then ask students to exchange puzzles with a partner and fill in the two words to complete the puzzle.

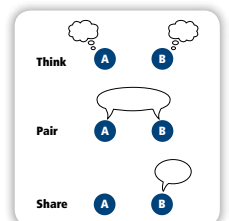
## Academic Talk

### 1 Connect Ideas

Project **Student eEdition** page 415. Review Key Words and model how to use the diagram to connect ideas. Explain: *The diagram and words work together to tell how a **volcano erupts**.* Point to the magma rising upward through the volcano. *First, I see **magma**, or liquid **rock**, pushing up. Then I read that **lava flows** out. The pictures and words go together. They tell what happens when a **volcano erupts**.*

Have students connect the two ideas that are presented in step 3 with the information from steps 1 and 2. Use a **Think, Pair, Share**.

- Students think about the ideas described in step 3 and illustrated by the photograph.
- Pairs talk about the ideas and connect them to the ideas in steps 1 and 2.
- Students then explain the process of creating an island, connecting the ideas presented in all three steps. (Possible connection: When a **volcano erupts**, the lava that is released **flows** into the **ocean**, cools, and **creates** an **island**.)



Think, Pair, Share

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

## Academic Vocabulary

### 2 More Key Words Anthology page 417

Introduce new words. Explain and model how to learn Key Words using **Vocabulary Routine 1** and the images in the **Student eEdition**.

- **Pronounce the word and point to the image:** **develop**.
- **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:** Things **develop** when they grow and change over time.
- **Elaborate.** Relate the word to your experience: I plant my garden in the spring. Then I watch it **develop** in the summer.

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

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

### Key Words

core · create · develop  
force · pressure

## COMMON CORE STANDARDS

### Reading

- |  |              |
|--|--------------|
| Determine the Meanings of Academic Words | CC.3.Rinf.4  |
| Describe Connections                     | CC.3.Rinf.8  |
| Read and Comprehend Informational Texts  | CC.3.Rinf.10 |

### Writing

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

### Speaking and Listening

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

### Language and Vocabulary

- |   |            |
|---|------------|
| Explain the Function of Adverbs             | CC.3.L.1.a |
| Determine the Meanings 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 "An Island Grows" and "Volcano Views."

### core

(kor) noun



The **core** is the middle part of something. An apple **core** is the center part of an apple.

### create

(krē-āt) verb



To **create** means to make something new. She **creates** a picture.

### develop

(di-vel-up) verb



When something **develops**, it grows over time. The small plant will **develop** into a large tree.

### force

(fors) noun



**Force** means power or strength. The **force** of the wind bends this tree.

### pressure

(pre-shur) noun



When one thing pushes against another, it makes **pressure**.

### Talk Together

Write a sentence for each **Key Word**. Include clues. Copy each sentence with a blank for the **Key Word**. A partner fills in the word.

The center of Earth is the \_\_\_\_\_.

Add words to My Vocabulary Notebook.

NGReach.com

417

Anthology page 417

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Have partners repeat **Vocabulary Routine 1** for each word on page 417. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 417  
Review context clues: *Sometimes you can figure out the meaning of a word by looking at other words in a sentence. Those other words are called context clues.*  
Read aloud the instructions for writing sentences with clues.



NGReach.com My Vocabulary Notebook

After partners exchange sentences and fill in the missing word, have them talk about how they used the clues to figure out the missing words. Repeat with each Key Word.

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As partners talk about the clues in the sentences, listen for correct usage of the Key Words. If students use Key Words incorrectly, suggest clues for each word: *the center of the Earth (core); a plant grows (develop); make something (create)*

## Differentiate

### EL English Learner

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 7** for translations in seven languages. Use cognates for Spanish speakers:

create/crear      develop/desarrollar

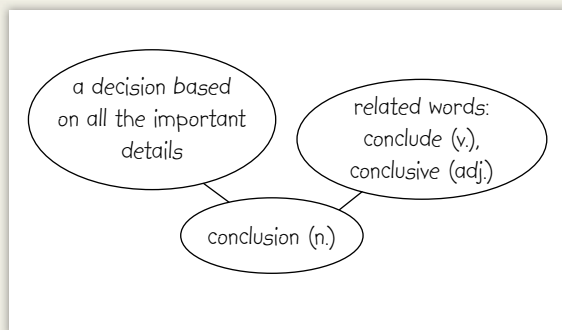
force/fuerza      pressure/presión

### AL Above Level

**ISSUE** Students quickly define words and elaborate appropriately.

**STRATEGY** Have students connect ideas by writing two sentences with two Key Words in each sentence. Then have them attempt three Key Words in one sentence. Have peers review sentences to check that words are used accurately.

## Word Web



## Fluency

**Practice Intonation** As partners read aloud Jenny's description of a volcanic explosion, circulate and listen for correct intonation. Remind students to read the words BLAM! and WHAM! with strong feeling.

## Differentiate

**BL** Below Level

**ISSUE** Students have difficulty connecting ideas to formulate appropriate conclusions.

**STRATEGY** Have students focus on the last paragraph on **Anthology** page 419. Ask them to explain what happened to the trees and animals.

(Mud and **rocks** flattened the forests. They smothered most of the wildlife.) Then have them draw a conclusion. (The **volcano** destroyed plants and animals around Mount St. Helens.)

**EL** English Learners

**ISSUE** Students may confuse the multiple meanings of the word *draw* in the phrase "draw conclusions."

**STRATEGY** Explain: *Some words have more than one meaning. One meaning of the word draw is to create or make a picture. In the phrase "draw a conclusion," the word draw means to create a new idea. It doesn't mean to make a picture.*

## Comprehension

**4** Learn to Synthesize: Draw Conclusions ✓

**Anthology** pages 418–419

Use a Word Web to teach **conclusion**. Explain: *When you draw a **conclusion**, you put important ideas together. Then you decide something about what you see, read, or hear.* Project **Student eEdition** page 418 and read aloud the first paragraph. Point to details in the photo as you model how to draw a conclusion:

- *I see black and burnt land. I see a few new plants growing.*
- *I can draw the **conclusion** that some plants can grow on this land.*

Then read and discuss the steps on the How to Draw Conclusions chart.

**5** Talk Together **Anthology** page 419

Read aloud the instructions on page 419. Have partners chorally read the first paragraph. Ask: *What two important ideas in the text did the sample **conclusion** put together?* (Mount St. Helens is a **volcano**. It used to be a pretty place.) Ask: *What is the **conclusion** in the sample? How do you think the reader drew this **conclusion**?*

Have partners read the rest of the description and pause to draw conclusions as they read. Circulate and monitor their conversations.

See **Differentiate**

## Check &amp; Reteach

**OBJECTIVE:** Draw Conclusions to Comprehend Text ✓

Ask: *What **conclusion** can you draw after reading the second and third paragraphs?* (Possible response: The **volcano** is ready to **erupt** again.)

If students cannot draw an appropriate conclusion, ask: *What is an important idea in the second paragraph?* (Ash, steam, and gas are coming out of the mountain top.) *What is an important idea in the third paragraph?* (The mountainside is bulging.) *Connect these ideas. By putting the information together, what can you conclude about the **volcano**?* (It will **erupt**.)

## Writing

**6** Write a Riddle

Introduce: *We are going to write and solve riddles about something you know.* Use **Writing Routine 2** to model.

Think Aloud	Write
<i>First, I write two ideas.</i>	A bulge developed on Mount St. Helens. Then two eruptions occurred.
<i>Then I will write a question.</i>	What happened to the bulge?
<i>Then I figure out how the ideas connect to write a <b>conclusion</b>.</i>	The bulge disappeared.



## Learn to Synthesize

Look at the picture. The land looks bad, but new plants are growing. Think about how those parts of the picture go with one another. Then **draw a conclusion**, or decide something about what the picture shows.



When you read, you **draw conclusions**, too.

### How to Draw Conclusions

1. Notice an important idea in the text. I read \_\_\_\_\_.
2. Look for another idea that you think is important. I also read \_\_\_\_\_.
3. How do the ideas go with one another? Put the ideas together to make a conclusion about the text. I connect the ideas and conclude \_\_\_\_\_.

418

### Language Frames

- I read \_\_\_\_\_.
- I also read \_\_\_\_\_.
- I connect the ideas and conclude \_\_\_\_\_.

### Talk Together

Read Jenny's description of a volcanic explosion. Read the sample conclusion. Then use **Language Frames** to draw conclusions as you read. Tell a partner about them.

### Description

#### Mount St. Helens

Mount St. Helens is a **volcano** in Washington State. It used to be a pretty place. It had green forests, clear rivers, and lakes. Lots of wildlife lived in the region.

The volcano had **erupted** in 1800, followed by many small eruptions. In 1857 it was quiet again. Then on March 15, 1980, earthquakes began to shake the mountain. Ash and steam came up through the volcano's **core** with great **force**. Gas eruptions **created** two more craters near the top.

Around this time, a huge bulge **developed** on the side of the mountain. It grew larger and larger, like a lopsided balloon.

Finally, on May 18, the **pressure** became too strong. **BLAM! WHAM!** Two mighty eruptions blew the top off the mountain.

Steam and ash rose thousands of feet into the sky. Hot mudflows raced down the mountainsides. Mud and **rocks** flattened the forests. They blocked the rivers. They smothered most of the wildlife. Mount St. Helens wasn't a pretty place anymore.

#### Sample Conclusion

"I read that Mount St. Helens is a volcano. I also read that it used to be a pretty place. I connect the ideas and conclude that Mount St. Helens erupted and ruined the area."

← = A good place to draw a conclusion

419

Anthology  
pages 418–419

Model how to fold a sheet of paper in half vertically. Have students write two ideas or facts and a question on the right half of a sheet of paper. On the left side of the paper, have them write a conclusion they can make by connecting the facts. Then have them fold the paper so the conclusion shows on the back.

Have partners exchange riddles, read the ideas and question on the front of the paper, and write a conclusion inside the folded paper. Students compare and discuss the two conclusions, then add the riddles to their Weekly Writing folders. For **Writing Routine 2**, see page BP48.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T411m

### Daily Grammar ✓

Point out the word *too* in the fourth paragraph of **Anthology** page 419. Then use page T411o to teach adverbs that describe adjectives and other adverbs.

### Daily Writing Skills ✓

Point out the words *BLAM! WHAM!* in the description on page 419. Then use page T411q to practice using sensory language.

## WRAP-UP

Display and read aloud this conclusion: *Mud and rocks moved from Mount St. Helens to cover the surrounding land.* Have partners provide two ideas that support this conclusion. (Possible responses: forests were flattened; rivers were blocked; wildlife was smothered.) Then have students review what they learned about the impact of volcanoes and add ideas to their unit concept maps.

### OBJECTIVES

#### Thematic Connection: Volcanic Eruptions

- ✓ Determine Word Meanings
- ✓ Describe Elements of a Poem
- ✓ Draw Conclusions to Comprehend Text
- ✓ Analyze Imagery

### PROGRAM RESOURCES

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2

Tracks 13-15

Comprehension Coach

### MATERIALS

timer

## Power Writing

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

For *Writing Routine 1*, see page BP47.

### COMMON CORE STANDARDS

#### Reading

Determine the Meanings of Words and Phrases	CC.3.Rlit.4
Refer to Parts of Poems	CC.3.Rlit.5
Explain How Illustrations Contribute to Text	CC.3.Rlit.7
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

#### Writing


Write Over Shorter Time for Specific Purposes	CC.3.W.10
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#### Speaking and Listening

Discuss Texts, Expressing Ideas Clearly	CC.3.SL.1
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#### Language and Vocabulary

Understand Nuances	CC.4.L.5
Acquire and Use Academic and Domain-Specific Words	CC.3.L.6



## WARM-UP

Have students imagine moving to an island in the middle of an ocean. Ask: *How might your life change?* If students need help prompting discussion, ask: *What might your school be like? What new activities might you do?*

## Vocabulary Practice

### 1 Expand Word Knowledge ✓

Students will practice Key Words by creating Upright Visual Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **ocean**.

- Fold a piece of paper into four rectangular panels.
- On the first side, write the word.
- On the next side, draw a picture of the word.
- On the next side, add a definition.
- On the last side, write a context sentence.

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

#### Key Words

category · conclusion · core  
 create · develop · erupt  
 flow · force · island · lava  
 magma · ocean · pressure  
 rock · stanza · volcano

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

## Academic Talk

### 2 Preview and Predict

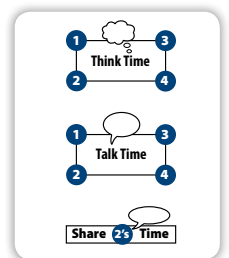
**REVIEW** Remind students: *One way to preview a poem is to look at the illustrations. You can then predict what the poem will be about.*

Read aloud the title: *"An Island Grows."* Use **Anthology** page 421 to identify the author and illustrator. Explain that, before reading, students should preview and predict what the selection will be about. Display the Key Words *create, erupt, island, ocean, and volcano*.

In groups of four, have students use **Numbered Heads Together** to share their predictions about "An Island Grows."

- Have students number off within each group, then preview the illustrations on **Anthology** pages 420–433.
- Have groups discuss their predictions so that any member can report for the group. Encourage students to use Key Words and express their ideas clearly.
- Call a number. Students with that number report the predictions of their group.

For **Numbered Heads Together**, see page BP46.



**Numbered Heads Together**

## Read a Narrative Poem

### Genre

A **narrative poem** is a poem that tells a story.

### Elements of Poetry

**Rhythm** is the beat of the words in a poem. **Rhyme** is the repetition of sounds at the ends of words.

The lines have a quick, sharp rhythm, or beat.

**D**ee*p, dee*p* beneath the sea...*

Stone **breaks**.

Water **quakes**.

Rhyming words have the same ending sound.

# An Island Grows



by **Lola M. Schaefer** • illustrated by **Cathie Felstead**

### STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com



Comprehension Coach

420

Anthology  
pages 420–421

## Reading

### 3 Read a Narrative Poem Anthology pages 420–421

**GENRE** Have a volunteer read aloud the definition of a narrative poem.

Elaborate: *A narrative poem has a plot. All narrative poems have rhythm. Not all narrative poems have rhyme, but this one does.*

**ELEMENTS OF POETRY** Have volunteers read aloud the definitions of *rhythm* and *rhyme*, and then discuss the examples. Give additional examples: rivers **flow**/flowers grow; piles of **rock**/rivers block; in the **ocean**/waves make motion.

**SCIENCE BACKGROUND** Share information to build background:

- **Islands** created by **volcanoes** are formed over thousands or millions of years.
- Each **island** is a mountain in the **ocean**. The mountain starts on the ocean floor, and when it rises above the water's surface, we see an **island**.

Have students read **Anthology** pages 422–429. See **Differentiate**

## Differentiate

### BL Below Level

**FRONTLOAD** Preview and discuss the illustrations. Then read the narrative poem together and use the questions to build comprehension.

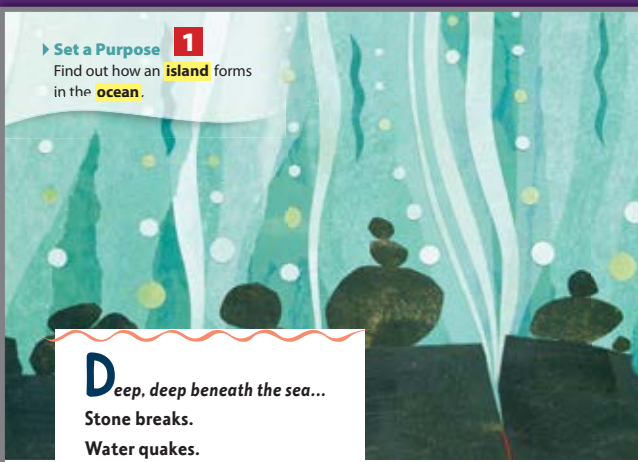
### OL On Level

**READ TOGETHER** Have students read the poem chorally in small groups. Use the questions to build comprehension.

### AL Above Level

**READ INDEPENDENTLY** Have students take notes as they read in order to draw conclusions. Use the questions to build comprehension.

► **Set a Purpose 1**  
Find out how an **island** forms  
in the **ocean**.



**D**eepest, deep beneath the sea...  
Stone breaks.  
Water quakes.

Magma glows.  
Volcano blows.  
Lava flows and flows and flows.  
An island grows.



422



Rocks appear,  
black and sheer.  
Weather batters.  
Rock shatters. **2**

**In Other Words**  
**beneath** under  
**quakes** shakes  
**sheer** very tall and straight  
**Weather batters.** Wind and rain hit the rocks.  
**shatters** breaks into tiny pieces

423

**Anthology**  
pages 422–423

## Fluency

### Practice Intonation, Accuracy, Rate

As students read, monitor their intonation, accuracy, and rate. Pay particular attention to pauses for commas, ellipses, and line breaks.

## Read and Build Comprehension

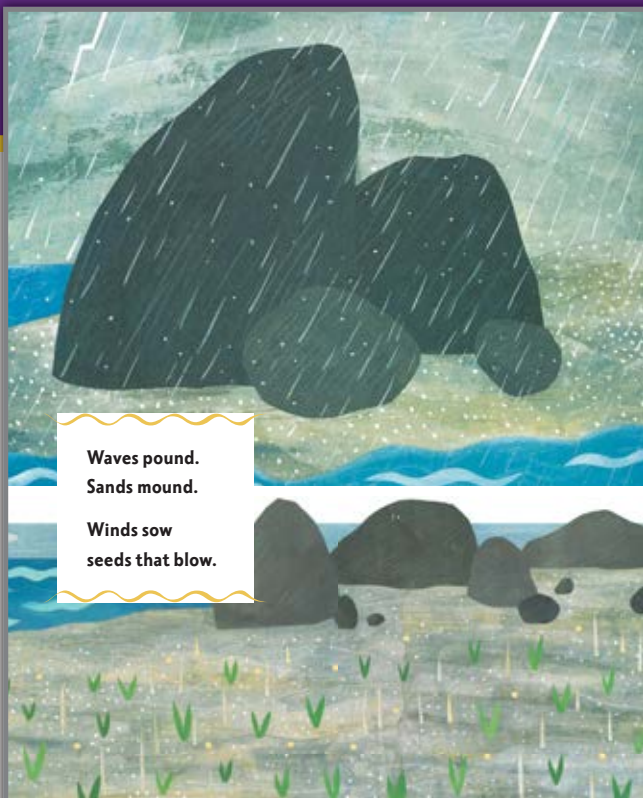
- 1 Set a Purpose** Have a student read aloud the purpose statement. Ask: *What would you like to learn about how islands form?*
- 2 Analyze Imagery** ✓ *Which words on pages 422–423 help you imagine how things look, sound, and feel? Point out the words and describe what they make you imagine.* (Possible responses: The words *water quakes* make me feel the water shaking. I can see the **magma** glow and hear the **rock** shatter.)
- 3 Synthesize: Draw Conclusions** ✓ *Why do you think birds come to the **island**? What details support your **conclusion**?* (Possible response: Birds come because they have a place to live and food to eat. The poem states that trees tower and insects thrive. Birds live in trees and birds eat insects.)

## Differentiate

### EL English Learners

**ISSUE** Students hear the rhyme but do not understand the meaning of words.

**STRATEGY** Have students use the illustrations to retell what is happening on each page. Then help the students connect the lines of the text on the page with the illustrations.



Waves pound.  
Sands mound.  
  
Winds sow  
seeds that blow.

In Other Words  
**pound** hit hard  
**Sands mound.** The sand piles up in hills.  
**Winds sow** Winds help to plant



Roots grow.  
Leaves show.  
Trees tower.  
Vines flower.  
Insects thrive.  
Birds arrive. **3 EL**

In Other Words  
**tower** grow tall  
**Vines** Plants ▶  
**thrive** live

▶ **Before You Move On**

- 1. Draw Conclusions** Look at the details about how an **island** forms. What can you conclude about how long it takes?
- 2. Rhyme** Look for words that rhyme. Find two examples.

**Anthology**  
pages 424–425

## Mini Lesson

### Analyze Parts of a Poem

Explain: *The lines in a poem are arranged in groups called **stanzas**.* Use a Word Map to teach **stanza**. Use **Student eEdition** page 422 to display two stanzas. Elaborate: *A line space can show where one **stanza** ends and another begins. A new **stanza** often introduces a new idea.*

Review rhyme: *The lines in some **stanzas** end with rhyming words.* Have students identify the rhymes in the second stanza. (*glows/blows/flows/grows*).

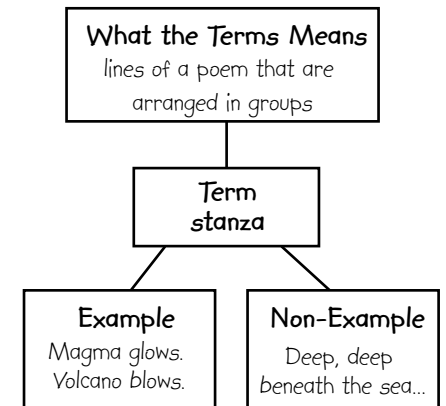
Review rhythm: *When you read a poem, you can tap your foot to hear the rhythm, or beat.* Model tapping as you read aloud **Anthology** page 422.

Then have students do the same. Ask: *What do you notice about the rhythm?* (It is fast and steady.) *Changes in rhyme and rhythm draw attention to what is happening in the narrative.* Model with “Lava flows and flows and flows.”

Ask: *How is the rhythm of this line different from the lines before it?* (The rhythm slows down because the line is longer and a word is repeated.) *How does the rhythm match what is happening?* (Most of the events are happening quickly, but the lava is flowing slowly.)

Have volunteers chorally reread **Anthology** pages 422–425. Ask: *How does the rhythm help tell what is happening on the island?* (Possible response: The steady beat means that things are happening at the same pace.)

### Word Map



### Answers Before You Move On

- 1. Draw Conclusions**  Possible response: I read that **lava flows** and **flows**, and the wind sows seeds that grow into trees. This takes a long time. I connect the ideas to conclude that it takes many years for an **island** to form.
- 2. Rhyme** Possible responses: *pound/mound* (or any words at the end of a rhyming couplet, such as *grow/show* or *tower/flower*).

**1**  
**Predict**  
 What do you think will happen next on the **island**?

Sailors spot.  
 Maps plot.

**2**  
 Ships dock.  
 Traders flock.



In Other Words  
**spot** see something  
**Maps plot.** People use maps.  
**dock** stop and stay  
**flock** come

426



Settlers stay.  
 Children play.

Workers build.  
 Soil is tilled.

**3**

In Other Words  
**Settlers** People looking for a new home  
**Soil is tilled.** People prepare the soil for planting.

427

Anthology  
 pages 426–427

## Read and Build Comprehension

- 1 Predict** Read aloud the Predict question. Then ask: *What can you predict from the illustrations?* (Possible response: I see on page 426 that boats come with supplies, and on page 427 that families build houses and plant crops.)
- 2 Analyze Elements of Poetry** Which **stanza** describes what happens after sailors find the **island** and plot it on a map? (“Ships dock. Traders flock.”)
- 3 Analyze Setting** How did the illustrations help you understand the changes that took place on the **island**? (Possible response: I can see details like the houses, plants, and people on the **island**.)

## Check & Reteach

**OBJECTIVES:** Determine Word Meanings ✓  
 Describe Elements of a Poem ✓

As students answer questions, be sure that their answers accurately reflect the text of the poem. Ask questions to help students cite text evidence: *Where do you see this in the poem? Which lines tell you this?*

**OBJECTIVES:** Draw Conclusions to Comprehend Text ✓  
 Analyze Imagery ✓

As students answer the questions, listen for details from the poem.

Ask questions to prompt connecting ideas: *Which detail tells about food that birds eat?* (“Insects thrive.”) *Which detail tells about where birds live?* (“Trees tower.”) Ask questions about imagery: *What do the words make you imagine? Describe what you can see, hear, feel, smell, and taste.*



Markets sell.  
 Merchants yell.  
 "Fresh fish!"  
 "Pepper dish!"  
 "Ripe fruit!"  
 "Spicy root!"



In Other Words  
 Merchants Sellers  
 root vegetable



Bells ring.  
 Voices sing.  
 Drums play.  
 Dancers sway.

In Other Words  
 sway move from side to side

► Before You Move On

1. **Confirm Prediction** Who comes to the **island**? Was your prediction right?
2. **Visualize** Reread this page. What pictures do the words make in your mind?

Anthology  
 pages 428–429

## Writing

### 4 Write About Imagery

Introduce: *Imagine you are a million years old, that you can live in the water and on land, and that you have been with the island since it started to grow.* Have students use the imagery from the poem to write sentences. Have students add their sentences to their Weekly Writing folders.

**WRAP-UP** Have students select their favorite stanza from "An Island Grows." Ask partners to compare what images appeal to them and why. Have volunteers share responses.



### Daily Language Arts

#### Daily Spelling & Word Work ✓

Practice page T411n

#### Daily Grammar ✓

Ask: *Does lava flow faster or slower than water?* Then use page T411p to teach rules for adverbs that compare.

#### Daily Writing Skills ✓

Point out the words *Bells ring* on **Anthology** page 429. Then use page T411r to practice using sensory language.

### Answers Before You Move On

1. **Confirm Predictions** Possible responses: Traders, settlers with children, and workers come to the **island**; My prediction was correct. I thought the people were on the ship; My prediction was incorrect.
2. **Visualize** I hear bells ringing and drums pounding. I hear lots of voices singing. I see people dancing. It feels like I am at a party.

## OBJECTIVES

**Thematic Connection: Volcanic Eruptions**

- Determine Word Meanings
- Draw Conclusions to Comprehend Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 7

Unit Concept Map: Practice Master PM7.1

### TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2

Tracks 13–15

My Vocabulary Notebook

Comprehension Coach

## MATERIALS

timer • rhyming dictionary

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading


Recount Stories	CC.3.Rlit.2
Determine the Meanings of Words and Phrases	CC.3.Rlit.4
Refer to Parts of Poems	CC.3.Rlit.5
Describe How Successive Parts Build	CC.3.Rlit.5
Explain How Illustrations Contribute to Text	CC.3.Rlit.7

### Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
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### Language and Vocabulary

Demonstrate Command of Grammar and Usage	CC.3.L.1
Acquire and Use Academic and Domain-Specific Words	CC.3.L.6



## WARM-UP

Have students share their labeled drawings from **Family Newsletter 7**. Have them talk about the experience that is depicted in the drawings.

## Vocabulary Practice

### 1 Share Word Knowledge

**REVIEW** Have students use the Upright Visual Organizers they made on Day 3. Review what the organizers show: a word, the definition, a picture illustrating its meaning, and a sentence using the word.

### Key Words

category · conclusion · core  
 create · develop · erupt  
 flow · force · island · lava  
 magma · ocean · pressure  
 rock · stanza · volcano

Group each student with a partner who studied a different Key Word. Have partners follow **Vocabulary Routine 3**:

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

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

## Academic Talk

### 2 Summarize Reading

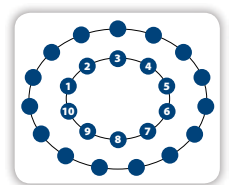
**REVIEW** Remind students: *When you summarize, you include only the most important ideas.*

Explain that students will use Key Words to summarize what they have read so far of “An Island Grows.” Have students review **Anthology** pages 420–429. Then write these Key Words: *develop, erupt, flow, force, island, lava, ocean, pressure, volcano.*

Have students use a **Fishbowl** to summarize.

- Have students on the inside summarize **Anthology** pages 422–425.
- Have students on the outside listen for Key Words and important ideas.
- Have groups change positions. Then have the new inside group summarize pages 426–429.

For **Fishbowl**, see page BP45.



**Fishbowl**





► **Predict 1**  
What will happen if another  
**volcano erupts** under the **ocean**?

Busy island in the sea where  
only water used to be.

**2 3 AL BL**

430

431

STUDENT  
TECHNOLOGY



Student  
eEdition



Read  
with Me



My Vocabulary  
Notebook



Comprehension  
Coach

NGReach.com

Anthology  
pages 430–431

## Reading

### 3 Read and Build Comprehension

- 1 Predict** Read aloud the Predict question. Then ask: *What do you know about what happens when a **volcano** erupts under the **ocean**?* (**Lava** will **flow**. An **island** may grow.)
- 2 Analyze Elements of Poetry** *How is the rhythm in this **stanza** different from the rhythm in other **stanzas**?* (The rhythm is slower.)
- 3 Use Text Features** *How does the picture support the words “Busy **island**”?* (People are working, taking care of animals, and walking together.)

### Differentiate

#### AL Above Level

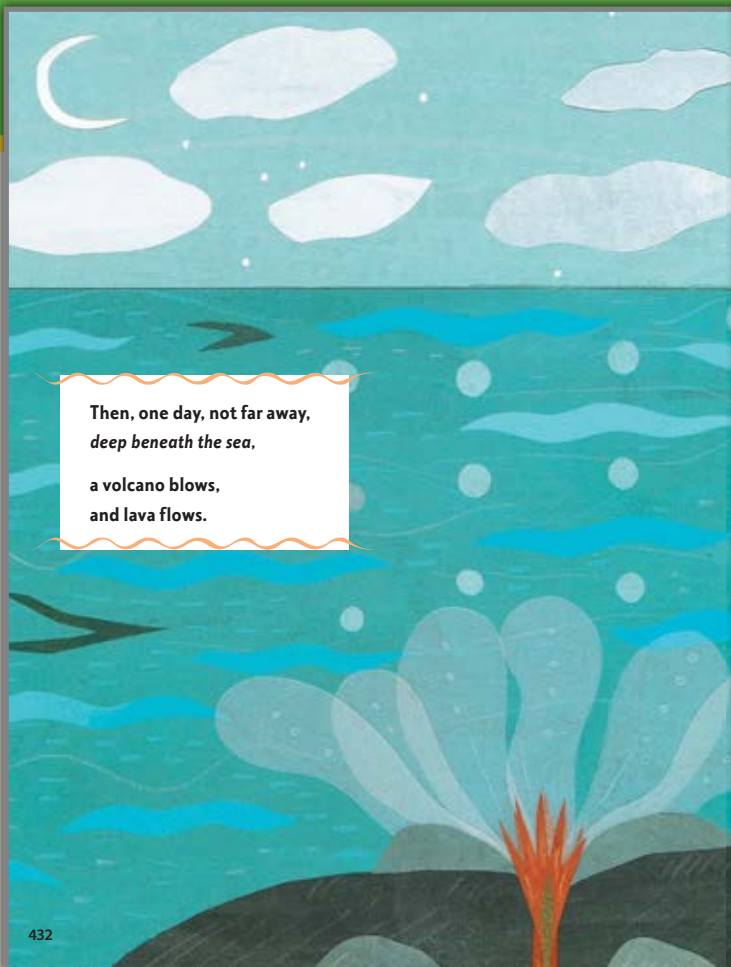
**ISSUE** Students read the poem quickly and need greater challenge.

**STRATEGY** Have students invent rhyming couplets or rhythmic phrases to describe the busy island.

#### BL Below Level

**ISSUE** Students do not hear the difference in rhythm.

**STRATEGY** Have students snap, clap, or toe tap as you read aloud **Anthology** pages 430–433.



432

Anthology  
pages 432–433

Then, one day, not far away,  
*deep beneath the sea,*  
a volcano blows,  
and lava flows.



Another island grows. **1 2**

433

► **Before You Move On**

- 1. Confirm Prediction** Did you think the **volcano erupting** would make another **island**? Why or why not?
- 2. Rhythm** Read the poem again. Clap out the rhythm.

## Fluency

### Practice Intonation, Accuracy, Rate

Point out the italics used on page 432 for the phrase *deep beneath the sea*. Model proper intonation for styled typography. As students read, monitor their intonation, accuracy, and rate.

## Read and Build Comprehension

- 1 Sequence** According to the poem, what will happen after the lava flows? (Another island will grow.)
- 2 Analyze Imagery**  Imagine what it is like deep beneath the sea. Describe what you imagine. (Possible responses: I see darkness. It feels cold. The water tastes salty). How does the picture in your mind compare with what the illustrator shows on page 432?

## Check & Reteach

**OBJECTIVES:** Determine Word Meanings   
Draw Conclusions to Comprehend Text

Check student responses to questions about imagery and conclusions.

If students struggle with word meanings, help them associate words with the illustrations.

If students offer unsupported conclusions, ask: *Why do you think that?* If students draw inaccurate conclusions, have them restate relevant details. Then ask: *Now what do you think?*

## Answers Before You Move On

- 1. Confirm Prediction** Yes, because an **island** can be formed by a **volcano erupting**.
- 2. Rhythm** Monitor clapping to ensure students follow the rhythm.

# Writing

## 4 Write a Rhyming Stanza

Introduce: *Now you will write a rhyming stanza.* Remind students to focus on the rhythm of the lines as well as on the rhyme. Model the process thinking aloud as you write a poem about a volcanic island.

Think Aloud	Write
<i>First, I will think about rhyming words that fit with my topic, flowers beginning to grow on an island.</i>	bloom/gloom; appear/near
<i>Next, I will use those words to write lines that follow a similar rhythm.</i>	Leaves appear. Beauty is near.  Out of the gloom Flowers bloom.
<i>Then, I will reread my lines aloud and revise to make an even rhythm.</i>	From <del>Out of</del> the gloom Flowers bloom.

Ask students to choose an interesting place and write a stanza about what the place is like or what happens there. Have students add their writing to their Weekly Writing folders.

See **Differentiate**



### Daily Language Arts

#### Daily Spelling & Word Work ✓

Practice page T411n

#### Daily Grammar ✓

Point out the word *flows* on page 432. Ask students to use adverbs to describe how lava flows. Use page T411p to practice adverbs.

#### Daily Writing Skills ✓


Point out the art on page 432. Invite volunteers to describe the scene. Use page T411r to practice using sensory language.

## Differentiate

### BL Below Level

**ISSUE** Students struggle with rhyming words.

**STRATEGY** Have partners take turns naming words that rhyme with rhyming words in the poem. For example, for *sow, blow, grow,* and *show*, students may add *low, row,* and *know*. Have them quickly jot down the words they name, and then use the list as a resource for their rhyming stanza.



**WRAP-UP** Tell students to imagine that the island can speak. Ask: *What will the island say about its birth? How will the island describe what happens next, then, and last?* Have students add ideas to their unit concept maps.

# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: Volcanic Eruptions

- ✓ Analyze Imagery
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM7.5
- Imagery Chart: Practice Master PM7.6
- Fluency Practice: Practice Master PM7.7

### TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD Track 13

## MATERIALS

timer • crayons or markers • self-stick notes

## Power Writing

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

For *Writing Routine 1*, see page BP47.

## COMMON CORE STANDARDS

### Reading

- Refer to Parts of Poems CC.3.Rlit.5
- Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.3.Rfou.4.b

### Writing

- Write Opinions on Topics CC.3.W.1
- Provide Reasons CC.3.W.1.b

### Speaking and Listening

- Draw on Preparation to Explore Ideas CC.3.SL.1.a

### Language and Vocabulary

- Demonstrate Command of Grammar and Usage CC.3.L.1
- Acquire and Use Academic and Domain-Specific Words CC.3.L.6

## WARM-UP

Display the Key Words. Have students work in pairs. Have Partner 1 give an answer that is a definition of a Key Word. Have Partner 2 provide the matching question. Provide an example: *Partner 1 says, "It means 'to make something new.'" Then Partner 2 says, "What is create?"* Have partners switch roles.

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write: **category**, **conclusion**, **stanza**. Then display **Student eEdition** page 434. Call students' attention to the Key Words listed on that page. Then have students apply their knowledge of the words to play "Rivet." Explain:

- I draw a line for each letter of a word. For example, for **conclusion** I draw ten lines.*
- I fill in one letter at a time. I pause after each letter to allow time for my partner to guess the word.*
- When my partner guesses the word correctly, he or she fills in the rest of the blanks and uses the word in a sentence.*

C \_ o \_ n \_ c \_ \_ \_ \_ \_

### Key Words

category · conclusion · core  
create · develop · erupt  
flow · force · island · lava  
magma · ocean · pressure  
rock · stanza · volcano

Have partners play the game.

- Player 1 draws a line for each letter of a word, and begins filling in the letters.
- Player 2 tries to guess the word after Player 1 adds each new letter. When Player 2 identifies the word, he or she fills in the remaining blanks.
- Player 2 uses the word in a sentence, then players switch roles.

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

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



Key Words

core	lava
create	magma
develop	ocean
erupt	pressure
flow	rock
force	volcano
island	

### Talk About It

1. Think of the characteristics of a **narrative poem**. Why is the selection a narrative poem?

The selection is a narrative poem because \_\_\_\_\_.

2. Think about the new **island** that **developed**. **Tell an original story** about someone who lives on the island.

My story is about \_\_\_\_\_. First, \_\_\_\_\_. Then, \_\_\_\_\_.

3. When the new island formed, people came to live on it. What conclusion can you draw about these people?

People who settle on a new island are probably \_\_\_\_\_ and \_\_\_\_\_. They \_\_\_\_\_.

Learn test-taking strategies.  
NGReach.com

### Write About It

The selection tells about different things settlers do, such as **create** farms, build houses, and sell food. If you lived on the island, what job would you like? Why would you like that job? Use **Key Words** in your answers.

If I lived on the island, I would \_\_\_\_\_.  
I would like that job because \_\_\_\_\_.



434

Anthology page 434

#### STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

## Daily Language Arts

### Daily Spelling & Word Work ✓

Test page T411m

### Daily Grammar ✓

Point out *early* in the writing example. Then use page T411p to review and assess adverbs.

### Daily Writing Skills ✓

Ask: *What does sensory language do?* (It tells how things look, sound, smell, taste, and feel). Use page T411r to assess use of sensory language.

## Answers Talk About It

- 1. Narrative Poem** It is a narrative poem because it tells a story.
- 2. Tell an Original Story** Students' stories should have a character, a setting, and events.
- 3. Synthesize: Draw Conclusions ✓** Possible response: People who settle on a new island are probably brave and adventurous. They want a new life.

## Academic Talk

### 2 Talk About It Anthology page 434

Have partners use Key Words as they answer the questions. Prompt students to support their answers with details and examples from the text.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM7.5** for more questions about the selection.

## Writing

### 3 Write About It Anthology page 434

Have students recall that the settlers worked to make the island a good place to live. Read aloud the directions on page 434. Before students write, have them:

- brainstorm possible island jobs
- give opinions about why the jobs are important.

Remind students to use Key Words as they write. Remind them to give reasons for their job choice. Display an example: If I lived on the island, I would be a baker. I would bake early in the morning. I would like that job because people would smell the fresh bread. They would stop to buy bread and talk to me.

Have students add their sentences to their Weekly Writing folders.

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Test-Taking Strategy Practice

### Read All Choices

Read the sample passage and each question. Then choose the best answer.

#### Sample

At first, no one lived on the island. Then a fishing boat came. The fisherman liked the island. There were fruit trees and plants to eat. He thought, "I will bring my family here to live." Other families came. Soon a community of people lived on the island.

- 1 What conclusion can you draw?
  - Ⓐ The island is very small.
  - Ⓑ The man is a good fisherman.
  - The man's family needed a better place to live.
- 2 Why will the island be a good place for families to live?
  - There will be plenty of food.
  - Ⓑ There is a fishing boat on the island.
  - Ⓒ They will have a big house.
- 3 What is the main idea of the passage?
  - The island became a home to many families.
  - Ⓑ The families planted gardens.
  - Ⓒ There was food and celebration.

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

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PM7.5

Unit 7 | Blast! Crash! Splash!

NGReach.com Practice Master PM7.5

## Differentiate

### SN Special Needs

**ISSUE** Students skip lines and even whole stanzas of the poem, so their charts are sparse.

**STRATEGY** Have Partner 1 stand and read aloud the first line of the poem. Have Partner 2 echo and then add the words to the chart. Have Partner 1 use a self-stick note to cover the line of text before Partner 2 stands to read aloud the next line of the poem.

### BL Below Level

**ISSUE** Students struggle with understanding the full meaning of the brief statements.

**STRATEGY** Guide students to turn the brief statements into complete thoughts. Provide an example: *Markets sell* can be expanded to *People sell many things at the market*. Call attention to the word *people* in the expanded sentence to help identify the correct category on the Imagery Chart.

### AL Above Level

**ISSUE** Students are ready to use more complex language.

**STRATEGY** Challenge students to brainstorm various different descriptive words to use in their retelling. After the retelling, have students explain and justify their word choices.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Imagery Chart**  
**"An Island Grows"**  
 Make an imagery chart of "An Island Grows."

Volcano	Land	Plants	Animals	People
Stone breaks.	Rocks appear, black and sheer.	Roots grow. Leaves show.	insects thrive. Birds arrive.	Sailors spot. Traders flock.
Water quakes.	Weather batters.	Trees tower.		Settlers stay.
Magma glows.	Rock shatters.	Vines flower.		Children play.
Volcano blows.	Waves pound.			Workers build.
Lava flows and flows.	Sands mound.			Markets sell.
	Soil is tilled.			Merchants yell.
				Voices sing.
				Dancers sway.

Use your imagery chart to talk with a partner about your favorite parts of the poem.

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## Comprehension

### 4 Imagery Anthology page 435

**REVIEW** Display **Student eEdition** page 435. Read aloud the instructions and discuss how the Imagery Chart is organized. Have students name the categories on the chart. Explain: *The entries under the category Volcano are images from "An Island Grows." The words tell what the stone looks like and what the water feels like. They help the reader imagine how a volcano begins to erupt.*

Review pages 422–424 and add to the Volcano and Land columns. (Volcano: *Magma glows. Volcano blows. Lava flows.* Land: *Rocks appear. Weather batters. Rock shatters. Waves pound. Sands mound.*) Explain: *As I add more words to the chart, I can imagine how the island is growing.*

Have partners work together to complete **Practice Master PM7.6**. To guide students, suggest they start at the beginning of the poem and follow a process like the following:

- Read a line from the poem.
- Ask: Does the line contain a word or phrase that creates a picture in your mind?
- If so, decide on the right category for the word or phrase.
- Copy the word or phrase into the correct column.

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Analyze Imagery

Monitor retellings.

If students have difficulty describing how an island grows, have students note on the chart whether the imagery from the poem tells how something looks, sounds, feels, tastes, or smells. Have them include these details in the retelling.

## Imagery

"An **Island** Grows" tells the story of an island. With a partner, discuss how word pictures help tell the story. Then make an imagery chart for the poem. Write words for each category that tell how things look, sound, smell, taste, or feel.

### Imagery Chart

Volcano	Land	Plants	Animals	People
Stone breaks. Water quakes.				

With your partner, use your completed chart to tell how an island grows. Use the sentence frames and **Key Words**. Record your retelling.

These lines tell about volcanoes: \_\_\_\_\_.  
These lines tell about land: \_\_\_\_\_.

## Fluency Comprehension Coach

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

### Talk Together

How can a volcanic eruption change Earth? Draw a picture. Add a caption with **Key Words**. Explain your drawing to your classmates.

435

Anthology page 435



NGReach.com Comprehension Coach

## 5 Fluency Anthology page 435

Have students read aloud the passage on **Practice Master PM7.7** 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** on the **Read with Me** CD or MP3.

## 6 Talk Together Anthology page 435

After students explain their drawings to classmates, have them relate their drawings to the Big Question: What forces can change Earth?



**WRAP-UP** Ask students what they have learned in **Small Group Reading** time. Ask: *What do your books tell us about forces that change Earth?*

Name \_\_\_\_\_ Date \_\_\_\_\_

### Fluency: Intonation

## "An Island Grows"

Use this passage to practice reading with proper intonation.

Sailors spot.	2
Maps plot.	4
Ships dock.	6
Traders flock.	8
Settlers stay.	10
Children play.	12
Workers build.	14
Soil is tilled.	17
Markets sell.	19
Merchants yell.	21
"Fresh fish!"	23
"Pepper dish!"	25
"Ripe fruit!"	27
"Spicy root!"	29

From "An Island Grows," pages 426-428

### 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.

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

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PM7.7

Unit 7 | Blast! Crash! Splash!

NGReach.com Practice Master PM7.7

# Week 1 Writing Project

## OBJECTIVES

**Thematic Connection: Volcanic Eruptions**

✔ Write a Poem: Word Choice

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Writing Rubric: Assessment Master A7.43**

### TECHNOLOGY ONLY

**Sample Poem: eVisual 7.5**

**Writing Trait: Word Choice: eVisual 7.6**

**Magazine Maker**

## SUGGESTED PACING

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

## COMMON CORE STANDARDS

### Writing

Use Appropriate Development and Organization CC.3.W.4

Plan, Revise, and Edit Writing CC.3.W.5

### Language and Vocabulary

Form and Use Comparative and Superlative Adverbs CC.3.L.1.g

Use Knowledge of Language CC.3.L.3

Choose Words for Effect CC.3.L.3.a

Understand Word Relationships and Nuances CC.3.L.5

## Write a Poem

Display and read aloud the prompt.

So, you **really** want to win the state poetry contest? Write a poem about a powerful force of nature. Make sure that it "WOWS" the judges.

## Study a Model

### Read a Poem

Explain: *Let's read one student's poem.* Display and read aloud **eVisual 7.5**.



### Sample Poem

#### VOLCANO

Visualize the mountain, fierce and fiery.

Out of the earth—Crackle! Boom!

Lava spills quickly downward.

Crowds scatter more quickly.

Ash and stinking smoke cloud the air.

Now, it stops—Earth is changed.

Orange glitter floats softly to the ground.



[NGReach.com](#) Sample Poem: eVisual 7.5



**INTERACTIVE WHITEBOARD TIP:** Underline sensory words and phrases.

## Review the Trait: Word Choice

Explain: *Poets pay very close attention to the words they use. They try to select words that will appeal to the senses and create pictures in readers' minds. They also think about how the words sound. Sometimes they choose words that rhyme or phrases with rhythm.*

Display and read aloud **eVisual 7.6**.



### Writing Trait: Word Choice

Poets make good word choices by doing the following:

- using words that are precise and colorful
- using words that create pictures in the reader's mind
- choosing words and phrases that sound good when read aloud



[NGReach.com](#) Writing Trait: eVisual 7.6



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

Reread **eVisual 7.5**. Then have students identify and explain good word choices:

- Lava spills quickly downward. (flows down fast)
- Crowds scatter more quickly. (move away)





# Prewrite

## Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (contestant in the state poetry writing competition) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

**Role:** Poetry writing contestant

**Audience:** Poetry contest judges

**Form:** Poem

Then have partners look at photographs in **Magazine Maker** that show forces of nature. Encourage them to choose several photos that inspire topic ideas. Have students individually complete the RAFT by choosing a topic and a photo that supports it.



## Get Organized

Review the sample poem, focusing on the sensory language. Explain: *Sensory language tells how things look, sound, smell, taste, and feel. Sensory language helps create pictures in the reader's mind. Listing sensory words and phrases is a good way to begin writing a poem.* Display a sensory language chart and model using words from "Volcano" to complete it.

Topic: Volcano				
Looks	Sounds	Smells	Tastes	Feels
fierce lava spills crowds scatter orange glitter floats softly	Crackle! Boom!	stinking smoke	ash stinking smoke	fiery

Sensory Language Chart

Have students use charts to plan their poems.

# Draft

## Write Ideas

Have each student create a layout in **Magazine Maker** with a title, text box, and photo. Have each student write a draft of their poem using words from his or her sensory language chart. Remind students that they can change the color, size, and style of words. For example, in the sample poem, the student spelled *volcano* by boldfacing the first letter of each word.

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty starting drafts.

**STRATEGY** Point out how the sample poem used the letters from the word *volcano* to start each line. Help students select a single word. Provide a thesaurus for students to browse to help find words for each letter of the selected word.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T411m–T411n

### Daily Grammar ✓

Have students find the following adverbs in the student sample: *downward*, *quickly*, and *softly*. Use pages T411o–T411p to have students practice using adverbs.

### Daily Writing Skills ✓

Point out the sensory words in the student sample. Then use pages T411q–T411r to practice using sensory words and phrases.

## Revise

### Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the poem and offer ideas to improve word choice. Display sentence frames to guide the discussion.

#### Sentence Frames

Retell	Make Suggestions
• I see _____ .	• I think the word _____ would be better because _____ .
• I hear _____ .	• The word/phrase _____ made a clear picture in my mind.
• I smell _____ .	
• I taste _____ .	
• I feel _____ .	

### Make Changes

Display a student sample and think aloud as you model how to make changes.

#### Student Sample: Revise

Visualize the mountain, fierse and hot. }  
Out of the earth there is a loud sound. }  
Lava spills quickly downward.  
Crowds scatter quicklyer.  
Ash and smoke cloud the air. }  
Now it stops—Earth is changed.  
Orange glitter floats softly to the ground. }

#### Sample Analysis

I should use words to help readers imagine exactly what the volcano sounds like. I'll try *crackle* and *boom*.

Maybe I can tell about what the eruption smells like in this line. It smells bad so I'll use the word *stinking*.

Have students revise their poems using the feedback from their partners. Remind students to choose their words carefully.

See **Differentiate**

## Differentiate

### AL Above Level

**ISSUE** Students are not satisfied with their word choices.

**STRATEGY** Have students use a print or online thesaurus to make lists. Have them examine the word lists carefully and then choose the words that help readers imagine the sensory details they want to convey.



# Edit and Proofread

## Check the Poem

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

### Student Sample: Edit and Proofread

Visualize the mountain, fierce and fiery. }  
 Out of the earth—Crackle! Boom!  
 Lava spills quickly downward.  
 Crowds scatter quicker. }  
 Ash and stinking smoke cloud the air.  
 Now it stops—Earth is changed.  
 Orange glitter floats softly to the ground.

### Sample Analysis

I know the letters *c* and *s* can make the /s/ sound. I will look up the word *fierce* to see how it is spelled.

When adverbs end in *-ly*, I do not use *-er*. I need to use the word *more* to compare the crowds and the lava.

# Publish and Present

## Make a Final Copy

Remind students that **Magazine Maker** allows them to change the size and appearance of text, as well add or replace photos, and move and resize them. Encourage students to try different fonts and styles to enhance the presentation of their poems.


Have students review the format of their poems and then print their work.

## Share with Others

Remind students: *When you read aloud, read with intonation.* Model reading aloud the sample poem. Then form small groups. Have group members take turns reading their poems aloud.

Have groups bind all of the poems together to make a class collection of "Force of Nature" poems. Have students make additional copies of their own poems and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's poem.

### Student Sample: Publish



**VOLCANO**

Visualize the mountain, fierce and fiery.  
 Out of the earth—Crackle! Boom!  
 Lava spills quickly downward.  
 Crowds scatter more quickly.  
 Ash and stinking smoke cloud the air.  
 Now, it stops—Earth is changed.  
 Orange glitter floats softly to the ground.

### Writing Rubric

Score	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and topic. 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 writer's ideas are presented in a logical and coherent way.	The writing has a strong voice and style. The writer's tone is consistent and appropriate for the audience.	Most of the words are used accurately and effectively. The writer's word choice is precise and varied.	The writing is easy to read and flows smoothly. The writer uses appropriate punctuation and capitalization.	The writing has correct grammar and spelling. The writer's sentences are complete and well-structured.	The best presented information is in an orderly way. The writer's message is clear and easy to understand.
3	Most of the writing has a clear focus and topic. Details are accurate and relevant. The writer shows some knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way.	Most of the writing has a strong voice and style. The writer's tone is consistent and appropriate for the audience.	Most of the words are used accurately and effectively. The writer's word choice is precise and varied.	The writing is easy to read and flows smoothly. The writer uses appropriate punctuation and capitalization.	The writing has correct grammar and spelling. The writer's sentences are complete and well-structured.	The best presented information is in an orderly way. The writer's message is clear and easy to understand.
2	The writing has a clear focus and topic. Details are accurate and relevant. The writer shows some knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way.	Most of the writing has a strong voice and style. The writer's tone is consistent and appropriate for the audience.	Most of the words are used accurately and effectively. The writer's word choice is precise and varied.	The writing is easy to read and flows smoothly. The writer uses appropriate punctuation and capitalization.	The writing has correct grammar and spelling. The writer's sentences are complete and well-structured.	The best presented information is in an orderly way. The writer's message is clear and easy to understand.
1	The writing does not have a clear focus and topic. Details are inaccurate and irrelevant. The writer shows little knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not presented in a logical and coherent way.	The writing does not have a strong voice and style. The writer's tone is inconsistent and inappropriate for the audience.	The writing does not have a strong word choice. The writer's word choice is imprecise and limited.	The writing is difficult to read and does not flow smoothly. The writer uses inappropriate punctuation and capitalization.	The writing has many grammar and spelling errors. The writer's sentences are incomplete and poorly structured.	The best information is not clearly presented. The writer's message is unclear and difficult to understand.

# Week 1 Assessment & Reteaching

✓ = TESTED

## Assess

### OBJECTIVES

#### Reading

- ✓ Analyze Imagery
- ✓ Draw Conclusions to Comprehend Text

### ASSESSMENTS

**Reading Comprehension Test** Unit 1, Week 1

Directions: Read the story. Then answer the questions about the story.

**THE ESCAPE**

Kate and her father were on an island near their home buying fresh vegetables. The colorful market was full of interesting things, and neighbors enjoyed the chance to see each other.

Suddenly, the ground began to shake. There was a booming sound, and thick smoke rose from the center of the island. The volcano was starting to erupt! Villagers shouted and ran past them as Father grabbed Kate by the arm and pulled her toward their boat. The volcano boomed even louder.

Kate and her father rowed as hard as they could. Huge waves crashed around them. Finally they were far enough away to escape the sea. With hearts pounding, they headed for home and safety.

1. Which words from the story tell how the sea looked?  
a. tossed their boat  
b. booming sound  
c. interesting things  
d. huge waves crashed

2. Which words from the story help you know how Kate and her father felt?  
a. ran past them  
b. colorful market  
c. began to shake  
d. hearts pounding

**A7.4** Unit 1, Week 1 (Short-Craft Spoken)

**Reading Comprehension Test** Unit 1, Week 1

Directions: Read the article. Then answer the questions about the article.

**Ring of Fire**

Ring of Fire sounds as if it should be in an adventure movie, but this ring is real. It's not really a circle of fire, though. It's a ring of volcanoes in the Pacific Ocean. More than half of Earth's volcanoes are part of the Ring of Fire.

Earth's crust is made of large moving plates. One large plate is under the Pacific Ocean. It bumps and pushes against the other plates. When two plates bump, one plate can be shoved down. This allows melted rock to push up through the crust. Sometimes it explodes. The lava is so hot that it burns everything it touches. That's why Ring of Fire is a good nickname for this circle of volcanoes.

1. From the article, you can conclude that —  
a. volcanoes are dangerous.  
b. the Earth's crust is very hot.  
c. all volcanoes form under an ocean.  
d. someone will make a movie called "The Ring of Fire."

2. From the article, you can conclude that —  
a. the Pacific Ocean is warmer than other oceans.  
b. volcanoes in other places are more active.  
c. there are many active volcanoes in the Ring of Fire.  
d. the plates in the Pacific Ocean are no longer moving.

**A7.5** Unit 1, Week 1 (Short-Craft Spoken)

**Reading Strategy Assessment** Unit 1, Week 1

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 reader's name.

Ask: "What do you do when you see a word?" "What are you going to do with the word that confused you or was hard to define?" "What do you do to understand better?" "How did you do it?"

Plan and Monitor	Ask Questions	Main Inference
4 3 2 1	4 3 2 1	4 3 2 1

**SG7.30** Unit 1, Week 1 (Short-Craft Spoken)

Reading Comprehension Test A7.4–A7.5  
Reading Strategy Assessment SG7.30–SG7.31

#### Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

**Oral Reading Assessment** Unit 1, Week 1

Directions: Read the passage aloud. Then answer the questions about the passage.

**Earthquakes**

Earthquakes are daily events on our planet. Sometimes they are about half an inch, sometimes they are about a foot. Earthquakes happen everywhere in the world, in all seasons, and at all hours of the day. In the United States, Alaska and California have the most earthquakes. Florida and North Carolina have the fewest. Most of the time, no one is hurt and nothing is broken. In really strong earthquakes, people can be hurt or killed, and buildings can fall down.

How does an earthquake happen? The outer layers of the Earth are like pieces of a puzzle that keep moving slowly. The pieces are called plates. Sometimes the edge of a plate gets stuck against another plate. The pressure builds. When the plates slip, they come loose. It causes waves that shake the ground.

How can we prepare for earthquakes? Scientists don't know exactly when an earthquake is going to happen. Some people say that animals act very strangely just before these shock waves happen. The best approach is to be ready at all times. Have supplies ready in case you do not have electricity, heat, or water. You should also know what to do when the ground is shaking.

If you are in an earthquake, stop what you are doing. Get under a desk or a heavy table so that things will not fall on you. Or stand against an inside wall. Stay away from glass and windows that might break. If you are outside, move away from buildings or overpasses. Most important, when the earthquake is over, be ready to help people in need.

**A7.1** Unit 1, Week 1 (Short-Craft Spoken)

**Oral Reading Assessment** Unit 1, Week 1

Directions: Read the passage aloud. Then answer the questions about the passage.

Accuracy	Rate	Fluency	Intonation	Expression
4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

**A7.2** Unit 1, Week 1 (Short-Craft Spoken)

**Oral Reading Assessment** Unit 1, Week 1

Directions: Read the passage aloud. Then answer the questions about the passage.

Code	Score	4	3	2	1
A					
B					
C					
D					

Observations and Notes:

**Oral Reading Assessment Wrap-up**

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you feel about reading this passage?
- How did you understand the passage?
- 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, "You read some words slowly. You could read those words a little faster."
- If you asked the student to read the story, make notes about what the student needs to improve, e.g., "Check up the main idea from details, or present events in the proper sequence."

**A7.3** Unit 1, Week 1 (Short-Craft Spoken)

Oral Reading Assessments A7.1–A7.3  
Use these passages throughout Unit 7. Work with Below Level students this week.

#### Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Hard and Soft c, g
- ✓ Use Commonly Misspelled Words Correctly

**Vocabulary Test** Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This is a \_\_\_\_\_.  
a. lava  
b. sand  
c. wood  
d. music

2. This is a \_\_\_\_\_.  
a. balance  
b. rhythm  
c. magnet  
d. conservation

3. This is an \_\_\_\_\_.  
a. artist  
b. assassin  
c. identity  
d. alternative

4. This is a \_\_\_\_\_.  
a. mixture  
b. volcano  
c. island  
d. temperature

5. This is an \_\_\_\_\_.  
a. amount  
b. individual

**A7.6** Unit 1, Week 1 (Short-Craft Spoken)

**Vocabulary Test** Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. The volcano will \_\_\_\_\_ soon.  
a. descend  
b. erupt  
c. disk  
d. flow

2. The water \_\_\_\_\_ down.  
a. projects  
b. valves  
c. alters  
d. flows

3. When one thing pushes against another, it makes a \_\_\_\_\_.  
a. tradition  
b. nature  
c. force  
d. organ

4. When something has \_\_\_\_\_ it has power or strength.  
a. force  
b. method  
c. reward  
d. organ

**A7.7** Unit 1, Week 1 (Short-Craft Spoken)

**Spelling Words**

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

**Words with Hard and Soft c, g**

- against Put your ear **against** a seashell, and you might hear the sound of ocean waves.
- arctic These **arctic** weather conditions mean plenty of ice and snow.
- average We had a very wet spring, so already the amount of rainfall this year has been above **average**.
- canyon We looked over the high, steep side of the **canyon** to see the river below.
- cyclone Did the whirling winds of the **cyclone** cause any damage in the town?
- dangerous Lava, smoke, and flying rock make active volcanoes very **dangerous**.
- distance The **distance** from the beach to the volcano is less than three miles.
- exciting Seeing a volcano erupt is **exciting**—not dull at all!
- fierce The **fierce** heat of lava burns everything in its path.
- gigantic A **gigantic** cloud of ash is rising from the volcano and filling the sky above the island.
- gully A stream flows through the long, narrow **gully**.
- iceberg That **iceberg** floating in the sea broke off of a glacier.
- regular The man was a **regular** visitor, so the people on the island knew his name.
- secure To protect her camera, the ocean photographer will **secure** it in a waterproof case.
- surface Volcanoes erupt beneath the **surface** of the water.

**Watch Out Words**

- soar I watched the plane **soar** high into the clouds.

**A7.3** Unit 1, Week 1 (Short-Craft Spoken)

Vocabulary Test A7.6–A7.8  
Spelling Pretest/Spelling Test T411m

#### Grammar and Writing

- ✓ Use Adverbs
- ✓ Use Sensory Language

**Writing, Revising, and Editing Test** Unit 1, Week 1

Directions: Read the paragraph. Then answer the questions.

In 1988, Yellowstone National Park had a very bad summer. Fires burned \_\_\_\_\_ in Yellowstone. Not enough snow or rain fell the winter before. Then lightning struck the trees in the forest and started many fires. The fires grew \_\_\_\_\_. They spread \_\_\_\_\_. Then reported \_\_\_\_\_ the park was not safe for visitors. Thousands of firefighters went to Yellowstone to stop the fires, but the fires burned \_\_\_\_\_ than they could get out.

After summer, the cold, wet weather of autumn helped stop the fires. The flames were \_\_\_\_\_ out. The fires changed Yellowstone, but not forever. Today, the forests are growing back. Visitors still enjoy the park's amazing beauty.

1. Choose the answer that goes in Blank 1.  
a. soon  
b. under  
c. brightly

2. Choose the answer that goes in Blank 2.  
a. over  
b. quickly  
c. yesterday

**A7.9** Unit 1, Week 1 (Short-Craft Spoken)

**Writing, Revising, and Editing Test** Unit 1, Week 1

Directions: Read the paragraph. Then answer the questions.

1. Choose the answer that goes in Blank 3.  
a. rapidly  
b. more rapidly  
c. most rapidly

2. Choose the answer that goes in Blank 4.  
a. Soon  
b. Down  
c. Lightly

3. Choose the answer that goes in Blank 5.  
a. faster  
b. fastest  
c. most fast

4. Choose the answer that goes in Blank 6.  
a. up  
b. softly  
c. safely

5. Your class is creating a poetry wall. Write a short poem about a force in nature. Use words that tell how the force looks, feels, and sounds.

**A7.10** Unit 1, Week 1 (Short-Craft Spoken)

**Writing Rubric**

Category	4	3	2	1
Content	Student writes a well-developed paragraph that includes a topic sentence, supporting details, and a concluding sentence.	Student writes a paragraph that includes a topic sentence, supporting details, and a concluding sentence.	Student writes a paragraph that includes a topic sentence, supporting details, and a concluding sentence.	Student writes a paragraph that includes a topic sentence, supporting details, and a concluding sentence.
Organization	Student organizes ideas in a clear and logical order.	Student organizes ideas in a clear and logical order.	Student organizes ideas in a clear and logical order.	Student organizes ideas in a clear and logical order.
Style	Student uses a variety of sentence structures and vocabulary.	Student uses a variety of sentence structures and vocabulary.	Student uses a variety of sentence structures and vocabulary.	Student uses a variety of sentence structures and vocabulary.
Conventions	Student uses correct grammar, punctuation, and spelling.	Student uses correct grammar, punctuation, and spelling.	Student uses correct grammar, punctuation, and spelling.	Student uses correct grammar, punctuation, and spelling.

**A7.43** Unit 1, Week 1 (Short-Craft Spoken)

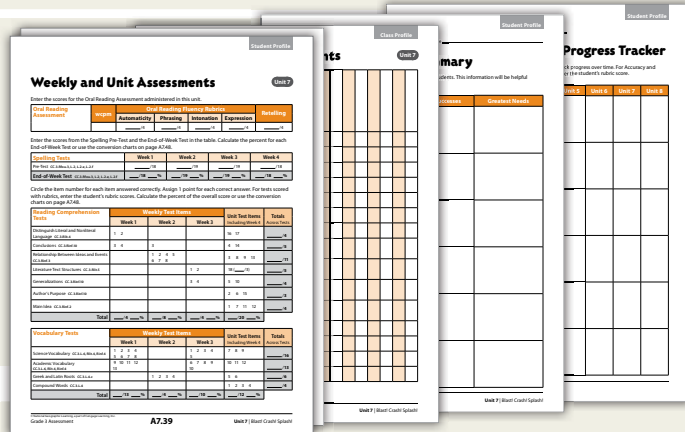
Writing, Revising, and Editing Test A7.9–A7.10  
Writing Rubric A7.43



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A7.39–A7.40
- Class Profile:** Weekly and Unit Assessments A7.41
- Student Profile:** Strengths and Needs Summary A7.42
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Imagery:** Reteaching Master RT7.1

**Synthesize:** Reteaching Master RT7.2

#### ADDITIONAL PRACTICE

Comprehension Coach

### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach



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

Daily Spelling Practice, pages T411m–T411n

### Grammar and Writing

#### RETEACH

**Adverbs:** Anthology Handbook, page 597

**Writing:** Reteaching Writing Routine, page BP51

**Writing Trait: Word Choice:** Reteaching Master RT7.3

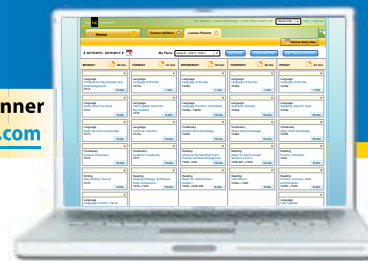
#### ADDITIONAL PRACTICE

More Grammar Practice PM7.8

Daily Writing Skills Practice, pages T411q–T411r

# Week 2 Planner

Online Lesson Planner  
NGReach.com



☑ = TESTED

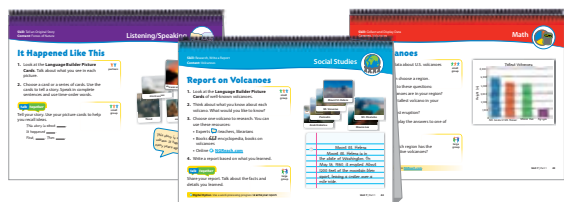
		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
Anthology	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Academic Talk</b> CC.3.SL.1.d Discuss the Big Question T435s	<b>Academic Talk</b> CC.3.SL.1 Preview and Predict T436c
	<b>Language and Vocabulary</b> ⌚ 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.3.L.2 ☑ Pretest: Words with oo and Silent Consonants and Commonly Misspelled Words T435m	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.L.2.f ☑ Practice T435m
	<b>Reading</b> ⌚ 20–40 minutes	<b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g ☑ Comparison Adverbs T435o	<b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g ☑ Irregular Comparison Adverbs T435o
	<b>Writing</b> ⌚ 15–45 minutes	<b>Vocabulary Strategy</b> CC.3.L.4; CC.3.L.4.c ☑ Greek and Latin Roots T435s	<b>Vocabulary Strategy</b> CC.3.L.4; CC.3.L.4.c ☑ More Greek and Latin Roots T436c
	<b>Reading</b> CC.3.Rinf.10 Read Aloud: Nonfiction T436a	<b>Reading</b> CC.3.Rinf.10 Read a Photo-Essay T437–T440	<b>Reading</b> CC.3.Rinf.10 Read a Photo-Essay T437–T440
	<b>Comprehension</b> CC.3.Rinf.3 ☑ Relate Ideas T436a	<b>Comprehension</b> CC.3.Rinf.3 ☑ Relate Ideas T438, T440	<b>Comprehension</b> CC.3.Rinf.3 ☑ Relate Ideas T438, T440
	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Model Expression T436a	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Practice Expression T437	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Practice Expression T437
	<b>Power Writing</b> T435a CC.3.W.10 <b>Daily Writing Skills</b> CC.3.Rinf.9; CC.3.W.2.a; CC.3.W.7; CC.3.W.8 ☑ Integrate Ideas from Multiple Sources T435q	<b>Power Writing</b> T436c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.Rinf.9; CC.3.W.2.a; CC.3.W.7; CC.3.W.8 ☑ Integrate Ideas from Multiple Sources T435q	<b>Power Writing</b> T436c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.Rinf.9; CC.3.W.2.a; CC.3.W.7; CC.3.W.8 ☑ Integrate Ideas from Multiple Sources T435q
	<b>Writing</b> CC.3.W.3.c Write to Explain Ideas T436a	<b>Writing</b> CC.3.W.10 Write a Response T441	<b>Writing</b> CC.3.W.10 Write a Response T441
	<b>Research Project: Earth's Surface</b> CC.3.W.10 Plan T443i	<b>Research Project: Earth's Surface</b> CC.3.W.7; CC.3.W.8 Research T443i	<b>Research Project: Earth's Surface</b> CC.3.W.7; CC.3.W.8 Research T443i



		Read Science Articles	Read Nonfiction Books
Nonfiction	⌚ 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Science Vocabulary SG11	<b>Vocabulary</b> CC.3.L.6 Learn Story Words SG12–SG13
		<b>Reading</b> CC.3.Rinf.7; CC.3.Rinf.10 Use Visuals to Comprehend Text SG10 Build Comprehension SG11	<b>Reading</b> CC.3.Rinf.10; CC.3.Rinf.8 Introduce SG12–SG13 Read and Integrate Ideas SG14–SG15 ☑ Synthesize SG14–SG15 ☑ Explain the Relationship Between Ideas SG14–SG15



		LEARNING STATION TIME/DAILY PHONICS INTERVENTION	
	⌚ 20 minutes	<b>Speaking and Listening</b> T435i CC.3.W.3.c; CC.3.SL.1; CC.3.SL.6	<b>Speaking and Listening</b> T435i CC.3.W.3.c; CC.3.SL.1; CC.3.SL.6
		<b>Language and Vocabulary</b> T435i CC.3.L.6 <b>Writing</b> T435i CC.3.W.7; CC.3.W.8 <b>Cross-Curricular</b> T435j CC.3.SL.1–5 <b>Reading and Intervention</b> CC.3.Rinf.3; CC.3.L.6 <b>Daily Phonics Intervention</b> CC.3.Rfou.3.c; CC.3.Rfou.3.d; T435k–T435l CC.3.L.2.e; CC.3.L.2.f	<b>Language and Vocabulary</b> T435i CC.3.L.6 <b>Writing</b> T435i CC.3.W.7; CC.3.W.8 <b>Cross-Curricular</b> T435j CC.3.SL.1–5 <b>Reading and Intervention</b> CC.3.Rinf.3; CC.3.L.6 <b>Daily Phonics Intervention</b> CC.3.Rfou.3.c; CC.3.Rfou.3.d; T435k–T435l CC.3.L.2.e; CC.3.L.2.f



**Big Question** What forces can change Earth?

### Day 3

**Read and Compare**

**Academic Talk** CC.3.Rinf.9  
Talk Together T442


**Daily Spelling and Word Work** CC.3.Rfou.3; CC.3.L.2;  
CC.3.L.2.e  
✓ Practice T435n

**Daily Grammar** CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g  
✓ Adverbs T435p, T442a

**Vocabulary Review** CC.3.L.6  
Review Science and Academic Vocabulary T441a

**Reading** CC.3.Rinf.10  
Reread a Photo-Essay T441a

**Comprehension** CC.3.Rinf.9  
✓ Compare Texts T441a



**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.b  
✓ Practice Expression T442

**Power Writing** T171a CC.3.W.10  
**Daily Writing Skills** CC.3.Rinf.9; CC.3.W.2.a;  
CC.3.W.7; CC.3.W.8  
✓ Integrate Ideas from Multiple Sources T435r

**Writing** CC.3.L.1; CC.3.L.1.g;  
CC.3.L.3  
Write to Reinforce Grammar T443

**Research Project: Earth's Surface** CC.3.W.7; CC.3.W.8  
Research T443i

### Day 4

**Read and Comprehend**

**Academic Talk** CC.3.SL.1.c  
Analyze a Nonlinear Sequence T443d


**Daily Spelling and Word Work** CC.3.L.2; CC.3.L.2.e;  
CC.3.L.2.g  
✓ Practice T435n

**Daily Grammar** CC.3.W.5; CC.3.L.1;  
CC.3.L.1.a; CC.3.L.1.g  
✓ Grammar and Writing T435p

**Vocabulary Practice** CC.3.L.4; CC.3.L.4.c  
✓ Greek and Latin Roots T443c

**Reading** CC.3.Rinf.10  
Read Science Articles T443a

**Comprehension** CC.3.Rinf.3  
✓ Explain the Relationship Between Events T443a



**Fluency** CC.3.Rfou.4.b  
✓ Model and Practice Expression T443b

**Power Writing** T443c CC.3.W.10  
**Daily Writing Skills** CC.3.Rinf.9; CC.3.W.2.a;  
CC.3.W.7; CC.3.W.8  
✓ Integrate Ideas from Multiple Sources T435r

**Writing** CC.3.W.10  
Write to Explain Ideas T443d

**Research Project: Earth's Surface** CC.3.W.7; CC.3.W.8  
Organize T443j

### Day 5

**Review and Compare**


**Academic Talk** CC.3.SL.1.a  
Relate Readings to the Big Question T443h

**Daily Grammar** CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g  
✓ Review T435p

**Vocabulary Practice** CC.3.L.4; CC.3.L.4.c  
✓ Greek and Latin Roots T443e

**Reading** CC.3.Rinf.10  
Reread Science Articles T443f

**Comprehension** CC.3.Rinf.3;  
CC.3.Rinf.9  
Determine Text Structure T443f  
Compare Text Structure T443g



**Power Writing** T443e CC.3.W.10  
**Daily Writing Skills** CC.3.Rinf.9; CC.3.W.2.a;  
CC.3.W.7; CC.3.W.8  
✓ Integrate Ideas from Multiple Sources T435r

**Writing** CC.3.W.10  
Write to Compare Text Structure T443g


**Research Project: Earth's Surface** CC.3.SL.4  
Present T443j

### Read Nonfiction Books

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

**Reading** CC.3.Rinf.10;  
CC.3.Rinf.8  
Read and Integrate Ideas SG14–SG15

✓ Synthesize SG14–SG15  
✓ Explain the Relationship Between Ideas SG14–SG15




### Read Nonfiction Books

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

**Reading** CC.3.Rinf.10;  
CC.3.Rinf.8  
Read and Integrate Ideas SG14–SG15

✓ Synthesize SG14–SG15  
✓ Explain the Relationship Between Ideas SG14–SG15


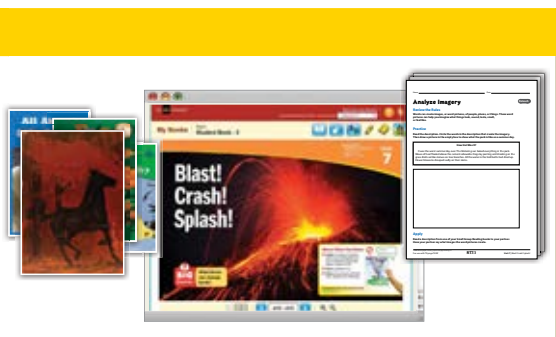


### Read Nonfiction Books

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

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

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

### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T433k–T433l

✓ Reading Comprehension Test A7.11–A7.14 CC.3.Rinf.3  
✓ Reading Strategy Assessment SG57–SG58 CC.3.Rlit.10  
✓ Oral Reading Assessment A7.1–A7.3 CC.3.Rfou.4  
✓ Vocabulary Test A7.15 CC.3.L.4; CC.3.L.4.c

✓ Spelling Test: Words with Digraphs *ck, sh* and Commonly Misspelled Words T435m CC.3.L.2  
✓ Writing, Revising, and Editing Test A7.16–A7.18 CC.3.W.10; CC.3.L.1;  
CC.3.L.1.a; CC.3.L.1.g  
Reteaching Masters RT7.4–RT7.5

# Week 2 Learning Stations

## Speaking and Listening

### Option 1: It Happened Like This

**Skills:** Tell an Original Story  
**Context:** Forces of Nature

**Listening/Speaking**

#### It Happened Like This

- Look at the **Language Builder Picture Cards**. Talk about what you see in each picture.
- Choose a card or a series of cards. Use the cards to tell a story. Speak in complete sentences and use time-order words.

**Talk Together**  
Tell your story. Use your picture cards to help you recall ideas.  
This story is about \_\_\_\_\_.  
It happened \_\_\_\_\_.  
First, \_\_\_\_\_. Then, \_\_\_\_\_.

*This story is about a volcano. It happened many years ago.*

Unit 7 Part 1 42

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 42

Digital Library: Language Builder Picture Cards D78–D82

Teacher's Guide on [NGReach.com](http://NGReach.com)

graph paper • colored markers

Use Temporal Words and Phrases

CC.3.W.3.c

Speak in Complete Sentences

CC.3.SL.6

### Option 2: Describe a Volcano



### MATERIALS

drawing paper • colored markers

Have partners dictate drawings using photographs from "Volcano Views."

- Have one student choose a photograph from the story and describe it verbally, while the other student draws what he or she hears.
- Ask partners to discuss how well the picture matches the description.
- Have partners reverse roles and repeat.

Discuss Topics, Expressing Ideas Clearly

CC.3.SL.1

## Language and Vocabulary

### Key Words

category • conclusion • core • create • develop  
erupt • flow • force • island • lava • magma  
ocean • pressure • rock • stanza • volcano

### Option 1: Vocabulary Games



[NGReach.com](http://NGReach.com) Online Vocabulary Games

Acquire and Use Academic and Domain-Specific Words

CC.3.L.6

### Option 2: My Vocabulary Notebook



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

Have students expand word knowledge. Ask them to use a dictionary to determine which Key Words have a Greek or Latin root. Under Add More Information > Related Words, have students add each root word and its meaning.

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

CC.3.L.6

## Writing

### Option 1: Report on Volcanoes

**Skills:** Research, Write a Report  
**Context:** Volcanoes

**Social Studies**

#### Report on Volcanoes

- Look at the **Language Builder Picture Cards** of well-known volcanoes.
- Think about what you know about each volcano. What would you like to know?
- Choose one volcano to research. You can use these resources:
  - Experts: teachers, librarians
  - Books: encyclopedias, books on volcanoes
  - Online: [NGReach.com](http://NGReach.com)
- Write a report based on what you learned.

**Talk Together**  
Share your report. Talk about the facts and details you learned.

**Digital Option:** Use a word processing program to write your report.

Unit 7 Part 1 42

### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 42

Teacher's Guide on [NGReach.com](http://NGReach.com)

Digital Library: Language Builder Picture Cards D83–D88

sticky notes • world maps • encyclopedia books about volcanoes • paper • pencils

Conduct Research

CC.3.W.7

Gather Information from Print and Digital Sources

CC.3.W.8

### Option 2: Create a Photo-Essay



### PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards D78–D90

Have small groups access images from the Digital Library and create a photo-essay. Remind students that photo-essays should include an essay title and captions with facts related to the photos.

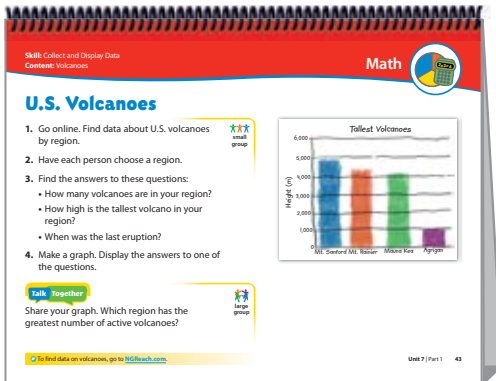
Gather Information from Print and Digital Sources

CC.3.W.8



## Cross-Curricular

### Option 1: U.S. Volcanoes



**U.S. Volcanoes**

- Go online. Find data about U.S. volcanoes by region.
- Have each person choose a region.
- Find the answers to these questions:
  - How many volcanoes are in your region?
  - How high is the tallest volcano in your region?
  - When was the last eruption?
- Make a graph. Display the answers to one of the questions.

**Tallest Volcanoes**

Volcano	Height (m)
Mt. St. Helens	~2,954
Mt. Rainier	~4,394
Mt. Fuji	~3,776

**Talk Together**  
Share your graph. Which region has the greatest number of active volcanoes?

## PROGRAM RESOURCES & MATERIALS

### Cross-Curricular Teamwork Activities: Card 43

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

### Student Resources Directory

graph or drawing paper • pencils • colored markers

Determine the Main Ideas and Supporting Details of Information Presented Visually or Quantitatively in Diverse Media	CC.3.SL.2
Report on a Topic	CC.3.SL.4
Add Visual Displays	CC.3.SL.5

### Option 2: Take a Volcano Quiz



[NGReach.com](https://www.natreach.com) Student Resources

Have students take an online quiz to test their knowledge of volcanoes.

- Have students take the quiz. To view the website, have students go to Resources > Unit 7 > Learning Stations > Week 2 > Volcano Quiz.

Draw on Information to Explore Ideas	CC.3.SL.1
Ask and Answer Questions	CC.3.SL.3

## Reading

### Option 1: Sequence Events in a Blog



[NGReach.com](https://www.natreach.com) Student Resources

Have students read a blog and identify words that signal sequence.

- To view the blog, have students go to Resources > Unit 7 > Learning Stations > Week 2 > Volcanic View.
- Have them note the sequence words (*From there, when, Once, As, That night, The last place*).
- Ask students to create a sequence chart to show what Stefan did.

Relate Ideas	CC.3.Rinf.3
Use Words That Signal Spatial and Temporal Relationships	CC.3.L.6

### Option 2: Sequence Events in an Article



## PROGRAM RESOURCES

### Explorer Book *Wicked Weather*

Have students sequence the events in the first article in *Wicked Weather*. Students should then share their sequence with a partner.

Relate Ideas	CC.3.Rinf.3
--------------	-------------

## Intervention

### Phonics Games



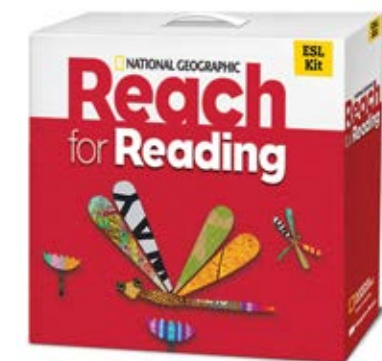
[NGReach.com](https://www.natreach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3

For Reteaching Masters, see pages RT7.4–RT7.5.

## Additional Resources

### ESL Kit



ESL Teacher's Edition pages T436a–T444h

# Week 2 Daily Phonics Intervention

## OBJECTIVES

**Thematic Connection: Studying Earth's Forces**

**Develop Phonological Awareness: Isolate Sounds**

**Associate Sounds and Spellings: /ōō/oo; /n/gn, kn; /r/wr; /j/dge; /m/mb**

**Blend Sounds to Decode Words**

**Build Reading Fluency**

Teach

Day 1



### PROGRAM RESOURCES

Sound/Spelling Cards 46, 7, 12, 17, 2

Word Builder: Transparency 75

### Reach into Phonics

Lesson 102, pages T170–T171

Lesson 103, pages T172–T173

## Words with /ōō/oo

Follow Lesson 102. Use **Reading Routine 1** and **Sound/Spelling Card 46** to teach sound and spelling /ōō/oo. Guide students through **Transparency 75**.



NGReach.com Word Builder: Transparency 75

## Words with Silent Consonants

Follow Lesson 103. Use **Reading Routine 1** and **Sound/Spelling Cards 7, 12, 17, and 2** to teach consonants /n/gn, kn; /r/wr; /j/dge; and /m/mb.

For **Reading Routine 1**, see *Reach into Phonics* pages T172.



Practice

Day 2



### PROGRAM RESOURCES

Word Builder: Transparency 76

Decodable Reader: *A Good Game*

Practice Book, page 187

Decodable Passage: *Design for Recovery*

Practice Book, page 130

### Reach into Phonics

Lesson 104, pages T174–T175

Lesson 105, pages T176–T178

## Words with Silent Consonants

Follow Lesson 104 to review /n/gn, kn; /r/wr; /j/dge; and /m/mb and provide practice in reading words with silent consonants. Guide students through **Transparency 76**. Use **Reading Routine 3** to guide students as they read Decodable text.

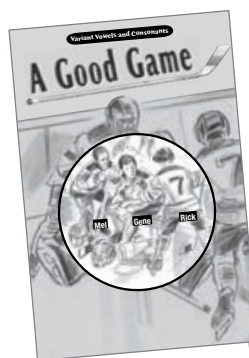
For **Reading Routine 3**, see *Reach into Phonics* page T176.



NGReach.com Word Builder: Transparency 76

## Build Reading Fluency

Provide students with the **Decodable Reader, A Good Game**. Then follow Lesson 105.





# Words with /ōō/oo and Silent Consonants

## COMMON CORE STANDARDS

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

### Find Your Match

Day 3



Option 1

#### MATERIALS

index cards, 24 per pair of students

#### Prepare

Have partners work together to write each word from the word bank on a separate card. Tell students to shuffle the cards and turn them facedown in a stack. Have each player take five cards from the stack.

took	wood	wool	fidget	gnat	wrench
shook	cookies	bookmark	knight	thumb	wrap
brook	notebook	woof	knock	lamb	wreath
good	football	badger	gnarl	wrong	neighborhood

#### Play a Game

- Have players begin by displaying card pairs that match by either /ōō/oo or a silent consonant. For example: *book/wood*; *wrap/wreath*.
- Have Player 1 read a word from his or her hand, then ask Player 2 for a match. If Player 2 has a match, Player 1 puts down both cards. If not, Player 1 draws another card from the stack.
- The first player to match all of his or her cards wins.

### Match Words

Day 3



Option 2

#### MATERIALS

index cards, 12 per student

#### Prepare

Have each partner write each word from the word bank on a separate card. Tell partners to combine the 24 cards and place them facedown in three rows of eight cards each.

even	if	while	foot	knot	edge
friends	into	would	gnat	write	climb

#### Play a Game

- Have Partner 1 turn over two cards and read the words. If they match, Partner 1 uses the word in an oral sentence and keeps the cards. If no match is made, Partner 1 returns the cards. Partner 2 then plays.
- Play continues until all matches are made. The winner is the player who has more cards. Players may also tie.

### Look for Words

Day 4



#### MATERIALS

newspapers and magazines • highlighters

#### Prepare

Have each student create a two-column chart with the heads *Words with /ōō/oo* and *Words with Silent Consonants*. Provide newspapers and magazines. Distribute highlighters.

#### Play a Game

- Set a 15 minute time limit. Have students search newspapers and magazines for words with /ōō/oo and words with silent consonants. Have students highlight the words they find.
- When time is called, have students list the words in their chart and tally them up. The student with the most words wins.
- Invite students to read aloud their lists in a group. Have group members circle words on their lists that are the same. Use the lists to determine which words were found the most.

### Review

Day 5



#### PROGRAM RESOURCES

Word Builder: Transparency 77

Reach into Phonics

Lesson 106, page T179

#### Review

Follow Lesson 106 to review words with c and g. Guide students through **Transparency 77**.



NGReach.com Word Builder: Transparency 77

# Week 2 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Studying Earth's Forces**

- ✔ Spell Words with *oo* and Silent Consonants
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

DAY 1	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 *oo* and Silent Consonants

1. brook	We jumped over a <b>brook</b> where water was flowing down the mountain.
2. columns	Two tall <b>columns</b> made of lava rock held up the roof.
3. comb	She stopped to <b>comb</b> the tangles out of her hair.
4. footsteps	I heard <b>footsteps</b> as someone ran from the tsunami.
5. heirs	Grandfather has two <b>heirs</b> , a son and a daughter, who will someday get what he owns.
6. hooked	My belt is <b>hooked</b> tight around my waist.
7. knapsack	I carried the heavy bag on my back like a <b>knapsack</b> .
8. kneel	I stopped to <b>kneel</b> on the ground so I could rest on my knees and photograph the lava field.
9. knowledge	The students learned a lot and now have <b>knowledge</b> of volcanoes.
10. raspberry	The <b>raspberry</b> plant has small, red berries on it.
11. reign	Nature's <b>reign</b> is more powerful than any king's rule.
12. salmon	Lava flowing into water may kill fish like <b>salmon</b> .
13. scrapbook	I made a <b>scrapbook</b> , filling each page with photos and articles about volcanoes.
14. ugh	<b>Ugh!</b> I am not happy because my camera fell off the shelf during the earthquake!
15. wrinkled	My report on volcanoes is <b>wrinkled</b> where I folded it to put it in my backpack.

### Watch-Out Words

16. knew	I saw smoke and <b>knew</b> the volcano was erupting.
17. new	I bought a <b>new</b> camera so I could take photos of it.
18. gnu	I photographed a <b>gnu</b> with brown fur and sharp horns racing away from the mountain.

## Silent Consonants

Day 2



Option 1

### MATERIALS

index cards, 13 per pair of students • colored pencils

### Teach

Display the word *crumb* and circle the *b*. Explain: *In some words, a consonant letter, like the b in crumb, is silent when the word is read.*

### Prepare

- Have partners collaborate to write each of the 13 spelling words with silent consonants on a separate card. Tell them to use a colored pencil for the silent letters.
- On the reverse side, have them write the word again, putting a blank line where the silent consonant would be.

columns

column\_\_s

### Play a Game

Have partners take turns holding up a card and showing the side of the card with the blank space. The partner reads the word, identifies the missing letter, and spells the word aloud. Game ends when each partner has spelled each of the 13 spelling words twice.

Apply Word Analysis Skills  
Use Spelling Patterns and Generalizations

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

## Where in the Word?

Day 2



Option 2

### Use Graphic Organizers

Have students work in pairs to identify the part of the word in which a silent letter appears.

- Have partners create a Silent Letters chart with column headings Beginning, Middle, and End.
- Then have students write each of the 13 spelling words with a silent consonant in the correct column of the chart. Tell students to underline the silent consonant.
- Encourage partners to write sentences using a word from column 1 and a word from column 2 or 3 until they have used each word in a sentence at least once.

Silent Letters		
Beginning	Middle	End
heirs	raspberry	columns
knapsack	reign	comb

Apply Word Analysis Skills  
Use Spelling Patterns and Generalizations

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



## Words with /oo/oo

Day 3



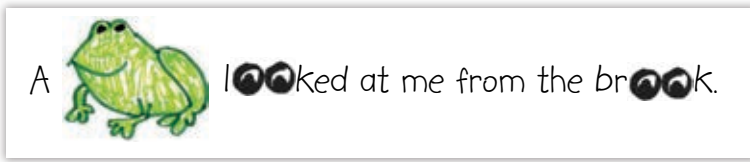
Option 1

### Teach

Display the word *wooden*, pronounce it, and underline oo. Explain: *These two vowel letters stand for one sound. The letters oo often make the sound oo as in wooden.*

### Create Rebus Sentences

- Have students work alone to write a sentence for each oo word in which the two o's are eyes. Tell students to use a combination of pictures and words in their sentences.



- Have students share their sentences with a partner. The partner reads each sentence aloud, then closes his or her eyes and spells the spelling word in the sentence.

Apply Phonics Skills  
Use Conventional Spelling

CC.3.Rfou.3  
CC.3.L.2.e

## It Looks Like

Day 3



Option 2

### Use Spelling Pronunciations

- Have students write the spelling words that are causing them difficulty, and create their own 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 *kneel* as a two-syllable word: *k-neel*.
- Have students say the word several times aloud using the word's "spelling pronunciation."
- 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. Explain that eventually it will come to mind automatically as they write the word.



Demonstrate Command of Spelling

CC.3.L.2

## Picture It!

Day 4



Option 1

### Prepare

- Have partners collaborate to draw sketches of spelling words, one drawing per piece of paper. One pair draws even-numbered spelling words, the other pair draws odd-numbered ones.
- Tell students to write the spelling word on the back of the drawing. Have partners check each other's spelling.

### Play a Game

- Have pairs take turns showing a drawing to the other pair who must guess the spelling word and spell it. Sketchers get one point for their drawing if the other pair correctly guesses the word. Spellers get one point for correctly spelling a word.
- Play continues until each drawing has been displayed. The pair with more points at the end wins.

Use Conventional Spelling

CC.3.L.2.e

## Use a Dictionary

Day 4



Option 2

### MATERIALS

dictionary, one per group

### Prepare

- Assign small groups four to six spelling words each.
- Have group members look up each word in a dictionary and, together, write its meaning in their own words.
- If a word can function in more than one way, encourage students to write a meaning for each. Provide an example: comb: (noun) a piece of plastic with a row of teeth used to fix hair; (verb) to fix with a comb; to search everywhere

### Create Sentences

Have groups exchange their lists with another group and have the receiving group collaborate to write a sentence for each definition.

Consult References

CC.3.L.2.g

## OBJECTIVES

**Thematic Connection: Studying Earth's Forces**

- ✔ Grammar: Use Comparison Adverbs
- ✔ Grammar: Use Irregular Comparison Adverbs

## COMMON CORE STANDARDS

- Edit Writing CC.3.W.5
- Demonstrate Command of Grammar and Usage CC.3.L.1
- Explain the Function of Adverbs CC.3.L.1.a

## Day 1

### PROGRAM RESOURCES

**More Comparison Adverbs:**  
eVisual 7.10

**Game: Practice Master PM7.9**

### MATERIALS

brad, large paper clip, and heavy paper or cardboard, one each per pair of students

## Teach the Rules

Use the suggestion on page T436b to introduce more comparison adverbs. Use **eVisual 7.10** to teach and provide examples.

### More Comparison Adverbs

- For some **adverbs**, add **-est** to compare three or more actions.  
The volcano spit small rocks **higher** than big rocks. It spit clouds of ash **highest** of all.
- If an **adverb** ends in **-ly**, use **the most** or **the least** to compare three or more actions.  
A river flows more **boldly** downhill than a stream. Lava flows **the most boldly** of all.  
A creek flows **the least boldly** of all.

NGReach.com More Comparison Adverbs: eVisual 7.10

## Play a Game

Have partners use **Practice Master PM7.9** and a spinner they make to play the game. Provide a place to display students' sentence choices.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Spin to Choose Adverbs**

**Directions:**

- Play with a partner. First, make a spinner for the game.
  - Draw a circle on a piece of heavy paper or cardboard. Divide it into 4 equal sections numbered 1 through 4.
  - Fasten a brad through the center of the circle.
  - Hook a large paper clip over the brad on the front.
- Each player spins three times. The first spin is for a number from box A. The second spin is for B, and the third is for C.
- The player uses the numbered choices to create a sentence that compares actions.  
Example:  
A player spins A-1, B-2, and C-4 and creates this sentence:  
The mud fell more quickly than the ash, but the rocks fell most quickly of all.
- Continue the game until each player creates five sentences.
- Choose two of your favorite sentences to display in the room.

<b>A. Nouns</b> 1. ash, rocks, mud 2. trees, crops, lakes 3. bridges, roads, sidewalks 4. trucks, cars, tractors	<b>B. Verbs</b> 1. shook 2. fell 3. pounded 4. disappeared	<b>C. Adverbs</b> 1. angrily 2. swiftly 3. quickly 4. noisily
--	--	---

For use with TE, p. 145a PM7.9 Unit 7 | Blast Crash! Splash!

NGReach.com Practice Master PM7.9

## Differentiate

### SN Special Needs

**ISSUE** Students find it overwhelming to form sentences using three nouns, a verb and an adverb.

**STRATEGY** Provide nouns and verbs from box A and B in sentence frames. Have students spin for the adverb in box C and write the correct forms in the sentence frames.

The ash fell noisily. The mud fell more noisily. The rocks fell most noisily of all.

## Day 2

### PROGRAM RESOURCES

**Irregular Comparison Adverbs:**  
eVisual 7.13

**Game: Practice Master PM7.10**

### MATERIALS

index cards • small erasers • coins

## Teach the Rules

Use the suggestion on page 441 to introduce irregular comparison adverbs. Use **eVisual 7.13** to teach and provide examples.

### Irregular Comparison Adverbs

- A few **adverbs** have special forms for comparing actions.  
He defines magma **well**.  
She defines it **better**.  
A scientist defines it **best**.  
well → better → best

NGReach.com Irregular Adverbs: eVisual 7.13

## Play a Game

Have small groups use **Practice Master PM7.10** to play Adverb Race.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Adverb Race**

**Directions:**

- Each player writes five verbs, each on a separate card. Mix up all the cards and place them facedown in a stack.
- Use an eraser or other small object as a game piece. Flip a coin. Move one space for heads. Move two spaces for tails.
- Draw a card. Create a sentence using the verb and the comparison adverb on the board. If the other players agree that your sentence is correct, stay on the space. If your sentence is incorrect, go back one space.
- Take turns. The first one to reach THE END wins.

BEGIN	well	better	best	well	
					better
	well	best	better	well	best
					better
	best	well	better	best	THE END

For use with TE, p. 145a PM7.10 Unit 7 | Blast Crash! Splash!

NGReach.com Practice Master PM7.10

## Differentiate

### BL Below Level

**ISSUE** Student is not sure when to use *well*, when to use *better*, and when to use *best* when comparing actions.

**STRATEGY** Have the student make three cards, writing *well*, *better*, and *best*, each on a separate card. On the back of the card, have the student write the number of actions being compared (*well* = 1 action, *better* = 2 actions, *best* = 3 or more actions). Allow the student to look at the cards before creating a sentence.



# Day 3

## PROGRAM RESOURCES

Grammar Passage: eVisual 7.14

### Teach the Rules

Use **Anthology** page 443 to review adverbs. Then, copy and display the following chart to extend the concept.

An adverb may come before or after a verb:

Before: soon arrives  
violently erupt

After: arrives soon

Display **eVisual 7.14, Grammar Passage** shown on page T442a again. Have volunteers read it aloud to find adverbs that come before verbs and adverbs that follow verbs. As they name verbs and adverbs, add them to the chart.

### Play a Game

Have small groups play "Dare to Compare." Explain:

- A player states a sentence with a single noun and verb, such as: *The dog escapes.*
- The next player adds an adverb. For example: *The dog escapes quickly.*
- The third player compares two actions using -er, more, or less. For example: *The dog escapes more quickly than the cat.*
- The next player uses -est, most, or least to compare three or more: *The frog escapes the most quickly of all.*
- As long as the adverbs are used correctly, you may create silly sentences such as: *The rocks danced more wildly than the grass, but the trees danced the most wildly of all.*
- Play until each player has begun three sentences.

## Differentiate

### AL Above Level

**ISSUE** Students need a challenge to make the game fun.

**STRATEGY** Have players repeat the sentence that came before their turn before adding to the sentence or creating a new one.

# Day 4

## PROGRAM RESOURCES

Grammar and Writing: Practice  
Master PM7.15

### Grammar and Writing

Distribute **Practice Master PM7.15**. Have students use editing and proofreading marks to correct errors with adverbs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

**Edit and Proofread**

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

- correct use of adverbs that compare
- correct use of irregular adverbs

Editing and Proofreading Marks	
^	Add.
↖	Take out.
⊙	Add period.
^	Add comma.

Last night, I watched the <sup>scariest</sup> news report I've ever seen. The report showed very dramatic views of a volcano erupting. One video showed it better <sup>of all</sup>. The volcano was the <sup>largest</sup> volcano in the entire island chain of Hawaii. Clouds of black smoke and ash floated everywhere. Some villagers coughed loudly from smoke. Other villagers coughed even <sup>more</sup> loudly than others. A large river of lava flowed down one side of the volcano. A <sup>smallest</sup> river of lava flowed down another side. But the <sup>most</sup> disturbing thing of all was the location of the village. It was right between the two rivers of lava! I think the lava is the <sup>scariest</sup> part of any volcano.

For use with TE, T435p **PM7.15** Unit 7 | Blast Crazy! Splash!

**Practice Master PM7.15**

# Day 5

## PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
Assessment Masters A7.15–A7.17

### Review and Assess

Display the chart. Tell partners to collaborate to complete the chart with adverbs. Then have them work together to write six sentences using adverbs from two of the rows.


Verb	Adverb	Adverb Comparing Two Actions	Adverb Comparing Three Actions
explain	calmly	less calmly	least calmly
write	well		
float			
erupt			

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

# Week 2 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Studying Earth's Forces**

 **Integrate Ideas from Multiple Sources**

## COMMON CORE STANDARDS

Compare Important Points and Details in Two Texts  
Group Related Information  
Conduct Research  
Gather Information, Take Notes, Categorize Evidence

CC.3.Rinf.9  
CC.3.W.2.a  
CC.3.W.7  
C.3.W.8

### Introduce Integrating Ideas Day 1

## PROGRAM RESOURCES

**Integrating Sources: eVisual 7.11**

## Teach the Skill

Briefly review research skills students have learned. Help them name the steps: Choose a Topic, Narrow the Topic, Develop Research Questions, and Gather Information.

Choose a sample topic to explain how to integrate ideas: *If we write about the Paricutín volcano, we can first look up facts in different sources.*

Display the following chart. Point out how each source gives information about the same topic: how Paricutín began.

Source 1	Source 2
The Paricutín volcano started in a cornfield on Feb. 20, 1943. As it grew, it erupted, spewing out hot lava.	A Mexican farmer was working in his field when a crack opened. The earth swelled, and ash rose out of it.

Explain: *When you integrate ideas, you take ideas from different sources and blend them together.* Then display and discuss **eVisual 7.11**.

## Integrating Sources

Question	Sources	Integrate Ideas
<b>Question:</b> When and how did Paricutín first erupt?	<b>Source 1:</b> Appeared suddenly in a farmer's field, Feb. 20, 1943. <b>Source 2:</b> Crack opened; ground swelled; ash rose.	On Feb 20, 1943, a farmer was at work in his field in Mexico. All of a sudden, a crack opened in the ground and ash poured out!

 **Integrating Sources: eVisual 7.11**

 **INTERACTIVE WHITEBOARD TIP:** Circle the "when" and "how" in column 3.

Model integrating ideas: *First I take the ideas from the sources and group them together. Both ideas are about how Paricutín started.* Point to the last column: *I combine the ideas in my own words to answer my question.*

Help students draw conclusions and add interest: *How do you think the farmer felt?* (surprised, scared) *Would pictures or video add interest? What kinds?* (video of eruption, diagram of volcano, photo of farmer)

### Take Notes from Two Sources Day 2 Option 1

## MATERIALS

index cards, 4 per group • computers with Internet access

## Introduce

Arrange students in small groups and have each group write two research questions about volcanic eruptions. For example, "What happens when a volcano erupts?"

Distribute 4 index cards to each group. Tell students to write one question on the top of two cards and the other research question on the top of the other two cards.

## Practice

Have each group take notes on their index cards as they study one print and one digital resource: (1) "Volcano Views" on Anthology pages 437–441, and (2) the Volcano 101 video. (Resources > Unit 7 > Learning Stations > Week 1 > Volcanoes 101.)

Tell students to take notes from each source. Remind them to record information that answers each question on the appropriate card and to list sources. Have students keep their note cards for use on Day 3.

### Take Notes from Two Sources Day 2 Option 2

## PROGRAM RESOURCES

**Small Group Reading Books**

## MATERIALS

index cards, 4 per pair of students • computers with Internet access

## Introduce

Arrange students in pairs and have each pair select a **Small Group Reading** book on volcanoes. Tell students that they will take notes on their chosen book and on the news story about the anniversary of Mount St. Helens. (Resources > Unit 7 > Daily Writing > Week 2 > 30th Anniversary of Mount St. Helens Eruption.)

## Practice

Have partners preview each resource and then write a research question at the top of each card based on their previews. For example, "How does an eruption affect the living things around it?"

Have partners take notes from both sources, based on their research questions, and paraphrase information. Remind students to list the source on each card and tell them to keep their note cards for use on Day 3.





## SUGGESTED PACING

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

### Integrate Ideas

Day 3 Option 1

## Introduce

Have students re-form their groups from Day 2 and take out their notes on “Volcano Views” and “Volcano 101.”

Copy and display the chart below. Remind students that the chart will help them blend ideas from two or more sources. Tell students to use their own words in column 3.

Question	Source Facts	Integrate Ideas

Copy and display these sentence frames to help students draw conclusions as they complete the chart:

- I read \_\_\_\_\_.
- I also read \_\_\_\_\_.
- I connect ideas and I conclude \_\_\_\_\_.

## Practice

Have each group use its note cards to complete the chart. Then have groups compare their charts with another group.

### Present Ideas Visually

Day 4

## PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards: D83, D85, D87, D88

## Introduce

Display the **Language Builder Picture Cards** of the four volcanoes and copy and display the following statistics. (The height of an active volcano can change so measurements are estimates.)

### Volcanoes and Estimated Heights

- Mauna Loa (Hawaii): 13,677 feet high
- Mount St. Helens (Washington): 8,364 feet
- Mt. Vesuvius (Italy): 4,190 feet
- Paricutín (Mexico): 1,200 feet

Display and read aloud the old saying: *A picture is worth a thousand words.*

## Practice

Have partners discuss what the saying means. Then, tell partners to find a way to present the volcano statistics visually, such as in a drawing, a chart, or a graph. Provide time for partners to create their media.

Then, have two pairs of students share their media and discuss how they could integrate them into their ideas from Days 2 and 3.

### Integrate Ideas

Day 3 Option 2

## Practice

Have partners review their Day 2 notes on the **Small Group Reading** book and the news story about Mount St. Helens. Tell students to create a chart like the one above and use it to categorize and integrate the ideas from their notes.

Remind students to rearrange ideas and use their own words in column 3.

After they complete their charts, have partners share their integrated notes with another pair of students and discuss kinds of media (video, photographs, eyewitness statements, etc.) they would use to enhance their report.



### Review and Assess Process

Day 5

## PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A7.16–A7.18

## MATERIALS

timer

## Review the Skill

Have partners discuss the process they have been studying for integrating ideas from multiple sources. Tell them they have ten minutes to list the steps for integrating ideas and explain why or how each step is helpful. Encourage partners to refer to the work they developed during their practice activities for help.

Once lists are created, have pairs explain the process to another pair of students. Listen in to assess understanding. Then have pairs reverse roles, allowing both pairs of students a chance to explain the process.

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

## OBJECTIVES

**Thematic Connection: Studying Earth's Forces**

- ✔ Use Roots to Determine Word Meanings
- ✔ Explain the Relationship Between Ideas in Text

## PROGRAM RESOURCES


TECHNOLOGY ONLY

Read Aloud: eVisual 7.9

## Power Writing

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

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



## WARM-UP

Have students review the readings from Week 1, including "An Island Grows" and the **Small Group Reading** books. Have groups discuss whether volcanoes are harmful or helpful forces of nature.

## Academic Talk

### 1 Discuss the Big Question

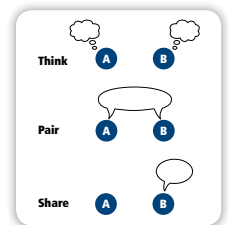
Remind students that they have learned how to explain ideas and understanding by making connections between information about a topic from more than one source. Explain that today students will discuss their ideas and understandings about the Big Question: What forces can change Earth?

Model the thinking: *When I read about **volcanoes**, I learn how they change Earth's surface. The pictures and words help me understand that a volcano's explosive power is dangerous, but I also learn that the changes can be good for the earth. **Volcanoes** formed many **islands** where people now live.*

Use a **Think, Pair, Share** to have students discuss the Big Question in relation to the reading for Week 1. Remind students to connect ideas from all they've read and seen about volcanoes.

- Have students individually think about how the force of a volcano can change Earth.
- Have pairs discuss their ideas.
- Have students individually share their ideas with the rest of the class.

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



**Think, Pair, Share**

## Vocabulary Strategy

### 2 Greek and Latin Roots ✔ **Anthology** page 436

Say: *Greek and Latin are languages people used before people started speaking English. Many English word parts were borrowed from these older languages.*

Project **Student eEdition** page 436 and read aloud the introduction. Work with the Greek row of the chart to model the thinking: *Since the Greek root **geo** means "Earth," I can guess that geology has something to do with Earth. I can see from the example that geology means "the study of Earth's history and structure."*

Invite a volunteer to use the Latin root *volcan* to apply the thinking to **volcano**. Repeat with the word **erupt**.

## COMMON CORE STANDARDS

### Reading

Determine Relationship of Ideas	CC.3.Rinf.3
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

### Writing

Use Temporal Words and Phrases	CC.3.W.3.c
Write Over Shorter Time for Specific Purposes	CC.3.W.10

### Speaking and Listening

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

### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.3.L.4
Use Roots as Clues	CC.3.L.4.c

## Greek and Latin Roots

Some English words contain **Greek and Latin roots**. A root is a word part that has meaning, but a root is not a word on its own.

If you know the meaning of a word's root, it can help you figure out the meaning of the word.

Greek and Latin Roots Chart

Origin	Root	Meaning	Example
Greek	<i>geo</i>	Earth	<b>geology</b> : the study of Earth's history and structure
Latin	<i>volcan</i>	a god of fire	<b>volcano</b> : a mountain that hot melted rock can come out of
	<i>rupt</i>	to break	<b>erupt</b> : to explode or shoot out

### Try It Together

Read each item. Choose the best answer.

1. Which word has something to do with Earth?

- A germ
- B gallon
- C legend
- D geography

2. Which word has something to do with an opening or a crack?

- A rush
- B melt
- C erase
- D rupture

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Anthology page 436

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

### 3 Try It Together Anthology page 436

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

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Greek and Latin Roots to Determine Word Meanings ✓

As students figure out which words have something to do with "Earth" and "an opening or a crack," determine whether they are able to use the meanings of roots to understand word meanings.

If students cannot correctly relate root meanings to word meanings, have them:

- Write the words *geology*, *volcano*, and *erupt* and circle the roots (*geo*, *volcan*, *rupt*).
- Use the chart on page 436 to review the meanings of the roots.
- Point to the circled root in each word and guide students to use this sentence frame: *The root \_\_\_\_\_ means "\_\_\_\_\_", so the word \_\_\_\_\_ has something to do with \_\_\_\_\_.*

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T435q–T435r)
- ✓ Power Writing (T435s, T436c, T441a, T443c, T443e)
- ✓ Writing (T436b, T441, T443, T443d, T443g)

## Differentiate

### EL English Learners

**ISSUE** Students lack English language proficiency required to apply the concept of Greek and Latin roots.

**STRATEGY** Have students discuss words in other languages that have Greek or Latin roots. For example, Spanish speakers might share these words:

*geología*      *volcán*      *erupción*

Have students underline the root in each related word from another language.

### SN Special Needs Level

**ISSUE** Students have difficulty perceiving roots in words.

**STRATEGY** Have students write each root on a card. Then tell them to make a card for each of the words in the chart on page 436. Have students overlap each root card over each word card containing that root and complete this sentence: \_\_\_\_\_ is the root of the word \_\_\_\_\_.

## Fluency

**Model Expression** As you read the **Read Aloud**, model how to read text with ideas that are related to each other. Explain: *When you read with expression, change your voice to support the meaning of the text.*

## Comprehension

4 **Relate Ideas** ✓

Introduce: *Writers use signal words to tell the reader the sequence of events. Sequence signal words, such as when, begin, first, as, and then show the order in which events happen.*

Display **eVisual 7.9** and read aloud the first paragraph and the first two sentences of the second paragraph. Reread and pause to point out the sequence signal words *first* and *as*.

Explain how these words help the reader to relate the different ideas to each other: *First indicates what happens in the beginning before the other events. Magma collects under the ocean floor at the beginning of the sequence of events. As indicates that two things are happening at once. In this case, the amount of magma increases at the same time as the pressure starts to build.*



## Read Aloud

Nonfiction

## Volcano!

A **volcano** is one of the most powerful **forces** of **nature**, but it can be a creative **force** as well. A **volcano** creates a new **island** following this process:

First **magma**, or liquid **rock**, collects under the **ocean** floor. As the amount of **magma** increases, **pressure** starts to build. When there is too much **pressure**, the **magma** pushes up and out until it **erupts**. **Magma** that then flows out of the **volcano** is called "**lava**." As the **lava** cools, it becomes very hard. When **lava** piles up and reaches above the **ocean's** surface, it becomes an **island**.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 7.9



**INTERACTIVE WHITEBOARD TIP:** Have students underline sequence signal words.

Have partners work together to identify each sequence signal word in the passage: *first, as, when, until, then, as, when*. Then explain that students will make a human time line showing the sequence of the events in the passage.

Form seven groups and assign each sequence signal word in the passage to a group. Have each group make a card that contains the assigned sequence signal word and the event to which it refers. Then have representatives from the groups arrange themselves in the sequence described in "Volcano!" Remind groups that the sequence signal word *as* indicates that two events happen at the same time.

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Explain the Relationship Between Ideas ✓

As partners discuss the text, note whether they can identify sequence signal words and use them to determine the sequence of events in the passage.

If students cannot determine the sequence of events, write the numerals 1–7 and ask: *What is the first thing that happens when a volcano begins to form under the ocean?* (Magma collects under the ocean floor.) Then ask: *What sequence signal word tells you that this event happens at the beginning of the process?* (first) Guide students to identify each of the remaining signal words and the related event.

## Writing

### 5 Write to Explain Ideas

Tell students they will write a paragraph about how the ideas in “Volcano!” relate to each other. Remind them that good writers use sequence signal words to help readers understand how the events are related. Model using sequence signal words.

#### Think Aloud

*I'm going to write about how a volcano begins to erupt. I want to tell what happens first, so I'll use the word first in my sentence.*

*Then I'll tell how the second and third events happen at the same time.*

#### Write

First, magma collects underground.

Pressure builds as more and more magma collects.

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

Remind students to use sequence signal words in their paragraphs. Then have them add their paragraphs to their Weekly Writing folders.

## WRAP-UP

Have students discuss how sequence signal words in texts they read today show the relationships among ideas.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T435m

### Daily Grammar ✓

Write: The island grew fastest of all. Point out the comparison adverb *fastest*. Then use page T435o to teach comparison adverbs.

### Daily Writing Skills ✓

Explain to students that if they were writing a report about volcanoes, they would take ideas from different texts and make them work together. Then use page T435q to teach integrating ideas from multiple sources.

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty identifying sequence signal words.

**STRATEGY** List the sequence signal words from “Volcano!”: *first, as, when, until, then, as, when*. Then have students read the sentence in which each signal word appears and identify the related event.

### AL Above Level

**ISSUE** Students can relate the passage’s sequence of events but overlook the sequence signal words.

**STRATEGY** Reread the passage aloud, leaving out each sequence signal word. Have students write down each missing sequence signal word and then write next to it the related event.

## OBJECTIVES

### Thematic Connection: Studying Earth's Forces

- ✔ Use Roots to Determine Word Meanings
- ✔ Draw Conclusions to Comprehend Text
- ✔ Explain the Relationship Between Ideas and Text


## MATERIALS

dictionaries

## Power Writing

Have students write as much as they can as well as they can for one minute about *water*.

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



## WARM-UP

Form small groups. Give each group a word root: *geo*, *rupt*, *volcan*. Have them write as many words as they can that contain the assigned word root. Allow them to use a dictionary. Have them share their lists with the class.

## Vocabulary Strategy

### 1 More Greek and Latin Roots ✔

Explain that today students will learn more about Greek and Latin roots. Copy and display the chart below and model how to use these roots to determine the meaning of the word *photograph*: *The root photo means "light." The root graph means "draw or write." I can put the meanings of the two roots together to create a clue that a photograph has something to do with an image created and light.* Then read aloud the remaining roots, origins, and meanings in the chart.

Root	Origin	Meaning
<i>act</i>	Latin	"do"
<i>graph</i>	Greek	"draw, write"
<i>photo</i>	Greek	"light"
<i>port</i>	Latin	"carry"
<i>tele</i>	Greek	"distant"
<i>vid/vis</i>	Latin	"see"

Display the words *activity*, *transport*, *television*, *autograph*, and *video*. Have partners use the clues in the chart to determine possible word meanings.

## Check & Reteach

### OBJECTIVE: Use Greek and Latin Roots to Determine Word Meanings ✔

Listen as partners discuss the roots and the possible meaning of each word. If students are unable to use a root's meaning to determine a possible word meaning, reteach with *act*.

## COMMON CORE STANDARDS

### Reading

- Ask and Answer Questions About Text CC.3.Rinf.1
- Distinguish Literal and Non-Literal Language, and Determine Meanings of Words and Phrases CC.3.Rlit.4
- Read with Fluency to Support Comprehension CC.3.Rfou.4
- Read with Purpose and Understanding CC.3.Rfou.4.a
- Read Orally with Expression on Successive Readings CC.3.Rfou.4.b

### Writing

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

### Language and Vocabulary

- Determine Meanings of Words and Phrases CC.3.L.4
- Use Roots as Clues CC.3.L.4.c

## Academic Talk

### 2 Preview and Predict

Remind students: *Before you start reading, study the title, headings, and photographs and their captions to preview and predict what the text will be about.* Project **Student eEdition** pages 437–441. Have students silently read the title and headings of the text and study the photographs and their captions. Then have partners discuss their predictions.

NATIONAL GEOGRAPHIC EXCLUSIVE

**Connect Across Texts** Read a photo-essay to see just how dangerous **volcanoes** can be.

**Genre** A **photo-essay** is nonfiction. It uses photographs and text to give information.

# Volcano Views

with photographs by **Carsten Peter** and text by **Chris Beem**

**Carsten Peter** is an award-winning photographer. He takes pictures in some of the most dangerous places on Earth. Look at these amazing photographs. **1**

To take the pictures, Peter had to get very close to **active volcanoes!**

Carsten Peter by an active volcano

In Other Words  
**Volcano Views** Pictures of **Volcanoes**  
 active **erupting**

**Before You Move On**

- 1. Draw Conclusions** What kind of person is Carsten Peter? How do you know?
- 2. Use Text Features** What can you learn about an active **volcano** from the photograph?

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STUDENT TECHNOLOGY

e Student eEdition

NGReach.com

Anthology page 437

## Reading

### 3 Read a Photo-Essay

**CONNECT ACROSS TEXTS** Project **Student eEdition** page 437. Ask students to think about “An Island Grows” and remember as many steps as they can about how a volcano begins to erupt and eventually becomes an island. Then have a volunteer read aloud **Connect Across Texts**.

**GENRE** Read aloud the explanation of the genre: *An author may create a photo-essay to clarify concepts that are difficult to explain in words alone. Some photo-essays also include stunning images that most people don't see in their daily lives.*

**SCIENCE BACKGROUND** Mount Tambora, on the island of Sumbawa in Indonesia, was the largest volcanic eruption ever recorded. Its eruption in 1815 killed about 100,000 people. Have students read the photo-essay.

### Read and Build Comprehension

- 1 Draw Conclusions**  *What makes Carsten Peter's photographs amazing? How are they different from other photos of **volcanoes**? (I read that Peter gets very close to the **volcanoes** as they are **erupting**. I also see that the photos show how exciting volcanoes are. I connect the ideas and conclude that Peter can get images of **volcanoes** that few people would ever see.)*
- 2 Make Inferences** *What other events do you think Carsten Peter might photograph? How did you make that inference? (I read that Peter takes pictures in dangerous places. I know that tornadoes and hurricanes are dangerous storms, so I think he might photograph those events.)*

## Fluency

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

### Answers Before You Move On

- 1. Draw Conclusions**  Possible responses: I know he is brave because he goes to dangerous places. He enjoys excitement. I know this because he is standing in front of an active **volcano** and smiling.
- 2. Use Text Features** It makes a lot of smoke. The smoke goes very high up into the air.

## Fiery Forces

What makes a volcano **erupt**?

The **process** starts when **magma**, or hot liquid **rock**, collects under **Earth's crust**. **1**

When enough **pressure** builds up, the magma **bursts** up through the ground. This is like blowing too much air into a balloon. What happens? The balloon pops! **2**



▲ When liquid rock streams out of a volcano, it is called **lava**.

In Other Words  
**process** set of steps  
**Earth's crust** the surface of earth  
**bursts** pushes

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STUDENT  
TECHNOLOGY



Student  
eEdition

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Anthology page 438

## Read and Build Comprehension

- 1 Relate Ideas** ✓ *What is the first thing that has to happen for a **volcano** to **erupt**? What sequence signal word helps you know this? (**Magma** collects under Earth's crust. The word *starts* tells me that it is the first thing to happen.)*
- 2 Make Connections** *How does the writer help you understand why a **volcano erupts**? (He compares it to having too much air in a balloon and the balloon popping.)*



Different things happen when volcanoes erupt. Some eruptions force gasses, rock, and smoke out of the **crater**. Other eruptions only **release** smoke. In some volcanoes, **lava** just **oozes** out of the volcano's top. Then the lava flows like a river down its sides. **1**



**2**



**▲** A Carsten Peter photo of rock exploding from a crater.

**▲** A mighty wall of smoke rises from a volcano.

**In Other Words**  
**crater** top of the **volcano**  
**release** let out  
**oozes** **flows** slowly

**► Before You Move On**

- 1. Use Text Features** Read the caption on page 438. What is **lava**?
- 2. Evaluate** Choose one type of eruption. Describe the damage it might do.

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STUDENT  
TECHNOLOGY

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Student  
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Anthology page 439

## Read and Build Comprehension

- 1 Clarify Details** *How many different kinds of eruptions does the writer tell about? What happens in each one?* (Three. One kind forces gasses, rock, and smoke through the crater; one kind only releases smoke; one kind has just **lava** that oozes out.)
- 2 Use Text Features** *There are three photos on pages 438–439. What do all these photos show?* (They show the different ways that **volcanoes** can **erupt**.)

## Answers Before You Move On

- 1. Use Text Features** **Lava** is liquid **rock**.
- 2. Evaluate** Possible response: If **lava** oozes out of the **volcano**, it can destroy all plants and animals in its path. It can also destroy any homes. It can cause fires.

 Daily Language Arts

## Daily Spelling and Word Work ✓

Practice pages T435m

## Daily Grammar ✓

Point to the photograph on **Anthology** page 441 and say: *This man is protected well from the volcano's heat. Staying farther away would protect him better.*

Then use page T435o to teach more about comparison adverbs.

## Daily Writing Skills ✓

On **Anthology** page 437, point out that the writer of the article likely used references for factual information and interviewed the photographer as another source. Then use page T435q to have students practice taking research notes from different sources.

## Best Practices

**Model Academic Language** If student discussions reflect too much informal talk, model an academic conversation with or between two students. Then have students echo the model to role-play academic discussion in small groups.

## Read and Build Comprehension

- 1 Relate Ideas** ✓ *What happens at the same time as **lava** moves down a mountainside? What word tells you that?* (The **lava** glows bright orange. The word *as* tells me that it glows at the same time as it runs down the mountainside.)
- 2 Draw Conclusions** ✓ *Why do people run away from these **forces of nature**?* (Possible response: I read that flying **rocks** can drop on people or houses, smoke can make it hard or impossible to breathe. I also **read** that the lava can start fires or destroy everything in its path. I connect these ideas and conclude that people run away because they want to escape from danger.)

## Check &amp; Reteach

**OBJECTIVE:** Draw Conclusions to Comprehend Literature ✓

Listen to students' responses to all of the comprehension questions about drawing conclusions.

If students do not understand how to put ideas together to draw a conclusion, prompt them with questions: *What is one thing you read about volcanoes? What else did you read or see in the photographs? How can you connect these ideas? What do you conclude from all these ideas?*

**OBJECTIVE:** Explain the Relationship Between Ideas in Text ✓

Listen to students' responses to all of the comprehension questions about the relationship among ideas in text.

If students cannot relate ideas using sequence signal words, have students find the word *as* in the third line on page 440. Then say: *What two actions happen in that sentence? (lava moves/it glows).* Ask: *Does the word *as* tell us that one action is happening before the other or at the same time?* (at the same time)

## Mini Lesson

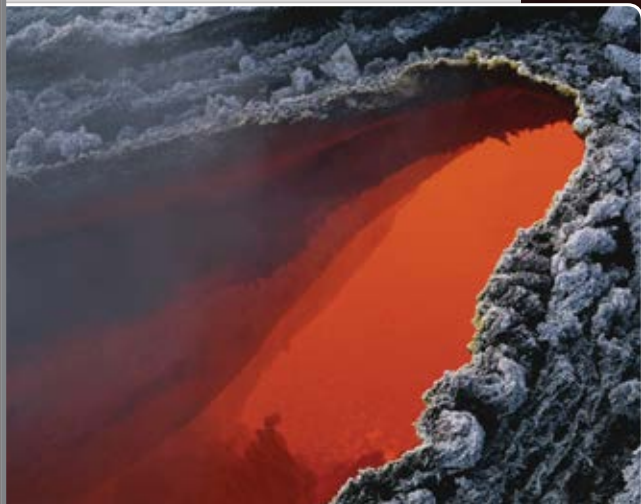
## Explain Literal and Nonliteral Language

Project **Student eEdition** page 440. Remind students: *Literal language gives the reader specific information. Nonliteral language uses figurative language and imagery to help the reader imagine what something is like.* Read aloud the first sentence and point out that it uses literal language to state a fact. Then read aloud the fourth sentence. Explain that *like a fiery sunset* is nonliteral, figurative language that helps the reader imagine what the lava looks like.

Have partners study pages 438–439 to find examples of literal and nonliteral language (Literal: eruptions force gasses, rock, and smoke out of the crater; Nonliteral: like blowing air into a balloon, **flows** like a river). Then have students discuss how both types of language help them understand volcanoes.

## Rivers of Heat

Lava is HOT. When it first **escapes from** a **volcano**, its temperature is between **1,300 and 2,200 degrees Fahrenheit!** As lava moves down a mountainside, it glows bright orange, like a fiery sunset. Thick lava **1** may **inch along**, but thin lava can **flow** more quickly.



▲ Peter's photographs capture the heat of lava.

In Other Words  
**escapes from** leaves  
**1,300 to 2,200 degrees Fahrenheit**  
about 700 to 1,200 degrees Celsius  
**inch along** move very slowly

440

## A Close-Up Look

Red-hot lava. Clouds of smoke and gas. Flying **rocks**. All of these things make active volcanoes **extremely** dangerous. Most people would run away from these **forces** of nature. **2** Carsten Peter runs toward them. Thanks to his amazing photos, we can **get a close-up glimpse of** volcanoes in action. ✦



▲ This photograph shows a special suit that can help keep out the heat.

In Other Words  
**extremely** very, very  
**get a close-up glimpse of** clearly see

### ▶ Before You Move On

- 1. Confirm Prediction** What did you learn about **lava**? Was your prediction right?
- 2. Imagery** Which words on page 440 help you make a mental picture of **lava**?

441

Anthology  
pages 440–441

## Writing

### 4 Write a Response

Tell students that one way to respond to text is to think about how well it uses language and visuals to express ideas and share information. Model a response to the photo-essay: *The author of "Volcano Views" used nonliteral language that helped me understand volcanoes. For example, the words The balloon pops! help me imagine how an eruption looks and sounds. The picture of a wall of smoke shows how huge an eruption can be.*

Have individuals write their thoughts about how the selection's use of language and visuals helped them understand ideas and concepts. Remind them to give specific examples. Then have students add their responses to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty generating supporting examples.

**STRATEGY** Prompt students to point out words or details in the photos that show what they mean in their responses.

### AL Above Level

**ISSUE** Students want to improve their responses, but don't know how.

**STRATEGY** Provide students with sentence frames to support advanced academic language, such as: *The most helpful features in the photo-essay are \_\_\_\_\_.*

## Answers Before You Move On

- 1. Confirm Prediction** Possible responses: **Lava** is extremely hot. Thin **lava** moves down a mountainside quickly; thick **lava** moves slowly. It glows bright orange. My prediction was partly right because I knew lava was hot and glows orange.
- 2. Imagery** The words *hot, glows bright orange,* and *fiery sunset* help me make a mental picture.

## WRAP-UP

Have students discuss how today's readings helped them better understand what happens when a volcano erupts. Ask them to give specific examples of language and photographs that helped their understanding.

## OBJECTIVES

### Thematic Connection: Studying Earth's Forces

- ✔ Explain the Relationship Between Ideas in Text
- ✔ Grammar: Use Adverbs

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM7.11


Adverbs: Practice Master PM7.12

### TECHNOLOGY ONLY

Grammar Passage: eVisual 7.14

## MATERIALS

index cards



## WARM-UP

Have partners use what they learned about volcanoes from “An Island Grows” and “Volcano Views” and role-play a news reporter interviewing someone near an erupting volcano. Have each pair share their best interview question and response with the class.

## Power Writing

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

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

## Vocabulary Review

### 1 Review Science and Academic Vocabulary

Project **Student eEdition** page 415 and point out the Key Words. Also display **category**, **conclusion**, and **stanza**. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Have small groups write each word on a separate index card and each definition on a separate index card. Have students shuffle the cards and spread them out face up. Have students take turns matching a word with its definition, reading them aloud, and then saying a sentence with the word. Then have students shuffle the cards again and repeat, this time trying to say a new sentence faster.

## Review and Integrate Ideas

### 2 Compare Texts ✔ Anthology page 442

Read aloud the introduction on **Student eEdition** page 442. Model how to fill in the chart: “An Island Grows” tells about **volcanoes** under the sea, so that idea belongs in the first column. “Volcano Views” tells about a man who photographs **volcanoes**, so that idea belongs in the second column. Both selections tell about **magma** and **lava**, so that idea belongs in both columns.

Have partners reread the poem aloud and review the photo-essay. As they read, have students identify important ideas and details in the two texts. Then have students discuss which ideas and details belong in each column and record them on **Practice Master PM7.11**.

## Check & Reteach

**OBJECTIVE:** Explain the Relationship Between Ideas in Text ✔

As partners discuss the texts, listen for examples of similarities.

If students have trouble finding examples of similarities, ask guiding questions, such as:

*What does the poem say about **magma**? What does the photo-essay say about **magma**?*

*Are those ideas the same or different?*

## COMMON CORE STANDARDS

### Reading

Read with Fluency to Support Comprehension CC.3.Rfou.4

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

### Speaking and listening

Compare Important Points and Details in Two Texts CC.3.Rinf.9

### Language and Vocabulary

Demonstrate Command of Grammar CC.3.L.1

Explain the Function of Adverbs CC.3.L.1.a

Form and Use Comparative and Superlative Adverbs CC.3.L.1.g

Use Knowledge of Conventions CC.3.L.3

Acquire and Use CC.3.L.6

Domain-Specific Words

**Key Words**

core	lava
create	magma
develop	ocean
erupt	pressure
flow	rock
force	volcano
island	

## Compare Texts

"An **Island** Grows" is a literary text, and "**Volcano** Views" is an informational text. The selections are different, but they have some similar ideas.

What does each selection tell about volcanoes? Complete a comparison chart with a partner. Find evidence in the selections that supports what you write on your chart.

**Comparison Chart**

"An Island Grows"	"Volcano Views"
Tells about volcanoes under the sea	Tells about a man who photographs volcanoes
Tells about magma and lava	Tells about magma and lava

**Talk Together**

What **forces** can change Earth? Think about both selections. What did you learn in one selection that you did not learn in the other? Use **Key Words** to discuss your ideas.

STUDENT TECHNOLOGY



Student eEdition

NGReach.com

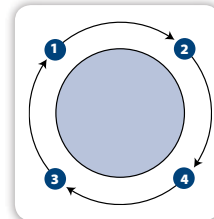
## Academic Talk

### 3 Talk Together Anthology page 442

Review the information in "An Island Grows" and "Volcano Views." Use a **Roundtable** to have students discuss the different ways the two selections express similar ideas.

- Seat students around a table in groups of four.
- Ask: *What have you learned from each selection about **forces** that can change Earth?*
- Have each student in the group answer the question in a different way.

For **Roundtable**, see page BP46.



Roundtable

## Fluency

**Practice Expression** As partners reread the photo-essay aloud, circulate and listen for correct expression.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Comparison Chart**

### Compare Texts

Write details from each text. Add a star to details that are similar in both texts.

"An Island Grows"	"Volcano Views"
Tells about volcanoes under the sea	Tells about a man who photographs volcanoes
*Tells about magma and lava	*Tells about magma and lava
* Picture of lava shooting into the air	* Picture of lava shooting into the air
* Tells that lava flows	* Tells that lava flows like a river down the sides of the mountain
Tells that rocks break	Tells that hot liquid rock collects under Earth's crust
Tells that weather breaks rocks into sand	Tells that some eruptions force gasses, rock, and smoke into the air

**Talk with a partner. Tell each other which text you liked better and why.**

## Differentiate

### EL English Learners

**ISSUE** In the Hmong language, two verbs can be used to describe a verb. Students may look for *I run run to school*, instead of *I run to school quickly*.

**STRATEGY** Draw attention to the lack of repeated verbs in the passage and point out the adverbs that end in *-ly* that describe action verbs.

### SN Special Needs

**ISSUE** Students are overwhelmed by the many uses of adverbs

**STRATEGY** Have students focus on finding only adverbs that tell how an event happens.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Adverbs**

### Volcanoes Rock!

**Grammar Rules Adverbs**

Adverbs tell more about a verb.  
 Islands grow **slowly**. (tells how)  
 Some lava flows **faster** than other lava. (compares two actions)  
 Thick lava flows the **least quickly** of all. (compares three or more actions)

**Underline the adverbs.**

I am a scientist. I see volcanoes erupt. I saw one yesterday. The ground rumbled loudly. Rocks soon flew out. The lava flowed more quickly than any lava I have seen. It glowed brightly.

The lava flows more slowly today. Ash floats everywhere. It is an amazing sight!

**Write three sentences about forces of nature. Use adverbs. Read your sentences to a partner.**

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## Grammar Focus

### 4 Adverbs Anthology page 443

Project **Student eEdition** page 443. Have volunteers read aloud the introduction. Then explain the information in the chart, focusing on how to identify the number of actions begin compared.

Display **eVisual 7.14** and read aloud the passage. Reread the last sentence in the first paragraph and identify the first adverb (the most slowly) and second adverb (more quickly) and the rule that applies to each (both adverbs tell how something happens; *most slowly* compares more than one action; *more quickly* compares two actions). Have students identify other adverbs in the passage and explain the rule that applies to each.



### Grammar Passage

“An Island Grows” shows how a volcano can erupt violently and form an island somewhere in the ocean. The magma under the ocean explodes quickly into the sky and becomes lava as it flows slowly from the eruption. Thick lava flows the most slowly; thin lava flows more quickly.

Wind and rain carry sand onto the pile of lava and it grows bigger. The pile becomes an island as plants arrive and take root. Animals and birds arrive later. People arrive latest of all.

 **Grammar Passage: eVisual 7.14**



**INTERACTIVE WHITEBOARD TIP:** Circle each adverb and draw an arrow to the related verb.

### 5 Read Adverbs Anthology page 443

Read aloud the directions and the sentences. After students find the adverbs in the sentences, have them look through “Volcano Views” and find the adverbs.

See **Differentiate**

### 6 Write Adverbs Anthology page 443

Read aloud the directions and have students work independently. If necessary, have the class brainstorm verbs and adverbs to describe how an island grows. Remind students to use comparative adverbs as well as those that tell how, where, or when. Provide support as necessary. Assign **Practice Master PM7.12**.

## Check & Reteach

**OBJECTIVE:** Demonstrate Understanding of Adverbs 

As students use adverbs, check to make sure they use comparative forms correctly. If they have trouble thinking of adverbs, have them focus on the actions they have written about and then consider questions about each adverb category, such as: *What adverb could tell how, when, or where? How can I compare how this happens with how something else happens?*

## Adverbs

**Adverbs** usually tell more about a verb.

### Grammar Rules Adverbs

<ul style="list-style-type: none"> <li>Use an <b>adverb</b> to tell how, where, or when something happens.</li> </ul>	Islands grow <b>slowly</b> . (how) Rocks are <b>everywhere</b> . (where) Ships sail by <b>today</b> . (when)
<ul style="list-style-type: none"> <li>For some adverbs, add <b>-er</b> to compare two actions. Add <b>-est</b> to compare three or more actions.</li> </ul>	Thin lava flows <b>faster</b> than thick lava. This lava flows the <b>fastest</b> of all.
<ul style="list-style-type: none"> <li>If an adverb ends in <b>-ly</b>, use <b>more</b> or <b>less</b> to compare two actions. Use <b>the most</b> or <b>the least</b> to compare three or more actions.</li> </ul>	Li swims <b>more</b> quickly than Tom. Tom swims <b>less</b> quickly than Li. Uma swims <b>the most</b> quickly of all. I swim <b>the least</b> quickly of all.

### Read Adverbs

Read these sentences with a partner. Find two adverbs.

Waves pound the shore loudly. Winds blow the sand around.

### Write Adverbs

Write three sentences about an island. Use at least two adverbs. Read your sentences to your partner.

443

Anthology page 443

## Writing

### 7 Write to Reinforce Grammar

Tell students they will write a paragraph using adverbs to compare two events about forces that change Earth's surface. Model with a few sentences: **Volcanoes can appear suddenly. Tornadoes appear more suddenly than volcanoes.**

After students write their paragraphs, have them circle each adverb and use the grammar rules on page 443 to check correct usage. Then have students add their sentences to their Weekly Writing folders.

## WRAP-UP

Have students identify the genre that helped them understand a volcano best: the poem or the photo-essay. Encourage students to cite specific examples from the chosen genres and explain how each example helps them understand a volcano.

### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T435n

#### Daily Grammar ✓

Point to the chart on page 443 and say: *Adverbs can tell how, where, and when. Some adverbs can compare two or more things.* Then use page T435p to reinforce understanding of the form and function of adverbs.

#### Daily Writing Skills ✓

Point out that the writer of the **Grammar Passage** had to combine information from different sources to write it. Then use page T435r to have students practice integrating information from multiple sources.

## OBJECTIVES

### Thematic Connection: Studying Earth's Forces

- ✓ Explain the Relationship Between Events in Text
- ✓ Use Roots to Determine Word Meanings

## PROGRAM RESOURCES


### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM7.13–PM7.14

### TECHNOLOGY ONLY

Mark-Up Model 7.1 or Model 7.1 PDF

Vocabulary Strategy Practice: eVisual 7.15



## WARM-UP

Have students give as many words as they can to describe a volcanic eruption. (Possible responses: disaster, explosion, destruction, blast, cloud, fire, crash)

## Comprehension

### 1 Explain the Relationship Between Events ✓

Explain that students will read a science article to identify a sequence of events related to the destruction and recovery of Mount St. Helens. Remind students that they have learned about sequence, time order, and related events.

### SCREEN 1

- 1 Display and read aloud the first paragraph of the article on **Mark-Up Model 7.1**. Have students follow along using **Practice Master PM7.13**. If necessary, display and read aloud the definition of *sequence*. Remind students that different kinds of signal words show sequence. Ask volunteers to underline the signal words and click the Signal Words button to confirm. Have students mark up **Practice Master PM7.13** accordingly. Click the arrow to go to the next screen.

### SCREEN 2

- 2 Explain that a time line shows ideas and events in time order. Ask: *What is the first idea presented in the paragraph?* (The volcano is quiet and the forest is green.) *After that, what event is presented?* (1980: volcano erupted, forest disappeared) *Which event occurs first in time order?* (the eruption) Explain that this paragraph presents ideas in reverse sequence: *Writers can use reverse time order to create interest.*
- 3 Ask: *What event should go first on the time line?* (huge eruption, forest disappeared) *What is the area like today?* (quiet volcano, green forest) Have volunteers erase the boxes to confirm. Have students mark up the time line on **Practice Master PM7.13**. Model identifying the relationship: *The volcano destroyed the land in 1980. Now the forest has grown back.* Click the arrow to go to the next screen.

### SCREEN 3

- 5 Display and read aloud the next paragraphs. Have students underline signal words.
- 6 Ask: *What did scientists discover in August 1980?* (Plants had reappeared.) *How are the events related?* (time order/sequence) Have volunteers use the eraser to confirm. Ask: *How does the event in the summer relate to the situation today?* (Possible response: The recovery of plants started within a few months of the eruption.)

Have students complete the mark-up of **Practice Masters PM7.13–PM7.14** by highlighting the signal words and writing the events in order on the time line. Have partners share and compare their mark-ups.

Name \_\_\_\_\_ Date \_\_\_\_\_



▲ Mount St. Helens erupts.

**Mark-Up Reading**  
**Life Returns to Mount St. Helens**  
By Andreas Pilar

On a visit to Mount St. Helens today, you see a quiet volcano and green forest. But what if you been there on May 18, 1980? You would have heard a powerful bang as the volcano erupted. You would have seen the entire north face of the volcano collapse. You would have seen hot gas, ash, and steam moving across the landscape at 200 miles an hour. The forest would have disappeared before your eyes.

**After** the eruption, the area around Mount St. Helens seemed lifeless. A thick layer of gray ash covered the land. But scientists studying the destruction within weeks of the eruption quickly discovered that life had already returned.

Plants began to reappear in the summer of 1980. When the volcano erupted, snow still covered the ground. Some small trees and shrubs were protected beneath this snowpack. As the snow melted, these plants appeared. In other places, seeds carried by wind or animals began to sprout.

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**NGReach.com Practice Masters PM7.13–PM7.14**

## COMMON CORE STANDARDS

### Reading

- |  |               |
|--|---------------|
| Describe the Relationship of Ideas                 | CC.3.Rinf.3   |
| Read with Fluency to Support Comprehension         | CC.3.Rfou.3   |
| Read Orally with Expression on Successive Readings | CC.3.Rfou.4.b |

### Writing

- |   |           |
|---|-----------|
| Use Temporal Words and Phrases                | CC.3.W.3c |
| Write Over Shorter Time for Specific Purposes | CC.3.W.10 |

### Speaking and Listening

- |                                      |            |
|--------------------------------------|------------|
| Ask Questions to Check Understanding | CC.3.SL.1c |
|--------------------------------------|------------|

### Language and Vocabulary

- |   |           |
|---|-----------|
| Determine Meanings of Words and Phrases | CC.3.L.4  |
| Use Root Words as Clues                 | CC.3.L.4c |





SCREEN 1

### Life Returns to Mount St. Helens

by Andreas Pilar

**1** On a visit to Mount St. Helens today, you see a quiet volcano and green forest. But what if you been there on **May 18, 1980**? You would have heard a powerful bang as the volcano erupted. You would have seen the entire north face of the volcano suddenly collapse. You would have seen hot gas, ash, and steam moving across the landscape at 200 miles an hour. The forest would have disappeared before your eyes.



▲ Mount St. Helens erupts.

**1** Sequence is the order of events or ideas in time. Definition

Signal Words

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SCREEN 2

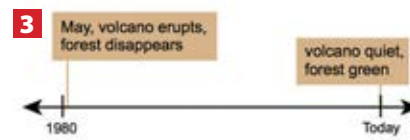
### Life Returns to Mount St. Helens

by Andreas Pilar

**2** On a visit to Mount St. Helens today, you see a quiet volcano and green forest. But what if you been there on **May 18, 1980**? You would have heard a powerful bang as the volcano erupted. You would have seen the entire north face of the volcano suddenly collapse. You would have seen hot gas, ash, and steam moving across the landscape at 200 miles an hour. The forest would have disappeared before your eyes.



▲ Mount St. Helens erupts.



Signal Words

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NGReach.com Mark-Up Model 7.1

SCREEN 3

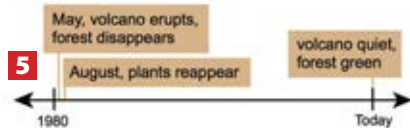
### Life Returns to Mount St. Helens (continued)

**4** After the eruption, the area around Mount St. Helens seemed lifeless. A thick layer of gray ash covered the land. But scientists studying the destruction **within weeks** of the eruption quickly discovered that life had already returned.

**5** Plants began to reappear as early as the **summer of 1980**. When the volcano erupted, snow still covered the ground. Some small trees and shrubs were protected beneath this snowpack. As the snow melted, these plants appeared. In other places, seeds carried by wind or animals had begun to sprout.



▲ Mount St. Helens erupts.



Signal Words

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### Fluency

**Model and Practice Expression** Explain: *When you read aloud, use your voice to stress important words and phrases.* Use the first paragraph of **Practice Master PM7.13** to demonstrate the skill. While reading, emphasize phrases such as “a powerful bang” and “disappeared before your eyes.” Then have students practice reading with expression using the second paragraph.

### Check & Reteach

**OBJECTIVE:** Explain the Relationship Between Events in Text

Look at students' marked-up **Practice Masters PM7.13–PM7.14** to check if they correctly explained the relationship between events.

If students have difficulty explaining how events are related, have them focus on events between August 1980 and 1998. Ask: *What happened once the plants started to grow back?* (The large animals returned.) *How did the animals help the plants?* (They uncovered soil for the plants to grow.)

**Daily Language Arts****Daily Spelling and Word Work** ✓

Practice page T435n

**Daily Grammar** ✓

Have students find the adverb *quickly* on **Practice Master PM7.13**. Then use page T435p to review comparison adjectives and adverbs.

**Daily Writing Skills** ✓

Ask: *How can you use the ideas in "Life Returns to Mount St. Helens" and "Volcano Views" to write about volcanoes?* Use page T435r to review how to integrate ideas from multiple sources.

**Power Writing**

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

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

**Vocabulary Practice****2 Greek and Latin Roots** ✓

Review with students that they have learned the following Greek and Latin roots. Then display **eVisual 7.15**.

**Vocabulary Strategy Practice**

1. A volcanic explosion is probably fiery.
2. You might wear a visor to help you to see.
3. Geography has something to do with writing about Earth.
4. Interrupting a discussion means breaking into a conversation.
5. A porter is someone who helps people to carry luggage.
6. Making a photocopy probably means using light.
7. Getting an autograph means you get something that is in writing or written.

Origin	Root	Meaning
Greek	<i>photo</i>	light
	<i>graph</i>	to write
	<i>geo</i>	Earth
Latin	<i>port</i>	to carry
	<i>vid/vis</i>	to see
	<i>volcan</i>	a god of fire
	<i>rupt</i>	to break

**Vocabulary Strategy: eVisual 7.15**



**INTERACTIVE WHITEBOARD TIP:** Underline the word with a familiar root in each item.

Model the activity with the first sentence: *First, I identify the root in the word. Volcanic contains the root volcan, which means "a god of fire." So something that is volcanic is probably related to fire, or fiery.*

Have partners write the numbers 1–7. Have one partner write the word with the root and the other partner write the meaning. Have partners discuss how the root relates to the meaning of each word. Then have partners reverse roles.

**Check & Reteach****OBJECTIVE: Use Roots to Determine Word Meanings** ✓

Review partners' lists to check if they are using the roots correctly.

If students have difficulty using roots, reteach by having students use the chart to identify the meaning of the two Greek roots in *geography*. Ask: *What does geography have to do with the earth?* (Geography is the study of the earth.) *What does geography have to do with writing?* (Possible response: Geography uses maps to study the surface of the earth.)

# Writing

## 3 Write to Explain Ideas

Introduce the activity: *Now write a paragraph explaining the sequence of events and ideas in the article on Mount St. Helens on Practice Masters PM7.13–PM7.14.*

Model the process:

Think Aloud	Write
<i>I'll start by writing a topic sentence that tells about the events.</i>	"Life Returns to Mount St. Helens" uses time order to tell about the eruption and recovery at Mount St. Helens.
<i>Next, I'll tell how the first event in time order doesn't come first in the article.</i>	The article starts out by telling about Mount St. Helens today. Then it goes back in time to 1980 when there was a huge eruption.
<i>I'll continue explaining the time order.</i>	After that, it tells how scientists studied the return of life to Mount St. Helens.

See **Differentiate**

# Academic Talk

## 4 Analyze a Nonlinear Sequence

Have students work in pairs. Introduce the activity: *Now you will take turns reading your paragraphs that explain the events and ideas in the article on Mount St. Helens. Ask questions about your partner's paragraph to confirm the order of events and ideas. Then retell the sequence in your partner's paragraph in sequence order.*

Take time to have students review what they learned about sequence and reverse sequence.

## Differentiate

### EL English Learners

**ISSUE** Students lack a vocabulary of sequence signal words.

**STRATEGY** Provide sentence frames:

- *First, \_\_\_\_\_.*
- *Next, \_\_\_\_\_.*
- *Then \_\_\_\_\_.*
- *Finally, \_\_\_\_\_.*

### AL Above Level

**ISSUE** Students satisfy the minimum requirement for the assignment.

**STRATEGY** Challenge students to explain why the author might have used reverse sequence in the first paragraph. Have them think about other ways you could vary writing about the sequence of events.

## WRAP-UP

Remind students: *You have learned that volcanoes can destroy and create.* Ask: *How was Mount St. Helens destructive?* (It destroyed forests and buried lakes and streams. It killed people and wildlife.) *How did Mount St. Helens create something new?* (It changed the land, created an environment for new life, and changed the shape of the volcano itself.)

*What does the volcano create in "An Island Grows"?* (new islands) Ask whether students think volcanoes are more creative or more destructive. Have students support their opinions with reasons and evidence.

## OBJECTIVES

**Thematic Connection: Studying Earth's Forces**

- ✔ Use Roots to Determine Word Meanings
- Compare Text Structures

## PROGRAM RESOURCES


### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM7.13–PM7.14

### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 7.16

Comparison Chart: eVisual 7.17



## WARM-UP

Challenge students to use roots they have learned to make up names for new inventions, for example, a *photorupter* that breaks up light beams.

## Power Writing

Have students write as much as they can as well as they can in one minute to describe a favorite photograph.

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

## Vocabulary Review

### 1 Greek and Latin Roots ✔

Remind students they have learned how to determine word meanings using word roots. Ask students to define the word *root*. Then display **eVisual 7.16**.



### Vocabulary Strategy Practice

- To disrupt a meeting means to run it smoothly. True False  
To disrupt a meeting means to break it up.
- A biographer writes about a person's life. True False
- A geologist studies plants. True False  
A geologist studies Earth.
- A photometer is a tool to measure light. True False
- Volcanology is the study of myths. True False  
Volcanology is the study of volcanoes.
- You can transport goods in a truck. True False
- I can see words written in invisible ink. True False  
I cannot see words written in invisible ink.

[NGReach.com](http://NGReach.com) Vocabulary Strategy: eVisual 7.16



**INTERACTIVE WHITEBOARD TIP:** Have students highlight the root in the underlined word.

Have partners determine if each statement is true or false and rewrite false statements to make them true. Model with *disrupt*: *The statement is false. Disrupt comes from the Latin root rupt, which means "to break." So to disrupt a meeting does not mean to make it run smoothly. I write: To disrupt a meeting means to break it up.*

## Check & Reteach

**OBJECTIVE:** Use Roots to Determine Word Meanings ✔

Review partners' new sentences to check that they are using roots to determine word meanings. If students have difficulty, reteach by asking them to give the Greek or Latin root corresponding to the English meanings "light," "to write," "Earth," "god of fire," "to break," "to carry," and "to see." Then have students apply those meanings to each statement.

## COMMON CORE STANDARDS

### Reading

Describe Relationship of Ideas	CC.3.Rinf.3
Describe Text Structure in a Text	CC.3.Rinf.8
Compare and Contrast Two Texts on Same Topic	CC.3.Rinf.9

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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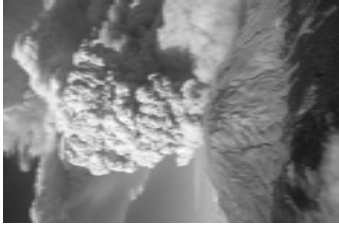
### Speaking and Listening

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

### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.3.L.4
Use Root Words as Clues	CC.3.L.4.c

Name \_\_\_\_\_ Date \_\_\_\_\_



▲ Mount St. Helens erupts.

**Think-Up Reading**

**Life Returns to Mount St. Helens**

By Andrew Pifer

On a visit to Mount St. Helens **today**, you see a **quiet volcano and green forest**. But what if you been there on **May 18, 1980**? You would have heard a powerful bang as the volcano erupted. You would have seen the entire north face of the volcano collapse. You would have seen hot gas, ash, and steam moving across the landscape at 200 miles an hour. The **forest** would have **disappeared** before your eyes.

**After** the eruption, the area around Mount St. Helens seemed lifeless. A thick layer of gray ash covered the land. But scientists studying the destruction **within weeks** of the eruption quickly discovered that life had already returned.

**Plants** began to **reappear** in the **summer of 1980**. When the volcano erupted, snow still covered the ground. Some small trees and shrubs were protected beneath this snowpack. As the snow melted, these plants appeared. In other places, seeds carried by wind or animals began to sprout.

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Name \_\_\_\_\_ Date \_\_\_\_\_



▲ Flowers bloom around Mount St. Helens today.

**Think-Up Reading**

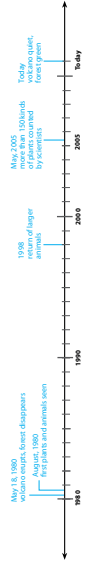
**Life Returns to Mount St. Helens**

(continued)

Plants weren't the only things to survive. Many smaller animals, such as gophers and toads, survived the blast. These animals were hibernating when the volcano erupted. They awoke to find their world completely gone. Then they quietly went to work.

Gophers digging tunnels brought up fertile soil from below the ash cover. This rich soil mixed with the ash and helped new plants to grow. **In 1998**, park rangers reported on the recovery. They found that **larger animals** such as elk, deer, and bear had **returned** as their food supplies increased. Elk also helped to speed up plant recovery by uncovering soil and seeds with their hooves.

**In May, 2005**, twenty-five years after the major eruption, scientists were amazed at the recovery around Mount St. Helens. Virginia Dale, ecologist, counted **more than 150 kinds of wildflowers, shrubs and trees**. **Today**, the volcano is still quiet. But no one is fooled by the sleeping giant. Mount St. Helens could again transform the landscape with a single, mighty blast.



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**NGReach.com Practice Masters PM7.13–PM7.14**

# Review and Integrate Ideas

## 2 Determine Text Structure

Explain that students will determine the text structure for “Life Returns to Mount St. Helens” on **Practice Masters PM7.13–PM7.14**. Remind students that text structure is the organization of details in a text, such as sequence, compare-contrast, and cause-effect. It is also how a text is organized, such as in paragraphs or in stanzas.

Model determining the text structure in the first paragraph of “Life Returns to Mount St. Helens”: *First I look for signal words. I see today and on May 18, 1980. I determine that these words signal time order, so I expect the text structure is sequence, even though the later event is stated first. I reread to check that this is correct.*

Have students determine the text structure of each paragraph in the rest of the article by following these steps:

1. Look for signal words or other clues.
2. Decide what kind of order the signal words suggest.
3. Reread to be sure you have determined the correct text structure.

**Daily Language Arts****Daily Spelling and Word Work** ✓

Practice page T435m

**Daily Grammar** ✓

Have students find the adverb *only* in the first paragraph on **Practice Master PM7.14**. Then use page T435p to review and assess comparison adjectives and adverbs.

**Daily Writing Skills** ✓

Ask: *How are the ideas in “An Island Grows” and “Volcano Views” different? How could you put together information from both sources to write about volcanoes?* Use page T435r to review and assess how to integrate ideas from multiple sources.

**3 Compare Text Structures**

Explain to students that they will compare the text structures for “An Island Grows” on **Anthology** page 420 and “Life Returns to Mount St. Helens” in **Practice Masters PM7.13–PM7.14**. Display **eVisual 7.17**.

**Comparison Chart**

Selection	How Events Organized	Text Structure
“An Island Grows”	<ul style="list-style-type: none"> <li>poem with lines</li> <li>lines that rhyme</li> <li>no time order words</li> <li>begins with first event and ends with last event</li> </ul>	sequence
“Life Returns to Mount St. Helens”	<ul style="list-style-type: none"> <li>article with paragraphs</li> <li>time order signal words</li> <li>begins with today and goes back</li> </ul>	reverse sequence time order/sequence

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

Comparison Chart: eVisual 7.17

**INTERACTIVE WHITEBOARD TIP:** Have students fill in the missing text.

Explain that students will recreate and complete the chart. Model: *“Life Returns to Mount St. Helens” is an article with paragraphs. Compare: In “An Island Grows,” events are presented in short rhyming lines. In “Life Returns to Mount St. Helens,” events are presented in longer sentences.* Then have students complete the chart and continue to compare similarities and differences.

**Differentiate****SN Special Needs**

**ISSUE** Students are unable to focus on a structure for the assignment.

**STRATEGY** Provide an outline for students to complete:

- First, I tell the text structure of each selection.
- Then I write how they are similar.
- Then I write how they are different.
- Finally, I write a conclusion.

**BL Below Level**

**ISSUE** Students have difficulty with the process of comparing and contrasting.

**STRATEGY** Give students an outline for comparing the text structures in the two selections:

- Identify the order of events in “An Island Grows.”
- Identify the order of events in “Life Returns to Mount St. Helens”
- Explain how the text structures in the two selections are alike.
- Explain how the text structures are different.

**Check & Reteach****OBJECTIVE:** Compare Text Structures

Review students’ charts to check that they compared text structures correctly.

If students have difficulty comparing text structures, reteach: *One clue to text structure is signal words.* Ask: *Does “An Island Grows” have signal words? (No.) How is this the same or different from “Life Returns to Mount St. Helens”?* (It uses time order signal words.)

**Writing****4 Write to Compare Text Structures**

Introduce the activity: *Now you will write a paragraph that compares the text structures of “An Island Grows” and “Life Returns to Mount St. Helens.”* Allow time for students to review the two text structures and tell how they are the same and different. Have volunteers share their comparisons. Have students add their comparisons 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 forces can change Earth? *Think about “An Island Grows,” “Volcano Views,” “Life Returns to Mount St. Helens,” and a **Small Group Reading** book you have read. How did those selections show different ways in which volcanoes change Earth?*

Model a response to the question for the science article “Volcano Views”: *I was struck by the comparison of the volcano to a balloon that pops. It was strange to think of the ground, which seems so solid, as something that could stretch and burst from pressure inside Earth.*

Use an **Inside-Outside Circle** to have students continue discussion about how the readings relate to the Big Question.

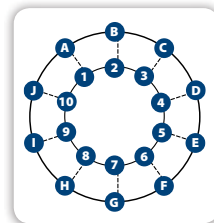
Have students stand in two concentric circles facing each other.

Direct students in the outside to ask questions related to the Big Question. Those inside answer. Offer possible questions to get students started:

- *Which forces within Earth cause volcanoes?*
- *How do undersea volcanoes change Earth?*
- *How do the forces of wind and waves change an island created by a volcano?*
- *How does nature restore a landscape after a volcano erupts?*

On a signal, students rotate to create new partnerships.

On another signal, students trade inside/outside roles.



Inside-Outside Circle

## Best Practices

**Invite Critical Thinking** Before a discussion, provide time for students to reflect and write about the topic, including:

- recording their impressions from all the week’s selections
- formulating their opinions on the Big Question
- noting any details that stand out from each selection

## WRAP-UP

Form small groups for a game. Have each group spend five minutes creating as many letters as they can for an ABC of words and phrases that might relate to volcanoes. Give an example: *A is for awe-inspiring*. The group that produces the most numerous and creative alphabet wins.

# Week 2 Research Project

## OBJECTIVES

### Thematic Connection: Studying Earth's Forces

- ✓ Research Earth's Surface
- ✓ Integrate Ideas from Multiple Sources
- ✓ Speak Clearly and at an Appropriate Pace

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Research Rubric: Assessment Master A7.44

### TECHNOLOGY ONLY

Project Checklist: eVisual 7.12

## MATERIALS

index cards • print and online almanacs, encyclopedias, atlases, magazines, newspapers, and other reference books about earthquakes, volcanoes, or islands • poster board • timers

## 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
Gather Information	CC.3.W.8

### Speaking and Listening

Report on a Topic	CC.3.SL.4
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## Research Earth's Surface

Display and read the prompt aloud.

You have learned how Earth's surface has changed over time. Pretend you are a traveling scientist. Choose one place on Earth that you would like to study. Put together information from a variety of sources to create a poster presentation for the class. Show how the surface in the place has changed over time. Be able to tell how you know the sources are reliable.

## Plan

### Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

**Role:** Scientist

**Audience:** Class

**Form:** Poster presentation

**REVIEW** Remind students: *Narrow your research topic ideas to be specific. For example, the topic "changes to Earth's surface" is too broad. We need to narrow the topic to a specific place on Earth's surface where changes have occurred.*

Encourage students to review the selections "An Island Grows" (see pages 420–433) and "Volcano Views" (see pages 437–441). Then have the class brainstorm other parts of Earth's surface that have changed over time. Start the conversation: *I read a magazine article about the island of Hawaii, which was formed by a volcano. I think Hawaii would be an interesting topic.*

Have individual students use the ideas to choose a topic and complete a RAFT.

### Develop Research Questions

**REVIEW** Remind students: *To guide your research, write the questions you have about your topic. Be sure to ask questions about how Earth's surface has changed in this place.* Ask students to write at least three questions on separate index cards.

How long ago was the island of Hawaii formed?

## Research

### Gather Information

**REVIEW** Remind students how to collect information about their topic. Remind them that they should look for magazine articles, books, or online encyclopedias about the topic so they can answer their research questions. Then have students write the 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

**REVIEW** Remind students that they should use their research notes to answer their questions in their own words. Encourage students to first look at the different sources they used. Then have them organize the information they learned from those sources in a chart. For more information, review the Daily Writing Skill (see page T435q). Display and read **eVisual 7.12**.



### Project Checklist

- Use several different reliable sources to find information about the place on Earth you are writing about and how Earth's surface has changed there.
- Create a chart that states each fact you want to share. Each piece of information should go with a photograph or graphic that you will include on your poster.
- Include a map to show where the place is located.

[NGReach.com](https://www.nGREach.com) Project Checklist: eVisual 7.12



**INTERACTIVE WHITEBOARD TIP:** As you read each item, place a check mark next to it.

### Draft Ideas

Have students create their posters. Help students print out their photographs or graphics and place them on the poster board. Suggest that they write a caption for each visual in addition to including information about the source. Then have students write additional corresponding facts on note cards that they can use during their presentations. Remind them to write in their own words using information from their research notes.



## Present

### Practice Speaking Skills

Explain to students that when giving a presentation, it is important to speak clearly and at an appropriate pace. This helps listeners to better hear and understand the information. Read aloud the following sentence twice. The first time, speak quietly and quickly. The second time, speak clearly and at a normal pace: *Hawaii was created by a volcano.* Ask: *When could you understand me?* (when you spoke clearly and at an appropriate pace)

Have students work with partners to rehearse their presentations.

### Share with Others

Have students take turns presenting their posters. Remind students to pause and refer to the photographs or graphics as they present their facts.

Use the **Research Rubric** to evaluate students' photo essays.

## Differentiate

### EL English Learners

**ISSUE** Students have difficulty comprehending academic language dealing with scientific topics such as earthquakes, volcanoes, or islands.

**STRATEGY** Meet with students to define academic language with which they might be unfamiliar. In addition, select a reliable source in the student's first language.

### AL Above Level

**ISSUE** Students find answers to their research questions quickly and without much effort.

**STRATEGY** Have students generate two additional research questions and use two or more different reliable sources to answer each question. Encourage them to create diagrams to supplement the photos in their posters.

### Research Rubric

Unit 7, Week 2

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"> <li>• Photo essay contains all facts.</li> <li>• Photo essay shows how Earth's surface has changed over time.</li> </ul>	Speaks clearly and at an appropriate pace.
3	<ul style="list-style-type: none"> <li>• Photo essay contains mostly facts.</li> <li>• Photo essay mostly shows how Earth's surface has changed over time.</li> </ul>	Speaks clearly and at an appropriate pace most of the time.
2	<ul style="list-style-type: none"> <li>• Photo essay contains some facts.</li> <li>• Photo essay sometimes shows how Earth's surface has changed over time.</li> </ul>	Speaks clearly and at an appropriate pace some of the time.
1	<ul style="list-style-type: none"> <li>• Photo essay does not contain any facts.</li> <li>• Photo essay does not show how Earth's surface has changed over time.</li> </ul>	Does not speak clearly and at an appropriate pace.

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Grade 3 Assessment

A7.42

Unit 7 | Blast! Crash! Splash!

[NGReach.com](https://www.nGREach.com) Assessment Master A7.44

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Explain the Relationship Between Ideas in a Text
- Explain the Relationship Between Events in a Text
- Draw Conclusions to Comprehend Text

### ASSESSMENTS

Reading Comprehension Test

Directions: Read the article. Then answer the questions about the article.

### The Power of Water

Tip your foot on the ground. It feels solid, right? Actually, the surface of the Earth is always changing. An earthquake can make those changes very quickly, but most of the Earth's changes are very small and very slow.

These changes can start with one little raindrop. When a raindrop falls, it splashes onto the ground. The water shifts any bits of dirt. As more raindrops fall, more tiny bits of dirt are moved. Each raindrop makes only a small change. Over time, though, all of those small changes can really matter.

The raindrops collect into puddles. As more rain is added, these turn into tiny streams that run downhill. The faster the water flows, the larger the things it can move. Sand, pebbles, and sticks might be carried off. This is called erosion.

Streams flow into larger rivers. As a river's current moves, it erodes the sand, rocks, and dirt around it. This makes the banks of the river slowly get wider away. The bottom of the river, or riverbed, also gets eroded.

The Colorado River is a good example. For thousands of years, this river dug deeper into the ground. Its riverbed became a valley. It grew so deep it became a canyon. Today this canyon, the Grand Canyon, is 18 miles wide and over a mile deep. It's amazing to think that even the Grand Canyon started with a raindrop.

A7.11

Reading Comprehension Test

Directions: Read the article. Then answer the questions about the article.

### The Power of Water

1. What is the first thing that happens for water to change the Earth?

2. According to this article, which of these happens as a river's current moves?

3. Sand and rocks are worn away because...

4. The water is slowed by the dirt in it.

A7.12

Reading Strategy Assessment

Check the reading strategy the student used and ask the questions that follow about how the student used the strategy. Use the ruler to help you determine how well the student used the strategy. Circle the reader's name.

What strategy did you use most often? How did you use it? How did you know it worked? How did you know it helped you understand better? How did it help?

Plan and Monitor	Ask Questions	Main Idea/Theme
4 3 2 1	4 3 2 1	4 3 2 1
1	1	1
2	2	2
3	3	3
4	4	4

SG7.30

Reading Comprehension Test  
A7.11–A7.14

Reading Strategy Assessment  
SG7.30–SG7.31

#### Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment

Directions: Read the passage out loud. Then answer the questions.

Earthquakes are daily events on our planet. Scientists tell us that about half a million earthquakes shake the earth each year. Earthquakes happen everywhere in the world, in all seasons, and all hours of the day. In the United States, Alaska and California have the most earthquakes. Florida and South Carolina have the fewest. Most of the time, no one is hurt and nothing is broken. In really strong earthquakes, people can be hurt or killed and buildings can fall down.

How does an earthquake happen? The outer layers of the Earth are like pieces of a puzzle that keep moving slowly. The pieces are called plates. Sometimes the edges of a plate can stick against another plate. The pressure builds. When the stress builds finally breaks loose, it causes waves that shake the ground.

How can we prepare for earthquakes? Scientists don't know exactly when an earthquake is going to happen. Some people say that animals act very strangely just before these shock waves happen. The best approach is to be ready at all times. Have ropes ready to use in case you don't have electricity, heat, or water. You should also know what to do when the ground is shaking.

If you are in an earthquake, stay calm. If you are inside, get under a table or a heavy table or that things will fall on you. Or stand against an inside wall. Stay away from glass and windows that might break. If you are outside, move away from buildings or overpasses. Most important, when the earthquake is over, be ready to help people in need.

A7.1

Oral Reading Assessment

Directions: Read the passage out loud. Then answer the questions.

Accuracy	Fluency	Expression
4 3 2 1	4 3 2 1	4 3 2 1
1	1	1
2	2	2
3	3	3
4	4	4

A7.2

Oral Reading Assessment

Directions: Read the passage out loud. Then answer the questions.

What strategy did you use most often? How did you use it? How did you know it worked? How did you know it helped you understand better? How did it help?

Observations and Notes:

Oral Reading Assessment Wrap-up

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you feel about reading this passage?
- How did you understand what you read?
- How did you know when you were done?

• 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 sounded like a story. You did a great job of using your voice.

• Make suggestions about what improvements are needed, for example, Try to read more smoothly and with more expression.

• If you asked the student to reread the story, make notes about what the student needs to improve on. e.g., distinguish the main idea from details, or present events in the proper sequence.

A7.3

Oral Reading Assessment  
A7.1–A7.3

Use these passages throughout Unit 7. Work with Below Level students this week.

#### Vocabulary and Spelling

- Use Roots to Determine Word Meanings
- Spell Words with oo and Silent Consonants
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the sentences. Choose the best answer.

1. The word **action** comes from the Latin root **agere**. What does **action** most likely mean in this sentence?

2. The word **paragraph** comes from the Greek root **para**. What does **paragraph** most likely mean in this sentence?

A7.15

Spelling Words

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

Words with oo and Silent Consonants

1. brook We jumped over a **brook** where water was flowing down the mountain.

2. columns Two tall **columns** made of lava rock held up the roof.

3. comb She stopped to **comb** the tangles out of her hair.

4. footsteps I heard **footsteps** as someone ran from the classroom.

5. heirs Grandfather has two **heirs**, a son and a daughter, who will someday get what he owns.

6. hooked My belt is **hooked** tight around my waist.

7. knapsack I carried the heavy bag on my back like a **knapsack**.

8. kneel I stopped to **kneel** on the ground so I could rest on my knees and photograph the lava field.

9. knowledge The students learned a lot and now have **knowledge** of volcanoes.

10. raspberry The **raspberry** plant has small, red berries on it.

11. reign Nature's **reign** is more powerful than any king's rule.

12. salmon Lava flowing into water may kill fish like **salmon**.

13. scrapbook I made a **scrapbook**, filling each page with photos and articles about volcanoes.

14. ugh **Ugh!** I am not happy because my camera fell off the shelf during the earthquake!

15. wrinkled My report on volcanoes is **wrinkled** where I folded it to put it in my backpack.

Watch Out Words

16. knew I saw smoke and **knew** the volcano was erupting.

17. new I bought a **new** camera so I could take photos of it.

18.gnu I photographed a **gnu** with brown fur and sharp horns racing away from the mountain.

A7.17

Vocabulary Test  
A7.15

Spelling Pretest/  
Spelling Test  
T435m

#### Grammar and Writing

- Use Comparison Adverbs
- Use Irregular Comparison Adverbs
- Integrate Ideas from Multiple Sources

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

I am reading the 1 **document** book about famous volcanoes I have great photos, but what I really love are the drawings. There are interesting paintings of volcanoes erupting in ancient times. What the artist drew 2 **though**, are the heights that show how a volcano erupts. At first, I was so interested in the pictures that I didn't read the text very carefully. I understood how volcanoes work from the diagrams, but I had had other questions. Which of the famous volcanoes erupted 3 **this** time in Hawaii. Before, on Mount Saint Helens, which one had erupted 4 **which** one was the 5 **most** I went back and read the text again more slowly. I paid more attention the second time. Now I understand it much 6 **some**. Sometimes illustrations can be too good!

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

3. Choose the answer that goes in Blank 3.

4. Choose the answer that goes in Blank 4.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

A7.16

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

3. Choose the answer that goes in Blank 3.

4. Choose the answer that goes in Blank 4.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

A7.17

Research Rubric

Grade	Content	Spelling/Editing
4	1. Shows main ideas clearly. 2. Shows main ideas clearly. 3. Shows main ideas clearly. 4. Shows main ideas clearly.	1. Spelling clearly and at an appropriate pace and in the right place. 2. Spelling clearly and at an appropriate pace and in the right place.
3	1. Shows main ideas clearly. 2. Shows main ideas clearly. 3. Shows main ideas clearly. 4. Shows main ideas clearly.	1. Spelling clearly and at an appropriate pace and in the right place. 2. Spelling clearly and at an appropriate pace and in the right place.
2	1. Shows main ideas clearly. 2. Shows main ideas clearly. 3. Shows main ideas clearly. 4. Shows main ideas clearly.	1. Spelling clearly and at an appropriate pace and in the right place. 2. Spelling clearly and at an appropriate pace and in the right place.
1	1. Shows main ideas clearly. 2. Shows main ideas clearly. 3. Shows main ideas clearly. 4. Shows main ideas clearly.	1. Spelling clearly and at an appropriate pace and in the right place. 2. Spelling clearly and at an appropriate pace and in the right place.

A7.44

Writing, Revising, and Editing Test  
A7.16–A7.18

Research Rubric  
A7.44

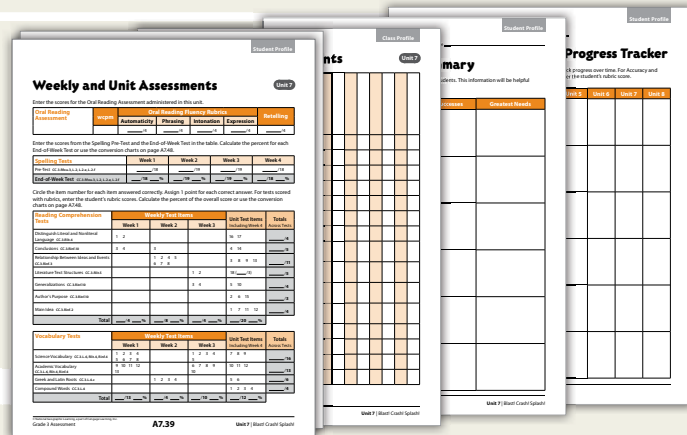


ExamView®



# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A7.39–A7.40
- Class Profile:** Weekly and Unit Assessments A7.41
- Student Profile:** Strengths and Needs Summary A7.42
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

- Relate Ideas:** Reteaching Master RT7.4
- Synthesize:** Reteaching Master RT7.5

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)

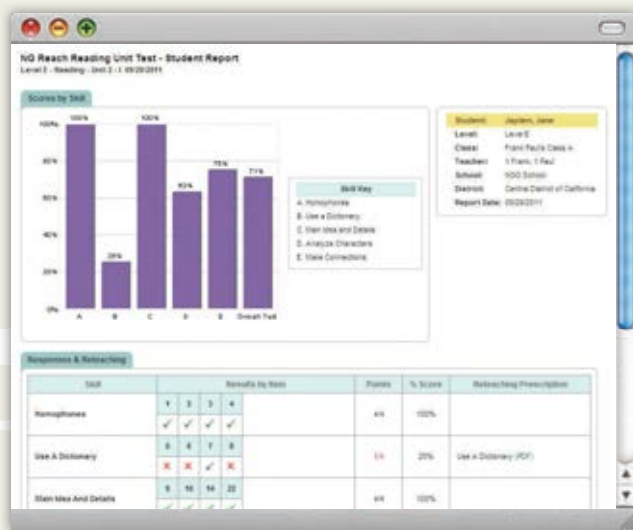
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://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](http://NGReach.com)  
Daily Spelling Practice, pages T455m–T455n

### Grammar and Writing

#### RETEACH

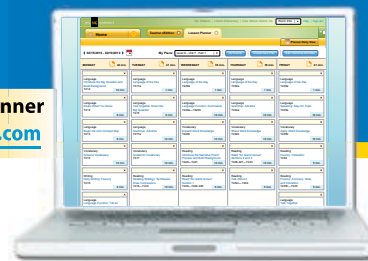
- Adverbs:** Anthology Handbook, page 597
- Writing:** Reteaching Writing Routine, page BP51

#### ADDITIONAL PRACTICE

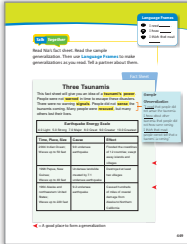
More Grammar Practice RPM7.16  
Daily Writing Skills Practice, pages T435q–T435r



# Week 3 Planner

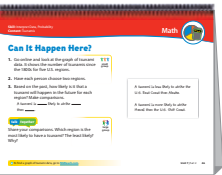
Online Lesson Planner  
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☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	
<b>Anthology</b>	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Academic Talk</b> CC.3.SL.1.d Express Opinions and Ideas T444	<b>Academic Talk</b> CC.3.SL.1 Connect Causes T446a
	<b>Language and Vocabulary</b> ⌚ 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.L.2; ☑ Pretest: Words with VCV, VCCV Patterns CC.3.L.2.f and Commonly Misspelled Words T443s <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a ☑ Adjectives and Adverbs T443u <b>Science Vocabulary</b> CC.3.L.6 ☑ Learn Key Words T444 <b>earthquake effect plate</b> <b>shore tsunami wave</b>	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.L.2.f; ☑ Practice T443s CC.3.L.2.g <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a; ☑ Adjectives and Adverbs T443u CC.3.L.1.g <b>Academic Vocabulary</b> CC.3.L.6 ☑ Learn More Key Words T446a <b>power resource sense</b> <b>signal warn</b>
	<b>Reading</b> ⌚ 20–40 minutes	<b>Reading</b> CC.3.Rinf.10 Read Aloud: Realistic Fiction T443a xx <b>Comprehension</b> CC.3.Rlit.5 ☑ Analyze Cause and Effect T445a  <b>Fluency</b> CC.3.Rfou.4 ☑ Model Phrasing T445a	<b>Reading</b> CC.3.Rinf.10 Read a Fact Sheet T448 <b>Comprehension</b> CC.3.Rinf.10 ☑ Learn to Synthesize T448 
	<b>Writing</b> ⌚ 15–45 minutes	<b>Power Writing</b> T444 CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.b; CC.3.L.2.c; ☑ Dialogue T443w CC.3.L.3.b <b>Writing</b> CC.3.W.10 Write about Cause and Effect T446 <b>Writing Project: Personal Narrative</b> CC.3.W.3 Study a Model T465a	<b>Power Writing</b> T446a CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.b; CC.3.L.2.c; ☑ Dialogue T443w CC.3.L.3.b <b>Writing</b> CC.3.W.10 Write About Forming Generalizations T448 <b>Writing Project: Personal Narrative</b> CC.3.W.3; CC.3.W.4; Prewrite T465a CC.3.W.5; CC.3.W.6

<b>SMALL GROUP READING TIME</b>		<b>Read Science Articles</b>	<b>Read Fiction Books</b>
<b>Fiction &amp; Nonfiction</b>	⌚ 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Science Vocabulary SG17 <b>Reading</b> CC.3.Rinf.9; Compare Points and CC.3.Rinf.10 Details SG16 Build Comprehension SG17 	<b>Vocabulary</b> CC.3.L.6 Learn Story Words SG18–SG19 <b>Reading</b> CC.3.Rlit.10, Introduce SG18–SG19 CC.3.Rlit.8 Read and Integrate Ideas G18–SG19 ☑ Synthesize SG20–SG21 ☑ Analyze Cause and Effect SG20–SG21 

<b>LEARNING STATION TIME/DAILY PHONICS INTERVENTION</b>			
⌚ 20 minutes		<b>Speaking and Listening</b> CC.3.Rlit.3; CC.3.Rlit.5; T443o CC.3.L.3.b	<b>Language and Vocabulary</b> T443o CC.3.L.6
		<b>Writing</b> T443o CC.3.W.10	<b>Cross-Curricular</b> CC.3.Rinf.5; CC.3.Rinf.5; CC.3.W.8; T443p CC.3.SL.2; CC.3.SL.4; CC.3.SL.5
		<b>Reading and Intervention</b> CC.3.Rlit.10; T443p; SG68 CC.3.Rfou.4.b	<b>Daily Phonics Intervention</b> CC.3.Rfou.3.c; CC.3.Rfou.3.d; T443q–T443r CC.3.L.2.e; CC.3.L.2.f

**Big Question** What forces can change Earth?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.3.Rlit.7  
Preview and Predict T450


**Daily Spelling and Word Work** CC.3.Rfou.3; CC.3.L.2; CC.3.L.2.e  
✓ Practice T443t

**Daily Grammar** CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g  
✓ Adjectives and Adverbs T443v

**Vocabulary Practice** CC.3.L.6  
✓ Expand Word Knowledge T450

**Reading** CC.3.Rlit.10  
Read Historical Fiction T451–T452–453

**Comprehension** CC.3.Rlit.5; CC.3.Rlit.10  
✓ Analyze Cause and Effect T452–453, T454–455  
✓ Form Generalizations T452–453



**Fluency** CC.3.Rfou.4  
✓ Practice Phrasing, Accuracy, and Rate T452–453

**Power Writing** T450 CC.3.W.10  
**Daily Writing Skills** CC.3.W.3.b; CC.3.L.2.c; CC.3.L.3.b  
✓ Dialogue T443x

**Writing** CC.3.W.2; CC.3.W.10  
Write Dialogue T454–456

**Writing Project: Personal Narrative** CC.3.W.3; CC.3.W.3.a; CC.3.W.3.b; CC.3.W.4; CC.3.W.5; CC.3.W.6  
Draft T465b

### Day 4

**Read and Comprehend**

**Academic Talk** CC.3.Rlit.2  
Summarize Reading T456


**Daily Spelling and Word Work** CC.3.Rfou.3; CC.3.L.2.f; CC.3.L.2.g  
✓ Practice T443t

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g  
✓ Grammar and Writing T443v

**Vocabulary Practice** CC.3.L.6  
✓ Share Word Knowledge T456

**Reading** CC.3.Rlit.10  
Read Historical Fiction T457–T463

**Comprehension** CC.3.Rlit.10; CC.3.Rlit.5; CC.3.Rlit.7; CC.3.Rlit.2  
✓ Analyze Cause and Effect T457, T459, T460–461  
✓ Form Generalizations T459  
Use Illustrations T458  
Determine the Central Message T462



**Fluency** CC.3.Rfou.4  
✓ Practice Phrasing, Accuracy, and Rate T457

**Power Writing** T456 CC.3.W.10  
**Daily Writing Skills** CC.3.W.3.b; CC.3.L.2.c; CC.3.L.3.b  
✓ Dialogue T443x

**Writing** CC.3.Rlit.7; CC.3.W.10  
Write About Artist's Craft T463a

**Writing Project: Personal Narrative** CC.3.W.3; CC.3.W.3.a; CC.3.W.3.b; CC.3.W.4; CC.3.W.5; CC.3.W.6; CC.3.L.2.c  
Revise; Edit and Proofread T465b

### Day 5

**Review and Apply**

**Academic Talk** CC.3.SL.1  
Talk About "Selvakumar Knew Better" T464

**Daily Grammar** CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g  
✓ Review T443v

**Vocabulary Review** CC.3.L.6  
✓ Apply Word Knowledge T463b

**Reading** CC.3.Rlit.10  
Reread Historical Fiction T464a

**Comprehension** CC.3.Rlit.5  
✓ Analyze Cause and Effect T464a

**Fluency** CC.3.Rfou.4  
✓ Check Phrasing, Accuracy, and Rate T465

**Power Writing** T463b CC.3.W.10  
**Daily Writing Skills** CC.3.W.3.b; CC.3.L.2.c; CC.3.L.3.b  
✓ Dialogue T443x

**Writing** CC.3.W.10  
Write About "Selvakumar Knew Better" T464

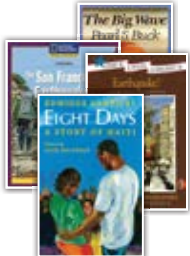
**Writing Project: Personal Narrative** CC.3.W.3  
Publish and Present T465b

### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG18–SG21

**Reading** CC.3.Rlit.10; CC.3.Rlit.8  
Read and Integrate Ideas SG20–SG21

✓ Synthesize SG20–SG21  
✓ Analyze Cause and Effect SG20–SG21




### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG18–SG21

**Reading** CC.3.Rlit.10; CC.3.Rlit.8  
Read and Integrate Ideas SG20–SG21

✓ Synthesize SG20–SG21  
✓ analyze Cause and Effect SG20–SG21

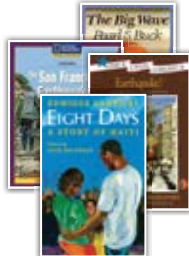
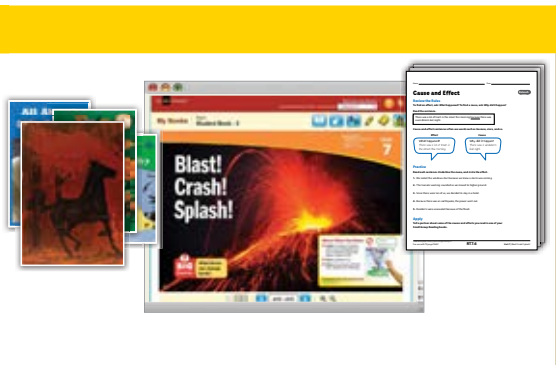


### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG20–SG21

**Reading** CC.3.Rlit.10  
Connect Across Texts SG21

**Writing** CC.3.W.2  
Choose a Writing Option SG20–SG21

### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T465e–T465f

✓ Reading Comprehension Test A7.19–A7.20 CC.3.Rlit.5  
✓ Reading Strategy Assessment SG57–SG58 CC.3.Rlit.10  
✓ Oral Reading Assessment A7.1–A7.3 CC.3.Rfou.4  
✓ Vocabulary Test A7.21–A7.22 CC.3.L.6

✓ Spelling Test: Words with VCV/VCCV and Commonly Misspelled Words T443s CC.3.Rfou.3; CC.3.L.2; CC.3.L.2.f  
✓ Writing, Revising, and Editing Test A7.23–A7.24 CC.3.W.10; CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g  
Reteaching Masters RT7.6–RT7.8

## Speaking and Listening

### Option 1: Express Feelings

In the second paragraph, Selvakumar senses something is wrong.

I'll try to express that sense of worry as I read.

Have students work in pairs to read with expression.

- Have partners read aloud the first page of “Selvakumar Knew Better” on **Anthology** page 452.
- Have partners discuss how they might change their expression as they read to better convey the mood, or feeling, the author creates in each paragraph.
- Have students take turns rereading each paragraph with better expression.

Describe Characters CC.3.Rlit.3

### Option 2: Listen for Dialogue

#### PROGRAM RESOURCES

**Read with Me Selection Recordings: MP3 or CD 2, Tracks 16–18**

- Have partners listen to the selection recording to identify dialogue.
- Have partners discuss what the reader did to help listeners know when words were dialogue.
- Have partners make a list of ways to identify dialogue effectively.

Refer to Parts of Stories CC.3.Rlit.5  
Recognize Conventions of Spoken and Written English CC.3.L.3.b

## Language and Vocabulary

### Key Words

earthquake · effect · generalization · plate  
power · rescue · sense · shore · signal  
tsunami · warn · wave ·

### Option 1: Vocabulary Games



[NGReach.com](http://NGReach.com) Online Vocabulary Games

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

### Option 2: My Vocabulary Notebook



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

Have students expand their word knowledge.

- Under Add More Information > My Connection, have students use an adjective or adverb in a sentence with each Key Word.

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

## Writing

### Option 1: Write Instructions



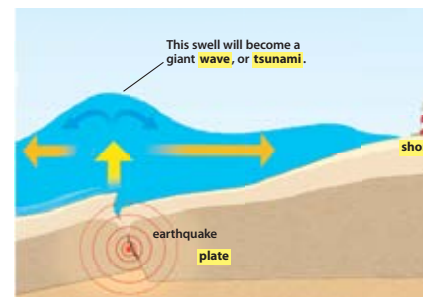
[NGReach.com](http://NGReach.com) Student Resources

Have students read an online article about tsunami preparedness and write a short set of instructions based on the article.

To view the article, have students go to Resources > Unit 7 > Learning Stations > Week 3 > Tsunami Preparedness.

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

### Option 2: Write an Explanation

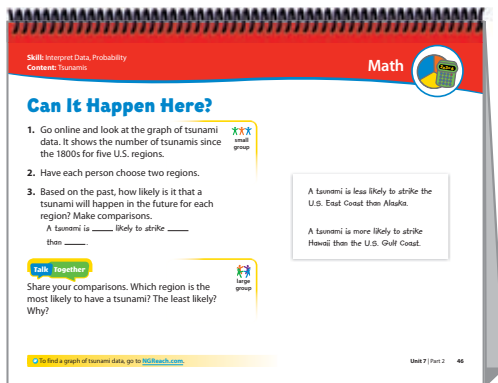


- Have students write a paragraph that explains what is happening in the diagram on **Anthology** page 445.
- Remind students to include as many details as possible in their explanations.

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

## Cross-Curricular

### Option 1: Can It Happen Here?



**Can It Happen Here?**

- Go online and look at the graph of tsunami data. It shows the number of tsunamis since the 1800s for five U.S. regions.
- Have each person choose two regions.
- Based on the past, how likely is it that a tsunami will happen in the future for each region? Make comparisons.
 

A tsunami is \_\_\_\_\_ likely to strike \_\_\_\_\_ than \_\_\_\_\_.

A tsunami is less likely to strike the U.S. East Coast than Alaska.

A tsunami is more likely to strike Hawaii than the U.S. Gulf Coast.

**Talk Together**  
Share your comparisons. Which region is the most likely to have a tsunami? The least likely? Why?

### PROGRAM RESOURCES

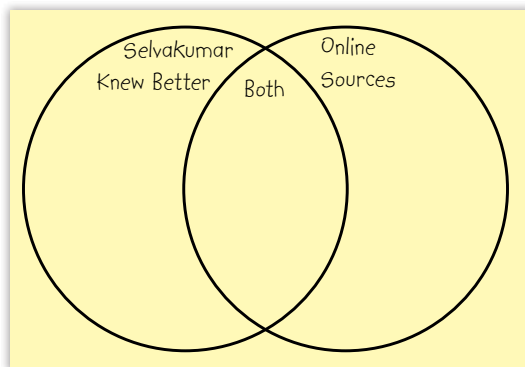
#### Cross-Curricular Teamwork Activities: Card 46

#### Student Resources Directory

#### Teacher's Guide on

Gather Information from Digital Sources	CC.3.W.8
Determine the Main Ideas and Supporting Details of Information Presented Visually or Quantitatively in Diverse Media	CC.3.SL.2
Report on a Topic	CC.3.SL.4
Add Visual Displays	CC.3.SL.5

### Option 2: The Real Story



Have students search online for information about the real people and events that inspired "Selvakumar Knew Better."

- Have students use search terms such as *Selvakumar* and *2004 tsunami in India*.
- Have students use a Venn diagram to compare the information to the story.

Use Search Tools	CC.3.Rinf.5
Compare Important Points and Details in Two Texts	CC.3.Rinf.9
Gather Information and Take Notes	CC.3.W.8

## 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: 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 from the Week 3 **Small Group Reading** titles, the Independent Reading Recommended Books list, 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 Literature	CC.3.Rlit.10
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## Intervention

### Phonics Games



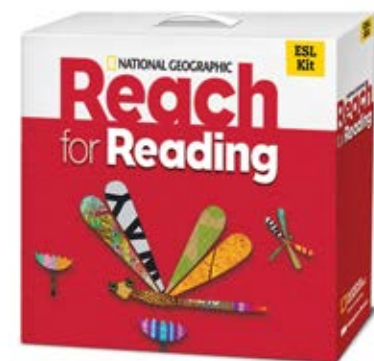
**NGReach.com Online Phonics Games**

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

For Reteaching Masters, see pages RT7.6–RT7.8.

### Additional Resources

#### ESL Kit



ESL Teacher's Edition pages T444–T465.

# Week 3 Daily Phonics Intervention

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

Recognize High Frequency Words

Develop Phonological Awareness: Blend Syllables

Divide Words into Syllables

Decode Multisyllabic Words

Teach

Day 1



### PROGRAM RESOURCES

High Frequency Words: Teaching Master 31

Word Builder: Transparency 78

## High Frequency Words

Follow Lesson 107 to present High Frequency Words:

state than high million form

## Multisyllabic Words

Follow Lesson 109, page T182 to teach how to divide words into syllables and decode multisyllabic words with VCV, VCCV, and VCCCV patterns. Guide students through **Transparency 78**.



NGReach.com Word Builder: Transparency 78

Teach

Day 2



### PROGRAM RESOURCES

High Frequency Words: Teaching Master 32

Word Builder: Transparency 79

## High Frequency Words

Follow Lesson 108 to present High Frequency Words:

sea near miles explore earth

## Multisyllabic Words

Follow Lesson 109, page T183 to teach how to read multisyllabic words with VCV, VCCV, and VCCCV patterns. Guide students through **Transparency 79**.



NGReach.com Word Builder: Transparency 79





## COMMON CORE STANDARDS

Use Conventional Spelling  
Use Spelling Patterns and Generalizations

CC.3.L.2.e  
CC.3.L.2.f

Decode Multisyllabic Words  
Read Grade-Appropriate Irregularly Spelled Words

CC.3.Rfou.3.c  
CC.3.Rfou.3.d

### Long or Short?

Day 3



Option 1

#### MATERIALS

index cards, 12 per pair of students

#### Prepare

- Display these VCV syllabicated words: *fi/nal, hu/man, a/top, se/cure*; these VCCV syllabicated words: *rum/ble, ten/der, mag/net, con/test*; and these VCCCV syllabicated words: *mon/ster, pump/kin, con/trol, sub/tract*.
- Have partners write each word on a separate card, showing syllable breaks. Then have them place the cards face down in a pile.

#### Play a Game

- One partner, the Picker, picks and displays a card. The other partner, the Viewer, talks through why the syllables are divided as they are and how that helps determine short and long vowel sound pronunciation. Then, the Viewer pronounces the word.
- The Picker decides if the Viewer has pronounced the word correctly. If so, the Viewer keeps the card. If not, the card goes back in the pile.
- Play ends after the students have displayed all cards and pronounced all the words correctly. The partner with the most cards wins.

### Word Scramble

Day 3



Option 2

#### MATERIALS

scissors • timer • index cards, 6 per student • dictionaries

#### Prepare

- Assign one word from each pattern below to each student in a group.
- Have each student print the word on an index card with space between the letters for cutting.
- Have students cut the words into syllables, checking the syllable breaks in a dictionary before cutting.

VCV:	human	even	major	paper	rapid	
VCCV:	garden	market	basket	center	signal	winter
VCCCV:	kingdom	children	control	kitchen	complete	

#### Play a Game

- Have students mix up their syllables and give them to another person.
- Give students five minutes to put together as many words as possible.
- Have students award themselves one point for each word. The player with the most points wins.
- Have students trade syllables with another group member to play again.

### Mystery Words

Day 4



#### Prepare

- Assign a “mystery word” to each pair of students. Use any of the VCV, VCCV, or VCCCV words suggested in this week’s lessons.
- Have partners create five clues to identifying the word.

Mystery Word: canyon

Clue 1: The mystery word has 2 syllables. (can-yon)

Clue 2: The mystery word has 6 letters.

Clue 3: The mystery word has a VCCV pattern.

Clue 4: The mystery word has a short vowel in the first syllable.

Clue 5: The mystery word will complete this sentence: I heard an echo when I shouted across the \_\_\_\_\_. (canyon)

#### Play a Game

- Have partners present the clues to the other pairs, one clue at a time.
- After hearing each clue, other pairs collaborate to write all the words that match the clues to that point. After the next clue, players cross off words that do not match the new clue.
- When a pair has the answer, the partners call it out.
- As soon as the correct word has been called, the next pair presents their clues.

### Crack the Code!

Day 5



#### 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. Explain that this will serve as their key.
- Next, have partners type all the words from the word bank below in random order and then change the words into the same symbol font.

state    major    high    then    million    form    quilty

#### Play a Game

- Working separately, have partners use the the key to help them decode each word.
- The partner who decodes all the words first, wins.

# Week 3 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

- ✓ Spell Words with VCV, VCCV Patterns
- ✓ 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 VCV, VCCV Patterns

1. actual	Is it my imagination, or is an <b>actual</b> storm starting?
2. adventure	It will be an <b>adventure</b> to sail to an island in a storm.
3. apparent	Those dark clouds are an <b>apparent</b> sign of a storm.
4. atop	Sitting <b>atop</b> a cliff, I safely watched the tsunami far below.
5. behold	<b>Behold</b> the size of that wave with your own eyes!
6. century	This is the biggest storm in a hundred years, which means it is the worst in a <b>century</b> .
7. colorful	Before the storm, our town had <b>colorful</b> gardens.
8. major	The <b>major</b> storm caused rivers to rise over their banks.
9. pollute	Floods <b>pollute</b> rivers with trash carried by high water.
10. population	The whole <b>population</b> of the town helped clean up after the hurricane.
11. rumble	We heard thunder <b>rumble</b> and feared another storm.
12. shadow	The town was again in the <b>shadow</b> of dark clouds.
13. tender	The dog was <b>tender</b> and gentle with the crying baby.
14. terror	We were filled with <b>terror</b> as the strong winds roared.
15. unusual	We expect calm weather this time of year, so those were <b>unusual</b> winds.

### Watch-Out Words

16. meet	We will <b>meet</b> in the room where we met this morning.
17. meat	We plan to serve <b>meat</b> there for lunch.
18. pour	Tell them to <b>pour</b> glasses of milk to give to the children.
19. pore	I will <b>pore</b> over my recipes to see what else we can serve for lunch.

### VCV, VCCV Patterns

Day 2



Option 1

## MATERIALS

four different colors of paper • scissors • dictionaries

## Teach

Display *major*, *shadow*, and *tender*. Have students tap as you pronounce each syllable. Tell them that V and C stand for *vowel* and *consonant* as you divide the words into syllables.

V CV                  VC V                  VC CV  
ma|jor              sha d|ow              ten|der

Explain: *If the first vowel is long, as in major, divide after the vowel. If it is short, as in shadow, divide after the consonant. In the VCCV pattern, divide between the two consonants, as in tender.*

## Prepare

Have students cut small rectangles from four different colors of paper.

## Practice

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

Apply Phonics and Word Analysis Skills  
Use Spelling Patterns and Generalizations  
Consult References

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

### VCV, VCCV Patterns

Day 2



Option 2

## MATERIALS

dictionary, one per group

## Prepare

Have groups draw a chart with four headings: V|CV, VC|V, VC|CV, and Another Pattern.

## Word Sort

- Have groups sort the two-syllable words into the correct columns first, dividing each word into syllables and consulting a dictionary.
- Then have students sort the words with three or more syllables. Point out that some words will go in more than one column if the syllables have different patterns.

Apply Phonics and Word Analysis Skills  
Use Spelling Patterns and Generalizations  
Consult References

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



## Fill in the Blank

Day 3



Option 1

### MATERIALS

index cards, 19 per pair of students • envelope, one per pair

### Prepare

- Have partners write a sentence for each of ten spelling words, leaving blanks for the words themselves, on separate cards.
- Have students put the sentences in the envelope.

### Play a Game

- Have partners take turns choosing cards from the envelope, writing the missing word, and checking the spelling.
- If the word is spelled correctly, the student gets a point. If not, the card goes back into the stack.
- Have students play until all the sentences have been completed with words correctly spelled. The partner with the most points wins.

Use Conventional Spelling

CC.3.L.2.e

## Write Dialogue

Day 3



Option 2

### Write a Story

- Have small groups of students create short stories with dialogue. Encourage the group to use as many spelling words as possible and to underline them in the story.
- Remind students to use commas, quotation marks, and periods correctly in their dialogue.

A Major Adventure at Sea  
Kai and Ana felt the rumble of the ship's engines. "We are atop the world in the Arctic Ocean," said Ana. She pointed into the distance. "Behold, an actual iceberg!"  
"What is that unusual shadow running down the side?" asked Kai. Then he saw the terror in Ana's eyes. "That's a crack in the iceberg. If that gigantic chunk falls, it may cause dangerous waves. They could flip our ship!"

Demonstrate Command of Spelling

CC.3.L.2

## Homophone Hints

Day 3



Option 3

### Play a Game

Have partners write hints to aid memory of each Watch-Out Word.

For example: *I eat meat at meals. Let's meet in the street in our bare feet.*

Have students highlight their memory clues.

Apply Word Analysis Skills

CC.3.Rfou.3

Demonstrate Command of Spelling

CC.3.L.2

## Alphabetize

Day 4



Option 1

### MATERIALS

index cards, 19 per student

### Prepare

Arrange students in small groups and have each student write each spelling word on a separate card. Point out that in a few words, the first letter is the same, and in some words, the first two letters are the same.

### Play a Game

- Have players turn their cards face down and mix them up.
- At a signal, players turn over their cards and arrange them in alphabetical order as quickly as they can.
- At another signal, players count the number of words alphabetized correctly. Players get one point for each word correctly alphabetized.
- Have students play two rounds, mixing the cards before each round. After two rounds, the player with the most points wins.

Use Spelling Patterns and Generalizations

CC.3.L.2.f

## Adding a Suffix

Day 4



Option 2

### MATERIALS

construction paper • scissors • markers • paper punch • yarn • pushpins • dictionary, one per pair of students

### Sentence Mobiles

- Have each pair of students fold a piece of construction paper lengthwise and cut along the fold to create 5 sentence strips, approximately 4" x 10" each.
- Have partners use markers to write one of these words in the top left half of each strip: *actual, apparent, colorful, tender, unusual*.
- Tell partners to write each word again with the suffix *-ly* in the top right half of the strip. Allow them to confirm spellings and meanings in a dictionary.
- Invite students to write the pair of words on each strip in one sentence.
- Punch holes in the strip for yarn. Tell students to loop the yarn through carefully and tie the ends at the top.
- Hang the sentence strips on the bulletin board with pushpins through the yarn.

actual      actually  
The actual storm will actually arrive on Friday.

Apply Word Analysis Skills  
Consult References

CC.3.Rfou.3  
CC.3.L.2.g

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

**Grammar: Use Adjectives and Adverbs**

## COMMON CORE STANDARDS

Explain the Function of Adjectives and Adverbs

Use Comparative and Superlative Adjectives and Adverbs

Demonstrate Command of Grammar and Usage

CC.3.L.1a

CC.3.L.1g

CC.3.L.1

## Day 1

### PROGRAM RESOURCES

**Adjectives vs. Adverbs: eVisual 7.19**

**Game: Practice Master PM7.18**

### Teach the Rules

Use the suggestion on page T446 to review adjectives and adverbs. Display **eVisual 7.19** to teach how to differentiate them.

#### Adjectives vs. Adverbs

An **adjective** tells about a noun and usually comes before it. Adjectives may also follow **is, are, look, feel, smell, or taste**.

The **furry** dog barked.  
The dog feels **brave**.  
The dog is **sweet**.

An **adverb** tells more about a verb. Adverbs can also make an adverb or an adjective stronger.

The storm arrived **suddenly**.  
The hurricane arrived **very quickly**.  
A **really cold** wind blew.

[NGReach.com](http://NGReach.com) Adjectives vs. Adverbs: eVisual 7.19

Elaborate on adjectives: *We don't say, "The dog feels bravely" or "The dog is sweetly."* Continue with adverbs: *We don't say, "The hurricane arrived quick" or "A real cold wind blew."*

### Play a Game

Have groups play the game on **Practice Master PM7.18**.

### Differentiate

#### EL English Learners

**ISSUE** In Hmong, Spanish, and Vietnamese, adjectives often follow the nouns they modify.

**STRATEGY** Have students contrast word order in their first language and English for these phrases: *the strong hurricane, the really big storm.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Match and Say**

**Directions:**

- Cut out the word cards and place them face down.
- Taking turns, pick one gray card and one white card. Form a sentence using the adjective on the gray card, for example: *The steady sun shines.* Then, form another sentence using the adverb on the gray card, for example: *The sun shines steadily.* If you like, add details to your sentence.
- If the group agrees that you used the words correctly, keep the card. If not, put it back in the pile.
- Play until all the cards are taken. The player with the most cards wins.

angry   angrily	bad   badly	quick   quickly
steady   steadily	gentle   gently	easy   easily
sun shines	hawk escaped	tree fell
wind blows	brother worked	cat caught

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[NGReach.com](http://NGReach.com) Practice Master PM7.18

## Day 2

### PROGRAM RESOURCES

**Adjectives vs. Adverbs II: eVisual 7.21**

### Teach the Rules

Use the suggestion on page T449 to review differences between adjectives and adverbs. Then display and discuss **eVisual 7.21**.

#### Adjectives vs. Adverbs II

Use **adjectives** to compare two **things**. Do not use adverbs.

Correct: A **hurricane** is **louder** than a **rainstorm**.

Incorrect: A hurricane is **more loudly** than a rainstorm.

Use **adverbs** to compare two **actions**. Do not use adjectives.

Correct: Lava **flows more slowly** than water **flows**.

Incorrect: Lava flows **more slow** than water flows.

[NGReach.com](http://NGReach.com) Adjectives vs. Adverbs II: eVisual 7.21

### Generate Sentences

Have each student write four sentences about tsunamis using the adverb *quickly*. Explain:

- In one sentence, use the adverb quickly in the third position.*
- In another sentence, use the adverb quickly in the sixth position.*

When students have completed their writing, have them share responses with another student.

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

### Differentiate

#### SN Special Needs

**ISSUE** Students have trouble generating sentences.

**STRATEGY** Say a sentence in response to each prompt. Have students tell if the response is correct by thumbs up and thumbs down:

- The tsunami quickly approached the village.* (up)
- The tsunami approached quickly.* (down)



Day 3

PROGRAM RESOURCES

Adjectives vs. Adverbs III: eVisual 7.22

MATERIALS

index cards, 6 per group

Teach the Rules

Use the suggestion on page T454–455 and eVisual 7.22 to distinguish between comparison adjectives and adverbs.

Adjectives vs. Adverbs III

Use <b>adjectives</b> to compare more than two <b>things</b> .	Correct: The dog was the <b>quickest one</b> to sense danger.	Incorrect: The dog was the <b>most quickly</b> one to sense danger.
Use <b>adverbs</b> to compare more than two <b>actions</b> .	Correct: We <b>studied</b> that volcano the <b>most carefully</b> of all.	Incorrect: We studied that volcano the <b>most careful</b> of all.

NGReach.com Adjectives vs. Adverbs III: eVisual 7.22

Play a Game

Copy and display the chart below and have groups write each sentence on a separate strip of paper. Then have groups write Use an adverb and Use an adjective on three cards.

Explain: Taking turns, each player chooses a strip of paper and reads the scene. Then, the player draws a card and follows the directions to compare the actions or things in the scene. If you use the adjective or adverb correctly, you get a point. Play until you have used all the cards and scenes.

Four dogs play happily.	Three speakers speak loudly.	Many kids climb carefully.
A group of students sits quietly.	Many teachers write quickly.	Four rivers flow slowly.

Differentiate

BL Below Level

ISSUE Students have difficulty using adjectives and adverbs correctly.

STRATEGY Provide sentence frames, such as these: One dog is playing the \_\_\_\_\_ of all. One dog is the \_\_\_\_\_ dog of all.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM7.19

Grammar and Writing

Distribute Practice Master PM7.19. Have students use editing and proofreading marks to correct errors with adjectives and adverbs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

**Edit and Proofread**

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

- correct use of adjectives and adverbs
- correct use of adjectives and adverbs that compare

^	Add.
↵	Take out.
⊙	Add period.

Rumble! Crash! Scott started walking very slow. "What was that?" he asked Rose.

"It sounded like something exploded loud," she said. Both looked at the mountains behind them. They saw a real huge cloud of black smoke far in the distance.

"I think that volcano just erupted!" said Rose. Her eyes were the biggest most big Scott had ever seen. Scott grabbed his sister's arm tight.

"Don't worry," Rose said. "It's very far away." But Scott didn't feel very safely. He just wanted to hide quiet under a bed. Just then, their mom arrived. She looked calmly.

"That volcano is too far away to cause us any harm," she told Scott and Rose. Scott was so happily to hear that! But he still hugged his mom the most tight he had ever hugged her.

For use with TE, p. T443v. **PM7.19** Unit 7 | Blast Crash! Splash!

NGReach.com Practice Master PM7.19

Day 5

PROGRAM RESOURCES

MATERIALS

Writing, Revising, and Editing Test: timer Assessment Masters A7.22–A7.23

Review and Assess

Display the chart. Have students write one sentence in each category in two minutes. Have partners check each other's work.

Adjective	Compare Two Things	Compare Three or More Things
strong	Dogs are stronger than cats.	Whales are the strongest animals of all.
Adverb	Compare Two Actions	Compare Three or More Actions
quickly	Tornadoes spin more quickly than hurricanes.	Of all storms, the winds of tornadoes spin most quickly.

Administer the Writing, Revising, and Editing Test.

# Week 3 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

✔ **Include Dialogue in Writing**

## COMMON CORE STANDARDS

Use Dialogue

Use Commas and Quotation Marks in Dialogue

Recognize Conventions of Spoken/Written English

CC.3.W.3.b

CC.3.L.2.c

CC.3.L.3.b

## Introduce Dialogue

Day 1



### PROGRAM RESOURCES

Dialogue Passage: eVisual 7.20

## Teach the Skill

Display **eVisual 7.20** and read aloud the passage.



### Dialogue Passage

"Look at those dark clouds!" cried Nyah. "We need to get indoors."

"What's a little water?" asked Tran. "We won't melt."

Coach Brown joined the kids on the baseball field.

"I saw lightning," Nyah told the coach.

"I'm not leaving," sulked Tran. "See how far away the storm is? Let's play ball until it's raining."

A bolt of lightning flashed in the sky. Seconds later thunder rumbled. "When thunder roars, go indoors," Coach quoted. He added, "Lightning is deadly."

NGReach.com

Dialogue Passage: eVisual 7.20



**INTERACTIVE WHITEBOARD TIP:** Circle quotation marks and punctuation.

Have three students read the dialogue for Nyah, Tran, and Coach Brown and another read the narration. Explain the skill: *Dialogue is what characters say to one another. It makes characters come alive and helps readers understand how characters react to what is happening.* Have volunteers describe how Nyah and Tran react differently to the storm. (Nyah with caution; Tran with impatience)

Point out Tran's informal dialogue and have a student read it with expression. Ask: *How does Tran sound?* (irritated, impatient) Explain that dialogue can help readers see a little of a character's personality and understand his or her feelings. Copy and display this example:

"Let's play ball," said Tran.  
"Isn't it risky?" asked Nyah.

Point out the quotation marks. Explain: *The quotation marks show where each character's exact words begin and end.* Explain that dialogue must have correct punctuation: *Punctuation for dialogue should always come before the second set of quotation marks. Every time there is a new speaker, begin a new paragraph.* Explain that the words directly before or after the quotation marks that name the speaker are called *dialogue tags*.

## Punctuate Dialogue

Day 2



Option 1

### PROGRAM RESOURCES

Dialogue Passage: eVisual 7.20

## Introduce

Display **eVisual 7.20**. Remind students that quotation marks show where dialogue begins and ends. Identify the dialogue tags (cried Nyah, asked Tran, sulked Tran, Coach quoted, He added) and remind students that a new paragraph begins each time a new character speaks.

Tell students that they will add punctuation to dialogue.

## Practice

Arrange students in small groups. Have each group study and discuss the punctuation in the **eVisual**. Tell them to talk together about how each punctuation mark helps to show how a character said something.

Copy and display the following sentences. When students have finished studying the model dialogue passage, have them copy the sentences and work together to add the correct punctuation to the dialogue.

1. "How can we play ball in this mess   ?" asked Tran.
2. "It's too muddy   ." said Nyah.
3. "But the big game is tomorrow   !" cried Tran.

## Character Dialogue

Day 2



Option 2

### PROGRAM RESOURCES

Dialogue Passage: eVisual 7.20

## Introduce

Display **eVisual 7.20**. Remind students that quotation marks show where dialogue begins and ends. Identify the dialogue tags (cried Nyah, asked Tran, sulked Tran, Coach quoted, He added) and remind students that a new paragraph begins each time a new character speaks.

## Practice

Have partners role-play a different conversation between Tran and Nyah. Encourage students to allow Nyah's and Tran's personalities to show in the way they say things.

Have students write their dialogue, using quotation marks and correct punctuation. Then have partners read their dialogue to another pair of students and listen to the dialogue that the other pair wrote.

**SUGGESTED PACING**

DAY 1 Teach the Skill  
 DAY 2–4 Daily Practice Options  
 DAY 5 Write on Demand; Review and Assess

**Write Dialogue**

Day 3



Option 1

**Introduce**

Remind students that characters' words give readers clues about how characters feel and how they react to events around them. Remind them that certain phrases tell when a character is speaking, such as *Dinakaran said*, *Mama asked*, and *Papa yelled*.

Have students turn to the illustrations on **Anthology** pages 452 and 453 of "Selvakumar Knew Better." Tell students to think about what Selvakumar might say if he could talk.

**Practice**

Have partners choose an illustration from "Selvakumar Knew Better" and have partners work together to write dialogue based on the illustration. Invite students to include Selvakumar as one of the speaking characters.

Circulate to see that students are correctly using quotation marks and other punctuation, and that they include phrases to show who is speaking and how.

**Write Dialogue**

Day 3



Option 2

**Practice**

Arrange students in pairs and have partners imagine the day after the tsunami in Dinakaran's town. Tell them to choose two or three characters, including Selvakumar if they like, and write a dialogue between them.

Copy and display the following questions to give students ideas as they write:

What are the characters doing? What will they do next?  
 How does this character feel about what happened?  
 Does each character react differently to the situation?  
 Who reacts how? How can you show that in the character's words?  
 What do people say to each other?  
 Does the dialogue show a little of the speaker's personality?

Circulate to see that students are correctly using quotation marks and other punctuation, and that they include phrases to show who is speaking and how.

**Revise Writing**

Day 4

**Practice**

Have students take out a short piece of narrative writing from their Weekly Writing folders. Then have them do the following:

- Proofread their writing to see if they have accurately used commas and quotation marks in dialogue.
- Edit their writing by adding more dialogue.

Remind students to try to show the characters' feelings and how they respond to what is happening around them.

**Review and Assess**

Day 5

**PROGRAM RESOURCES & MATERIALS**

**Writing, Revising, and Editing Test: Assessment Masters A7.23–A7.24**  
*highlighters, one per group*

**Review the Skill**

Copy and display each group with the following dialogue tags:

he said  
 she cried  
 he asked  
 she replied

Arrange students in small groups and have each group write four lines of dialogue, using each of the dialogue tags once. Have students use a highlighter to highlight the exact words of each character. Then have them circle the quotation marks and punctuation.

When students have finished writing, have them exchange papers with another group and check each other's work.

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

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

- ✔ Use Domain-Specific Words
- ✔ Explain Text Structure: Cause and Effect

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY


- Family Newsletter 7
- Unit Concept Map: Practice Master PM7.1
- Cause-and-Effect Chart: Practice Master PM7.17

### TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 7.18

## MATERIALS

timer



## WARM-UP

*What words do you use to tell someone about an idea or about what you're thinking?*  
(Possible responses: I think, I believe, in my opinion). Invite volunteers to share.

## Academic Talk

### 1 Express Opinions and Ideas Anthology page 444

Read aloud the instructions and play the **Sing With Me Language Song**: "Here's What I Think." Review: *To express your opinion, explain what you think or believe about a topic. Use opinion words and phrases such as I feel and in my opinion.*

Point out Larry's opinion about earthquakes in the first verse. Model restating it in your own words: *I believe it's important to learn about earthquakes.* Then replay the song and have students restate Nia's ideas and opinions in their own words. (Possible response: **Earthquakes** aren't too scary. We should just be prepared.)

Have partners take turns expressing opinions or ideas to each other about how to prepare for a different force of nature, such as a flood or a tornado.

## Power Writing

Have students write as much as they can as well as they can in one minute about forces of nature.

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

## Science Vocabulary

### 2 Key Words ✔ Anthology page 445

Model using **Vocabulary Routine 1** and the diagram on **Student eEdition** to learn the Key Words.

- **Pronounce the word and point to the image:** **earthquake**.
- **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 **earthquake** is a sudden shaking of the earth's surface.
- **Elaborate:** People make disaster plans to prepare for an **earthquake**.

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. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

### Key Words

earthquake · plate · shore  
tsunami · wave

## COMMON CORE STANDARDS

### Reading

Read and Comprehend Literature	CC.3.Rlit.10
Describe How Successive Parts Build	CC.3.Rlit.5
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

Explain Ideas and Understanding	CC.3.SL.1.d
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### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.3.L.4
Determine Meanings of Domain-Specific Words	CC.3.Rinf.4
Acquire and Use Academic and Domain-Specific Words	CC.3.L.6





I think \_\_\_\_\_.  
I believe \_\_\_\_\_.  
In my opinion, \_\_\_\_\_.

## Express Opinions and Ideas

Listen to Larry and Nia's song. Then use **Language Frames** to express your opinions and ideas about forces of nature.

**Song** ((MP3))

### Here's What I Think

**Larry:**

I think it is important  
That we understand—  
Earthquakes will occur,  
And they will shake the land.

**Nia:**

I believe most people  
Needn't be too scared.  
But, in my opinion,  
We must be prepared.

Tune: "Au Clair de la Lune"

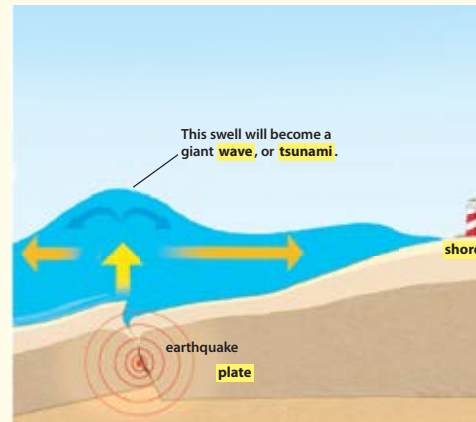


444

earthquake  
plate  
shore  
tsunami  
wave

## Key Words

Look at this diagram. Use **Key Words** and other words to talk about the picture. What happens because of an underwater **earthquake**?



### Talk Together

What forces under the sea can change Earth? How should you prepare for a disaster near the ocean? Talk to a partner. Express your opinions and ideas. Use **Language Frames** from page 444 and **Key Words**.

445

### STUDENT TECHNOLOGY



Student eEdition



Sing with Me



Resources

NGReach.com

**Anthology**  
pages 444–445

### 3 Talk Together **Anthology** page 445

Read aloud the instructions. Remind students that they expressed their opinions and ideas about forces of nature and how to prepare for them. Then have partners use the diagram to express their ideas and opinions about forces under the sea. Provide an example: *I think people should stay away from the **shore** after a large **earthquake** because a dangerous **tsunami** may be on the way.*

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words ✓

As students express their ideas and opinions, 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:

- *The land beside the sea is the \_\_\_\_\_ . ( **shore** )*
- *When one **plate** of the Earth's crust moves suddenly apart from another **plate**, it causes an \_\_\_\_\_ . ( **earthquake** )*
- *An underwater **earthquake** can cause a large sea wave called a \_\_\_\_\_ . ( **tsunami** )*

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T443w–T443x)
- ✓ Power Writing (T444, T446a, T450, T456, T463b)
- ✓ Writing (T446, T448–T449, T454–T455, T463a, T464)
- ✓ Writing Project (T465a–T465d)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

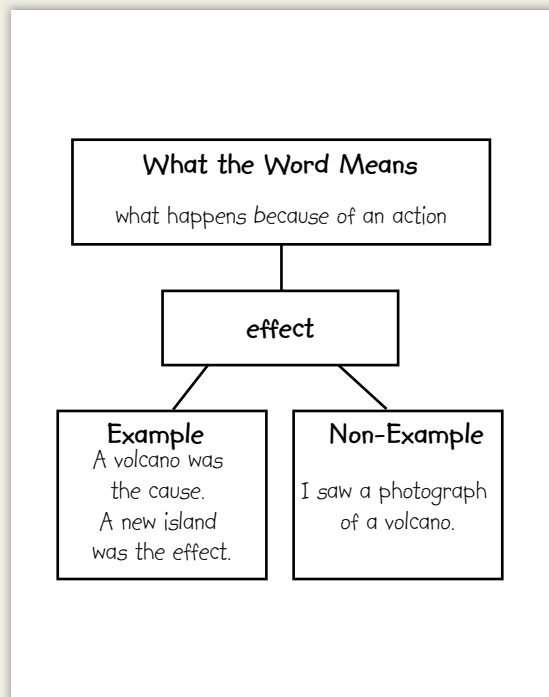
**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 7** for translations in seven languages.

### SN Special Needs

**ISSUE** Students have difficulty expressing their ideas about Key Words.

**STRATEGY** Guide students to pantomime actions or sounds related to the Key Words, such as showing a large tsunami wave with their arms. Have students name the Key Words and include them in sentences as they pantomime.

## Word Map



## Fluency

**Model Phrasing** Explain the concept: *Fluent readers read groups of words together. You can use punctuation like commas and periods to help you group words as you read.* Model phrasing with sentences from “A Great Idea.” Have students practice phrasing by reading aloud the song lyrics from **Anthology** page 444.

## Comprehension

**4 Cause and Effect** **Anthology** page 446

Read aloud the first paragraph on page 446. Use a Word Map to teach the word **effect**. Then display **eVisual 7.18** and read aloud “A Great Idea.”


**Read Aloud**
**Realistic Fiction**
**A Great Idea**

One night, Nia watched a special report about a huge **earthquake** in Japan. She was shocked by the damage and sadness the **earthquake** had caused. The news reporter said that an **earthquake** could happen in their own city. Nia wanted to do something.

Nia and her family researched how to make an emergency kit. They gathered items to store in a sturdy box, including flashlights, batteries, bottles of water, and canned food. Her little brother even added an old blanket that always made him feel safe.

At school, Nia’s teacher asked her to present what she had learned with the class. Nia made a poster called “How to Prepare for an **Earthquake**.” She explained the details to her classmates. Then she showed the emergency kit that her family had assembled. Soon, her classmates were bringing in supplies to make their own class emergency kit.

Nia and her friends visited several other classes. By the end of the year, each class had a brand new emergency kit. A large **earthquake** might never strike their city, but the kids in Nia’s school feel better knowing that they are already prepared.

**NGReach.com** Read Aloud: **eVisual 7.18**



**INTERACTIVE WHITEBOARD TIP:** Draw arrows from causes to their effects.

**5 Map and Talk** **Anthology** page 446

Have students read how to make a cause-and-effect chart. Then ask: *Why does Nia make an **earthquake** emergency kit?* (Nia hears that an **earthquake** could happen near her town.) Have partners identify more causes and effects from the story. (Nia shows the kit to her classmates, then Nia’s classmates want to make their own kit; Nia and her friends visit other classes, then other classes make kits.)

**6 Talk Together** **Anthology** page 446

Have students use **Practice Master PM7.17** to show cause-and-effect relationships they observe in the diagram on **Student eEdition** page 445.

**Check & Reteach**

**OBJECTIVE:** Explain Text Structure: Cause and Effect

Ask: *Why do **earthquakes** happen under the sea?* (a **plate** rubs against another **plate**)  
*What disaster can an **earthquakes** cause?* (a **tsunami**)

If students have difficulty identifying causes and effects, provide sentence frames:  
 Earthquakes happen because \_\_\_\_\_. Earthquakes can cause \_\_\_\_\_.

## Cause and Effect

The **cause** is why something happens. The **effect** is what happens. Causes and effects help you understand how events are related.

Look at these events in the classroom. How are they related?

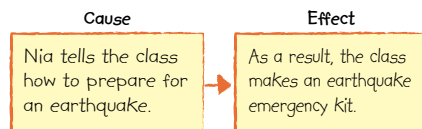


### Map and Talk

You can use a cause-and-effect chart to show what happens and why. Here's how you make one.

The cause goes in box 1. The effect goes in box 2. The arrow shows that the first event leads to the second event.

#### Cause-and-Effect Chart



#### Talk Together

Look back at page 445. Make a cause-and-effect chart for something that happens in the diagram. Share your chart with a partner.

446

Anthology page 446

## Writing

### 7 Write About Cause and Effect

Introduce: *Now you will write sentences that explain the causes and effects you discussed with your partner.* Model the process with "A Great Idea."

#### Think Aloud

First, I write the **cause**, or why something happens.

Then I write the **effects**, or what happens because of the cause.

#### Write

Nia shows the class her family's earthquake emergency kit.

Nia's emergency kit makes her classmates want to create their own class kit.

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

Have students use their completed **Practice Master PM7.17** to guide their writing. Have students add their sentences to their Weekly Writing folders.

**WRAP-UP** Ask: *What effects does an underwater earthquake have on Earth's surface?* Have partners add their answers to their unit concept maps.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T443s

### Daily Grammar ✓

Point to the tsunami diagram on **Anthology** page 445 and say: *The earthquake is powerful, and the wave moves quickly.* Then use page T443u to help students distinguish between adjectives and adverbs..

### Daily Writing Skills ✓

Tell students that quotation marks show where dialogue begins and ends. Then use page T443w to teach how to use dialogue in writing.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause-and-Effect Chart**

### Underwater Earthquakes

Make a cause-and-effect chart for the diagram on page 445. In the last row of your chart, predict one cause-and-effect relationship not shown on the chart.

Cause	Effect
Possible responses: Plates move under the ocean.	An earthquake happens.
An earthquake shakes the ground under the ocean.	A swell of water forms in the ocean.
A tsunami crashes onto the shore.	Trees, buildings, and other structures fall.

Use your chart to tell a partner about one cause-and-effect relationship related to a tsunami.

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## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

- ✔ Use Academic Words
- ✔ Form Generalizations to Comprehend Text

## PROGRAM RESOURCES


### PRINT & TECHNOLOGY

Family Newsletter 7

### TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook



## WARM-UP

Have students revisit the diagram of the tsunami on **Student eEdition** page 445. Ask: *How can water change Earth's surface?* Have small groups discuss their answers and then share them with the class.

## Power Writing

Have students write as much as they can as well as they can in one minute about *waves*.

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

## Academic Talk

### 1 Connect Causes and Effects

Explain: *When you discuss causes and effects, it's important to connect the cause to the effect in a clear way.* Tell students that using signal words such as *because, so, cause, and as a result* can help them connect causes and effects clearly. Then compare three statements:

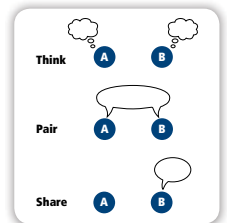
1. A **tsunami** hit the island, and there was a large underwater **earthquake**.
2. A **tsunami** hit the island because of a large underwater **earthquake**.
3. A large underwater **earthquake** caused the **tsunami**.

Point out how the signal words in statements two and three express a clear relationship between the cause and effect.

Say: *Now we will connect causes and effects described in "Volcano Views."* Use **Think, Pair, Share**.

- Have partners discuss how to connect one cause-and-effect relationship from "Volcano Views."
- Have students share their cause and effect statements with the class.

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



Think, Pair, Share

## Academic Vocabulary

### 2 More Key Words Anthology page 447

Say: *Let's learn some more words to help us talk about tsunamis.* 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: **power**.
- **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:** If something has **power**, it is strong.
- **Elaborate.** Relate the words to your experience: During one storm, the wind had enough **power** to knock down a tree in my yard.

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

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

### Key Words

power · rescue · sense  
signal · warn

## COMMON CORE STANDARDS

### Reading

Determine Meanings of Words and Phrases	CC.3.Rlit.4
Determine Meanings of Academic Words	CC.3.Rinf.4
Read and Comprehend Informational Texts	CC.3.Rinf.10
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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### Language and Vocabulary

Acquire and Use General Academic Words	CC.3.L.6
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### Speaking and listening

Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1
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## More Key Words

Use these words to talk about "Selvakumar Knew Better" and "Tsunami."

### power

(pow-ur) *noun*



If something has **power**, it is strong. The waves have the **power** to destroy a building.

### rescue

(res-kyū) *verb*



When you **rescue** someone, you save the person. A dog helps to **rescue** someone.

### sense

(sens) *verb*



When you **sense** something, you know it without being told. A cat can **sense** danger.

### signal

(sig-nul) *noun*



A **signal** is something that tells you what to do. The green light is a **signal** to walk.

### warn

(warn) *verb*



To **warn** people is to tell them that something bad may happen. She **warns** people to leave.

### Talk Together

With a partner, take turns telling a story with the **Key Words**.

The storm has a lot of power!

Mom warned us to stay inside.

Add words to My Vocabulary Notebook.  
NGReach.com

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

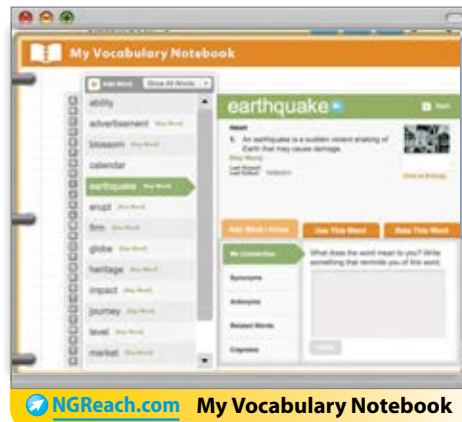
Anthology page 447

Have partners use page 447 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 447

Read aloud the instructions. Then have partners take turns telling an original story using the Key Words. Explain that their stories should include two or more Key Words. Ask volunteers to share their stories with the class.



## Best Practices

**Group Strategically** When students practice the vocabulary words, use word knowledge ratings from step 2 of the vocabulary routine to pair students who have different levels of word knowledge.

## Differentiate

### EL English Learners

**ISSUE** Students understand the definitions of the Key Words, but have difficulty applying the knowledge to their spoken language.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 7**. Use cognates for Spanish speakers:

power/poder      rescue/rescatar  
sense/sentir      signal/señal

### AL Above Level

**ISSUE** Students have already mastered understanding of the Key Words.

**STRATEGY** Challenge students to transfer their knowledge of the Key Words to another topic, such as tornado safety or school fire drills. Have them use two or more Key Words in sentences about the new topic.

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As partners tell stories, listen for correct usage of the Key Words.

If students have difficulty using the Key Words, have them use the photos and example sentences on page 447 as story starters. They can add details and story events that demonstrate their understanding of the vocabulary.

## Wordbench

○
generalization
gen-er-al-i-za-tion
general generic
generally generalize
gen=kind, group
-ization=making a statement
Meaning: making a statement about all members of a group

## Fluency

**Practice Phrasing** As partners read aloud the fact sheet, circulate and listen for correct phrasing.

## Comprehension

#### 4 Learn to Synthesize Anthology pages 448–449

Use a Wordbench to teach the term **generalization**. Then project **Student eEdition** page 448 and read aloud the instructions. Point to details in the image as you model forming a generalization:

- *I see the people running away from the huge **wave**.*
- *I know that in other emergencies people try to get away to somewhere safe.*
- *I think that most people try to get away from dangerous situations.*

#### 5 Talk Together Anthology page 449

Read aloud the instructions on page 449. Chorally read the first paragraph of “Three Tsunamis” and the sample generalization. Ask: *How does forming a **generalization** help you understand the fact sheet?* (Possible response: Forming a generalization about disasters helps me understand their **power**.)

Have partners read the rest of the fact sheet together and pause to form generalizations. Circulate and monitor their conversations.

## Check &amp; Reteach

**OBJECTIVE:** Form Generalizations to Comprehend Text 

Ask: *What **generalization** can you make about **tsunamis**?* (Possible response: I think that most coastal towns can be damaged by **tsunamis**.)

If students have difficulty forming generalizations, have them reread the third row of the fact sheet. Prompt making a generalization: *What did you read about the **tsunami** that hit Alaska?* (It caused hundreds of miles of coastal damage.) *What do you know about the power of **tsunamis**?* (They can flood coastlines and destroy communities.) *What statement can you make about most **tsunamis**?* (**Tsunamis** can destroy coastlines and communities.)

## Writing

#### 6 Write About Forming Generalizations

Introduce: *We are going to write a paragraph about forming **generalizations**.*  
Model the process.

Think Aloud	Write
<i>First, I will write a fact that I read.</i>	I read that tsunamis are powerful waves of water.
<i>Then I will write what I know about the topic.</i>	I know that many people have homes by the shore.
<i>Then I will write a generalization about the topic.</i>	When I put these two ideas together, it helps me understand that tsunamis can be very dangerous for people who live by the shore.

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

## Learn to Synthesize

Look at the photo. Notice the people. Would most people act like that if they saw huge **waves**? **Form a generalization**, or decide what most people would do.



A **generalization** is a statement that applies to many situations. When you read, you **form generalizations**, too.

### How to Form Generalizations

1. Pay attention to the important ideas in the text.  
I read \_\_\_\_\_.
2. Think about the ideas. How are they like things you know from your own life?  
I know \_\_\_\_\_.
3. Make a statement that seems true for both the text and what you know.  
I think that most \_\_\_\_\_.

448

### Language Frames

- I read \_\_\_\_\_.
- I know \_\_\_\_\_.
- I think that most \_\_\_\_\_.

### Talk Together

Read Nia's fact sheet. Read the sample generalization. Then use **Language Frames** to make generalizations as you read. Tell a partner about them.

### Fact Sheet

#### Three Tsunamis

This fact sheet will give you an idea of a **tsunami's power**. People were not **warned** in time to escape these disasters. There were no warning **signals**. People did not **sense** the tsunamis coming. Many people were **rescued**, but many others lost their lives.

#### Earthquake Energy Scale

4.0 Light 5.0 Strong 7.0 Major 8.0 Great 9.0 Greater 10.0 Greatest

Time, Place, Size	Cause	Effect
2004 Indian Ocean; Waves up to 50 feet	9.0 undersea earthquake	Flooded the coastlines of 12 countries; swept away islands and villages
1998 Papua, New Guinea; Waves up to 40 feet	Undersea landslide created by 7.1 undersea earthquake	Destroyed at least two villages
1964 Alaska and northwestern United States; Waves up to 220 feet	9.2 undersea earthquake	Caused hundreds of miles of coastal damage from Alaska to Northern California

#### Sample Generalization

"I read that people did not sense the tsunamis. I know about other tsunamis that people did not know were coming. I think that most people cannot tell that a tsunami is coming."

← = A good place to form a generalization

449

Anthology  
pages 448–449

Have partners write a paragraph about how they formed a generalization by combining information from the text with their own knowledge and then applying it broadly. Encourage them to describe how the generalization helped them to understand the text.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

## Daily Language Arts

### Daily Spelling and Word Work

Practice Page T443s

### Daily Grammar

Point to the photo on Anthology page 448. Say: *The wave is taller than the cars. It is moving faster than the man.* Then use page T443u to help students distinguish between comparison adjectives and comparison adverbs.

### Daily Writing Skills

Remind students that quotation marks show where dialogue begins and ends. Then use page T433w to practice skills for writing dialogue.

## WRAP-UP

Remind students that they learned more Key Words about forces of nature. Have partners look back at the photo on **Anthology** page 448. Have them work together to create sentences about the photo using the Key Words. Then have them share their sentences with the class.

## Differentiate

### AL Above Level

**ISSUE** Students satisfy the minimum requirement in their writing about forming generalizations.

**STRATEGY** Challenge students to form several generalizations by putting together the information from "Three Tsunamis" and what they already learned from the earthquake-tsunami diagram on page 445.

### OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

- ✓ Explain Text Structure: Cause and Effect
- ✓ Form Generalizations to Comprehend Literature

### PROGRAM RESOURCES

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2  
Track 16

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 *power*.

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

### COMMON CORE STANDARDS

#### Reading


Ask and Answer Questions	CC.3.Rlit.1
Explain How Illustrations Contribute to Text	CC.3.Rlit.7
Read and Comprehend Literature	CC.3.Rlit.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read with Purpose and Understanding	CC.3.Rfou.4.a

#### Writing

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

#### Language and Vocabulary

Demonstrate Command of Punctuation	CC.3.L.2
Acquire and Use Academic and Domain-Specific Words	CC.3.L.6



## WARM-UP

Remind students that fictional stories can be based on things that actually happened in the past. Ask for volunteers to share the titles of stories, movies, or television programs they know which are based on past events.

## Vocabulary Practice

### 1 Expand Word Knowledge ✓

Students will practice Key Words by creating Upright Visual Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **shore**.

- Fold a sheet of paper into four rectangular sections. In the first section, write **shore**.
- In the second section, draw a picture of a stick figure standing by a lake.
- In the third section, add a definition: land at the edge of an ocean, river, or lake.
- In the fourth section add a context sentence: I like to walk by the lake's shore.

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

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

#### Key Words

earthquake · effect · generalization  
plate · power · rescue · sense · shore  
signal · tsunami · warn · wave

## Academic Talk

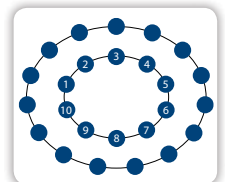
### 2 Preview and Predict

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

Display these Key Words: *tsunami, wave, power, sense, signal* and *warn*. Use a **Fishbowl** to have students share their predictions about "Selvakumar Knew Better."

- Have students preview the illustrations on **Anthology** pages 451–462 independently.
- Have students sit in two circles. One group sits facing inward, the other group sits in a large circle around them.
- Have students on the inside discuss their predictions while students on the outside listen and evaluate the predictions. Encourage students to use Key Words and to convey ideas precisely.
- Have groups reverse positions to make more predictions.

For **Fishbowl** see page BP45.



**Fishbowl**



## Read Historical Fiction

### Genre

**Historical fiction** is a made-up story based on real events and people from the past.

### Dialogue

Dialogue is what characters say to one another in a story. Writers use quotation marks to show dialogue.

Selvakumar whined, and Mama said, “Hush.” Selvakumar barked, and Dinakaran complained, “Quiet, I’m trying to concentrate.”

Quotation marks show a character’s exact words.

# Selvakumar Knew Better

by Virginia Kroll

illustrated by Xiaojun Li



STUDENT  
TECHNOLOGY



Student  
eEdition



Read  
with Me



My Vocabulary  
Notebook



Comprehension  
Coach

NGReach.com

Comprehension Coach

450

Anthology  
pages 450–451

## Reading

### 3 Read a Story Anthology pages 450–451

**GENRE** Have a volunteer read aloud the definition of historical fiction. Explain: *This story is based on events that happened to a real family in 2004. The author added dialogue and details to the real events.*

**DIALOGUE** Ask a volunteer to read aloud the definition of dialogue. Reinforce the concept: *The characters are the people and animals in a story. There are quotation marks around the words the people say but not the sounds the dog makes.*

**SOCIAL STUDIES BACKGROUND** Display a world map showing the location of India. Share information to build background: *The story takes place in South India. South India is surrounded on three sides by oceans.*

Have students read pages 452–455. See **Differentiate**

## Differentiate

### BL Below Level

**TEXT-TALK READ ALOUD**  
As you read aloud the story, pause to provide a short explanation of each Key Word.

### OL On Level

**READ TOGETHER** Have partners whisper read the selection. Use the questions to build comprehension.

### AL Above Level

**READ INDEPENDENTLY**  
As students read silently, have them note causes and effects. They can use the questions to build comprehension.

**1** **Set a Purpose**  
Find out what a dog **senses** that his human family does not.

The December day in south India **dawned** like any other, **kissed by the golden sun**. Papa came back with his boat full of fish. Mama made breakfast for seven-year-old Dinakaran and his two little brothers. That day seemed like any other day, but Selvakumar **knew better**. **2**

Selvakumar felt a **rumbling** in his belly. His legs **were restless**, and his scruffy yellow fur stood on end. His ears perked up, listening for the sound that had already started.



In Other Words  
**dawned** started  
**kissed by the golden sun** with bright sunshine  
**knew better** thought something else

**rumbling** shaking  
**were restless** felt strange

452

His family didn't **notice**. Papa was busy unloading his **catch**, and Mama was hanging her laundry. Dinakaran was finishing his homework, while the younger boys ran around the yard.

Selvakumar **whined**, and Mama said, "Hush." Selvakumar barked, and Dinakaran complained, "Quiet, I'm trying to **concentrate**."

Suddenly, a strange roaring sound began. Mama thought that a thunderstorm was coming, but Dinakaran and his brothers thought it was an extra-loud train. Papa ran to a nearby building's roof to **investigate**.



In Other Words  
**notice** see  
**catch** fish  
**whined** made a crying sound

**concentrate** think  
**investigate** find out what was happening

453

Anthology  
pages 452–453

## Fluency

**Practice Phrasing, Accuracy, Rate** As students read, monitor their phrasing, accuracy, and rate.

## Answers Before You Move On

- 1. Generalize**  Selvakumar **senses** the **tsunami** before the family. I read that Selvakumar hears a sound, but no one else does. I know that my dog can hear sounds that I can't hear. I think that most dogs have a better sense of hearing than people.
- 2. Cause/Effect**  Dinakaran feels afraid. He runs home because he feels safe there.

## Read and Build Comprehension

- 1 Set a Purpose** Have a volunteer read aloud the purpose statement. Discuss what might happen in the story.
- 2 Form Generalizations**  *Based on the text and what you know, what **generalization** can you form about Dinakaran's family?* (Possible response: I read that Papa fishes, Mama cooks breakfast and does laundry, and Dinakaran does homework. I know that these are all chores or work. I think that his family is busy and hardworking.)
- 3 Analyze Cause and Effect**  *What causes the **tsunami**?* (Possible response: The **tsunami** is caused by a strong **earthquake** under the ocean.)

## Check & Reteach

**OBJECTIVE: Explain Text Structure: Cause and Effect**

Check for accurate responses to the comprehension question 3, above.

If students can't identify a cause, ask questions about the effect: *Why does Selvakumar feel a rumbling in his belly?* (he feels the **earthquake**) Explain that this is the cause of the tsunami.

**OBJECTIVE: Form Generalizations to Comprehend Literature**

Monitors the generalizations students make in response to question 2, above.

If students have difficulty forming a generalization, prompt:

- *What jobs do Dinakaran's family members do?*
- *What do you know about these tasks?*
- *What can you say about how this family works together?*



But Selvakumar knew better. The **vibrations** traveled up his padded paws. His skin prickled with fearful goose bumps from his black nose to his tufted tail. He wanted to run, but he **dared not** leave his family. Sometimes humans didn't **realize**.

Why were they waiting? Didn't they know that a mighty **earthquake** had rumbled under the ocean and would soon bring raging **waves** onto the **shore**?

And then Papa shouted **desperately** from the rooftop, "**Tsunami**! Run!"

In Other Words  
**vibrations** shaking of the ground  
**dared not** did not want to  
**realize** know what was happening  
**desperately** with fear

Mama screamed, "Sons, come on!" She grabbed a little one under each arm. "Dinakaran, run! You're **swift** and strong. Follow me up the hill. Fast!"

But the roar had gotten louder, cutting off her words. All that Dinakaran had heard was, "Run!" And he ran back to his family's house close to the shore, where he thought he would be safe.

But Selvakumar knew better. He barked and howled, but the sound of **approaching waves drowned out** his voice, too.



In Other Words  
**swift** fast  
**approaching waves drowned out** the **tsunami** made it hard to hear

► **Before You Move On**

1. **Generalize** What does Selvakumar **sense**? Think about dogs. What can you say about dogs and their senses?
2. **Cause/Effect** Why does Dinakaran run home instead of up the hill?

**Anthology**  
pages 454–455

## Writing

### 4 Write Dialogue

**REVIEW** Ask: *What is dialogue?* (words that characters say to one another in a story) Display **Student eEdition** pages 454–455 and have students identify examples of dialogue. Point out the quotation marks.

Then explain that students will write dialogue for an imaginary conversation between Selvakumar and Dinakaran. Ask: *What do you think Selvakumar would have told the boy if he could talk? How would Dinakaran have responded?*

After completing their dialogues, have partners check for correct usage of quotation marks. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

### Daily Language Arts

**Daily Spelling and Word Work** ✓  
Practice page T443t

**Daily Grammar** ✓  
Point to the illustration on **Anthology** page 452 and say: *Selvakumar is the bravest dog of all. He knows best of all.* Then use page T433v to help students distinguish between more comparison adjectives and adverbs.

**Daily Writing Skills** ✓  
Point out the sentence "Sons, come on!" on **Anthology** page 455. Explain that this is an example of informal dialogue. Then use page T443x to practice writing dialogue.

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty generating ideas for dialogue.

**STRATEGY** Have partners first role-play the conversation. Then have them write their dialogue sentences using the correct punctuation.

## WRAP-UP

Remind students that Selvakumar tries to communicate with Dinakaran by barking and howling. Have partners think about and discuss the different ways that animals communicate with people.

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

- ✓ Explain Text Structure: Cause and Effect
- ✓ Form Generalizations to Comprehend Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 7

### TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2  
Tracks 17–18

Digital Library: Key Word Images

My Vocabulary Notebook

Comprehension Coach

## MATERIALS

timer • Upright Visual Organizers from Day 3



## WARM-UP

Remind students they have been reading about natural disasters. Have students share what they learned when talking to their families about natural disasters as part of the **Family Newsletter 7** activity.

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

Ask and Answer Questions	CC.3.Rlit.1
Determine Central Message	CC.3.Rlit.2
Explain How Illustrations Contribute to Text	CC.3.Rlit.7
Read and Comprehend Literature	CC.3.Rlit.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read with Purpose and Understanding	CC.3.Rfou.4.a

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.3.L.6
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## Vocabulary Practice

### 1 Share Word Knowledge ✓

**REVIEW** Have students use the Upright Visual Organizers they made on Day 3. Review what the organizers show.

### Key Words

earthquake · effect · generalization  
plate · power · rescue · sense  
shore · signal · tsunami · warn · wave

Pair each student with a partner who

studied a different Key Word. Have partners follow **Vocabulary Routine 3**:

- Partners take turns reading their organizers.
- The partners discuss how the pictures show the meanings of the Key Words.
- Partners work together to create sentences using both Key Words.
- Each student adds the sentences to **My Vocabulary Notebook**.

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

## Academic Talk

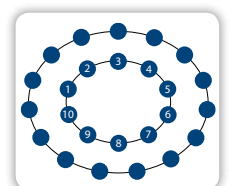
### 2 Summarize Reading

**REVIEW** Remind students: *When you summarize a story, you briefly describe the most important events.* Explain that students will use Key Words as they summarize what they have read of “Selvakumar Knew Better.”

Write these Key Words: *earthquake, shore, tsunami, wave, sense.* Then use a **Fishbowl** to help students summarize.

- Have students on the inside summarize pages 452–453.
- Have students on the outside listen for Key Words and the most important events.
- Have groups change positions. The new inside group summarizes pages 454–455.

For **Fishbowl**, see page BP45.



**Fishbowl**

**1** Predict

What will Selvakumar do to help Dinakaran?

**AL** Selvakumar **nipped at Dinakaran's heels**, but the boy wouldn't **budge**. "Go." Dinakaran **shooed** the dog away, but Selvakumar knew better and would not give up. He grabbed Dinakaran's shirt in his teeth. He pulled and tugged until his teeth hurt. With all his strength, he dragged Dinakaran back outside and bumped him from behind. Finally the boy understood. **2**



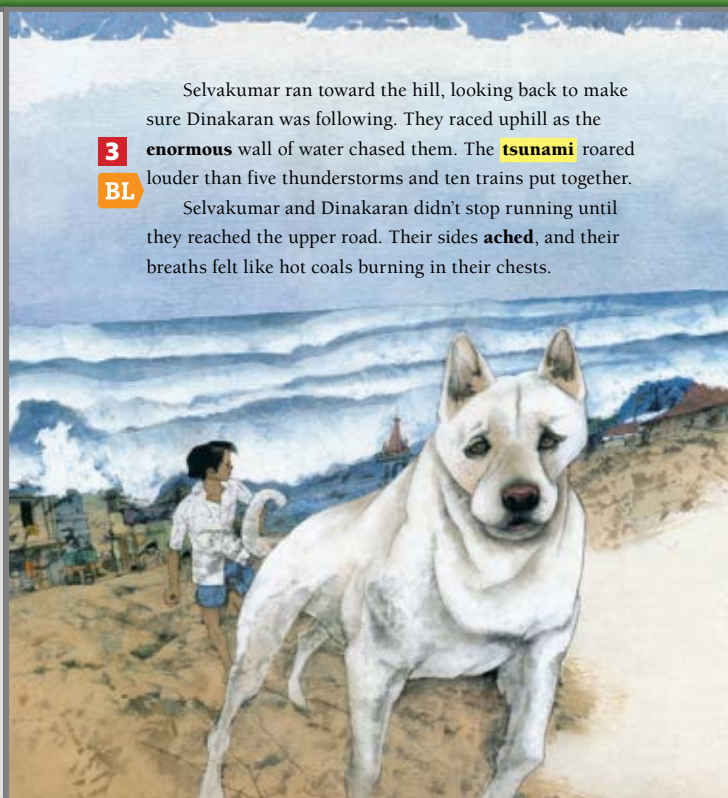
In Other Words  
**nipped at Dinakaran's heels** bit the boy's feet  
**budge** move  
**shooed** pushed

456

Selvakumar ran toward the hill, looking back to make sure Dinakaran was following. They raced uphill as the **enormous** wall of water chased them. The **tsunami** roared louder than five thunderstorms and ten trains put together.

**3**  
**BL**

Selvakumar and Dinakaran didn't stop running until they reached the upper road. Their sides **ached**, and their breaths felt like hot coals burning in their chests.



In Other Words  
**enormous** huge  
**ached** hurt

457

## STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
 pages 456–457

## Reading

### 3 Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Have students give reasons to support their predictions. (Possible response: I think Selvakumar will make Dinakaran leave the house because he knows the **tsunami** is coming quickly.)
- 2 Analyze Cause and Effect**  *Why does Selvakumar nip at Dinakaran's heels and grab his shirt?* (Selvakumar knows the **tsunami** is coming and that Dinakaran must leave the house to get to safety.)
- 3 Visualize** *Which words or phrases from the story help you visualize the **tsunami**?* (Possible response: I read the words enormous wall of water chased them. I picture a huge wall of water rising behind them. I feel afraid for them.)

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty visualizing the tsunami in question 3.

**STRATEGY** Have students imagine how things might look, sound, smell, and feel. Tell them to create a picture of these details in their minds. Then ask: *How does visualizing this scene make you feel as you read?*

### AL Above Level

**ISSUE** Students read so quickly that they miss important details.

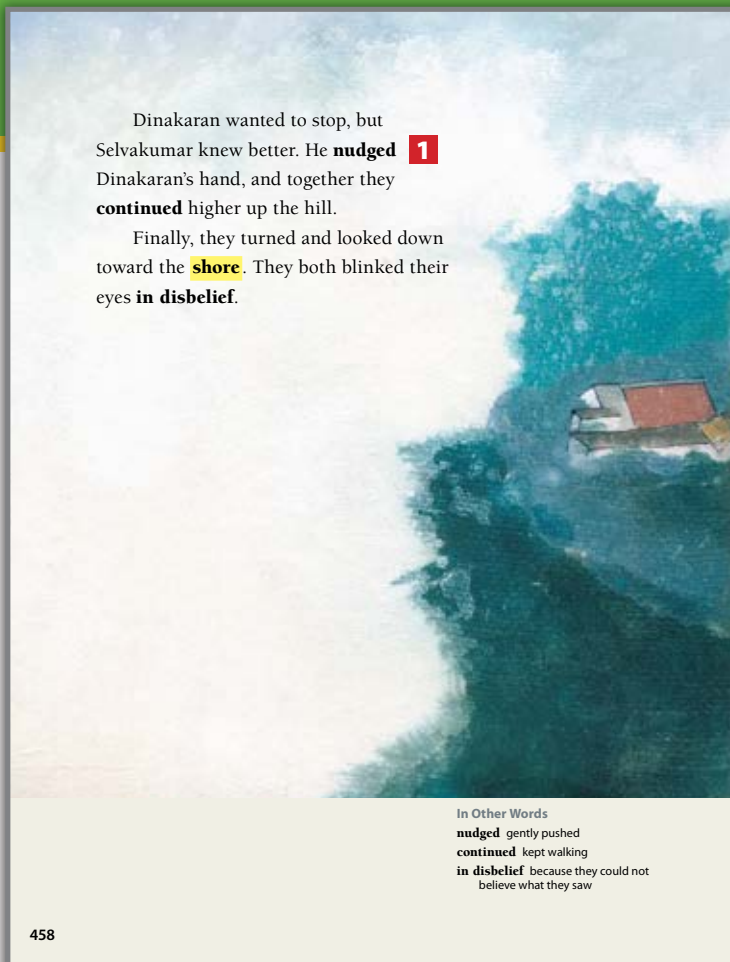
**STRATEGY** Reread **Anthology** page 457. Have students note details and work with a small group to visualize and role-play the scene.

## Fluency

**Practice Phrasing, Accuracy, and Rate** As students read, monitor their phrasing, accuracy, and rate.

Dinakaran wanted to stop, but Selvakumar knew better. He **nudged** **1** Dinakaran's hand, and together they **continued** higher up the hill.

Finally, they turned and looked down toward the **shore**. They both blinked their eyes **in disbelief**.



In Other Words  
**nudged** gently pushed  
**continued** kept walking  
**in disbelief** because they could not believe what they saw

458

Anthology page 458

## Mini Lesson

### Use Illustrations

Explain: *Many stories include text features like illustrations to help readers understand events and visualize details from the text.* Display **Student eEdition** pages 458–459. Read aloud page 459 and point out how details in the illustration support the text to show the power of the tsunami.

Then explain: *Illustrations can also give information that isn't directly stated in the text, such as how characters feel.* Display page 456 and say: *Look at the details the artist includes in this illustration. Which details give clues about how Selvakumar feels?* (Possible response: Selvakumar is pulling Dinakaran's shirt. He has a fierce expression. This tells me he is determined to save Dinakaran from the **tsunami**.)

To check understanding, have students study the illustration on page 455. Ask:

- *What event from the text does this illustration show?* (Dinakaran is hiding in his house.)
- *What can you tell about Dinakaran's feelings from the illustration?* (Possible response: Dinakaran is huddled in the house and has a worried expression on his face. These details show me that he feels scared and worried.)

The **wave** had swallowed everything. It had **snapped** trees as if they were **brittle** little sticks. It had **collapsed** all the houses flat as if they'd been birds' nests.

2 3 EL AL



In Other Words  
**snapped** broken  
**brittle** dry  
**collapsed** smashed

► **Before You Move On**

1. **Confirm Prediction** Did you predict what Selvakumar would do? Explain.
2. **Make Inferences** Why do you think Dinakaran was in disbelief when he looked at his village down below?

459

Anthology page 459

## Read and Build Comprehension

- 1 **Describe Character** *How would you describe Selvakumar? Use details from the text to support your answers.* (Possible responses: Selvakumar is determined. He makes sure that Dinakaran keeps moving until they are safe.)
- 2 **Analyze Cause and Effect** ✓ *What happens as a result of Selvakumar's nudging?* (Possible response: The boy and dog avoid being swallowed by the **tsunami**.)
- 3 **Form Generalizations** ✓ *Based on what you read in the story and your own knowledge, what **generalization** can you form about **tsunamis**?* (Possible response: I read that this **tsunami** collapses all the houses. I know that tsunamis cause a lot of damage. I think that most **tsunamis** are powerful.)

## Differentiate

### EL English Learners

**ISSUE** Students have difficulty forming generalizations about tsunamis.

**STRATEGY** Have partners list two things they know about tsunamis from their prior knowledge, the diagram on page 445, or the Three Tsunamis chart on page 449. Then have them list two details about tsunamis from the story. Have them complete the sentence frame: I think that most tsunamis \_\_\_\_\_.

### AL Above Level

**ISSUE** Students go far beyond the generalization the text implies.

**STRATEGY** Have students critique their generalization by identifying specific details in the text to which it can be linked.

## Answers Before You Move On

1. **Confirm Prediction** Possible response: Yes, I predicted that Selvakumar would try to save Dinakaran from danger.
2. **Make Inferences** Possible response: I read that the wave collapses all the houses as if they are birds' nests. I know that houses are very sturdy. So I think that Dinakaran was in disbelief that a wave could cause such damage.

**1** ▶ **Predict**  
What will happen next to  
Selvakumar and Dinakaran?

In the distance, Selvakumar and Dinakaran heard Mama's voice. "Dinakaran," she **wailed** over and over. "My **firstborn** son is lost!" They walked toward the sound and found her rocking back and forth as her younger sons **sobbed** beside her.

Selvakumar **yipped and bounded** toward her, and Mama's head **snapped up**. She swiped her tears and stared at Dinakaran. "My precious son, you're alive!" she whispered. Dinakaran rushed into her arms, and she covered him in grateful kisses.



In Other Words  
**wailed** cried  
**firstborn** oldest  
**sobbed** cried loudly  
**yipped and bounded** barked and ran  
**snapped up** looked up quickly

460



"I-I went to th-the house, Mama. I-I thought I'd be sa-safe. B-but Sel-Selvakumar knew better," he **sputtered** as his tears mixed with Mama's. He told her about what the dog had done.

Mama let go of Dinakaran and hugged Selvakumar hard. Selvakumar greeted the smaller boys with face licks.

Papa joined them after the **tsunami** disappeared, and when he heard the story, he sobbed into Selvakumar's fur, too. Then they were all a mother-father-brothers-dog **thankful heap** of hugging. **2**

In Other Words  
**sputtered** said excitedly  
**thankful heap** happy group

461

**Anthology**  
pages 460–461

## Read and Build Comprehension

- 1 Predict** Read aloud the predict question on page 460. Then ask: *What can you predict based on the illustrations?*
- 2 Analyze Cause and Effect** ✓ *What causes Dinakaran's mother to wail? (She thinks Dinakaran is lost.) What effect does Dinakaran's appearance have on the family? (It causes them great joy.)*
- 3 Interpret** *What is the meaning of the last line? What does Selvakumar know better? (He knows that although the grownups say they lost everything, they did not, because everyone in the family is alive, healthy, and together.)*

## Check & Reteach

**OBJECTIVE:** Explain Text Structure: Cause and Effect ✓

Check for accurate responses to all of the questions about cause and effect.

If students have difficulty, ask: *Why does the tsunami strike the village?* (an underwater **earthquake**) *This is the cause. What happens to the village as a result of the tsunami?* (Trees and houses are flattened.) *This is the effect.*

**OBJECTIVE:** Form Generalizations to Comprehend Text ✓

Check that students form generalizations correctly.

*How does Mama feel when she can't find Dinakaran?* (She is sad and scared.) What do you *know about situations like this?* (I know that most mothers worry about their children.) *How do you think most mothers would feel?* (Most mothers would worry and feel frightened during a disaster.)

## Answers Before You Move On

- 1. Confirm Prediction** The characters made it to safety and took refuge in a shelter. Yes, my prediction was correct.
- 2. Dialogue** The quotation marks, indents, and dialogue tags show that it is dialogue.





Later, the other **survivors** of the village gathered in a **temporary shelter**. They heard about many, many lives that had been lost.

As Dinakaran and Selvakumar rested, they heard the grownups talking.

“We’ll never **recover**,” moaned one man.

“We’ve lost absolutely everything,” someone else said.

But Selvakumar felt the regular rhythm of Dinakaran’s chest rising and falling under his chin. Then he heard Dinakaran’s little brothers nearby. He smelled the familiar scents of Papa and Mama.

**3** And Selvakumar knew better. ❖

**In Other Words**

**survivors** people who escaped the **tsunami**

**temporary shelter** safe place

**recover** fix everything; have the same things we used to

**► Before You Move On**

**1. Confirm Prediction** What happened to the characters? Was your prediction correct?

**2. Dialogue** Look at the dialogue on this page. What tells you it is dialogue?

462

Anthology page 462

## Mini Lesson

### Determine Central Message

Explain: *Some stories include a central message, or lesson, about life. To figure out the central message of a story, look closely at key details from the text.*

Provide steps for identifying a central message using details and examples from “Selvakumar Knew Better.”

- *First, think about the big ideas in the story. Look at the title and illustrations. What words and ideas does the author repeat?* (Possible responses: family, **tsunamis**, cooperation, **senses**, “Selvakumar knew better”)
- *Think about what the characters do and say. Think about the important events in the plot. How do these relate to the big ideas from the story?* (Possible responses: Selvakumar does everything he can to save his family. The family survives and is grateful to be together. They get ready to rebuild their village. This shows how everyone cooperates during the disaster.)
- *Put the ideas together to see what lesson you can learn from the text. Give a general statement that is true for many people and situations.* (Possible response: We can face many challenges if we work together.)

To check understanding, have partners think about other stories they have read, such as “Melt the Snow!” on page 282 and “The Legend of Raven and Fog Woman” on page 390. Have them follow the steps to determine the central message. (Responses will vary but should include what idea about life or human nature the author expresses in the story.)

**AWARD WINNER**

**Meet the Illustrator**

## Xiaojun Li

“Like many people around the world, the tsunami disaster shocked me and my family,” says Xiaojun Li. After reading the story of *Selvakumar Knew Better*, Mr. Li researched images of the tsunami. “When I felt confident that I could express the powerful emotions felt by the victims, I began the illustrations.”

Mr. Li used photographs to create the sketches of Dinakaran, his mother, and the setting.



▲ Dinakaran, his mother, and Selvakumar



▲ Xiaojun Li at his home studio

**Artist's Craft**

Mr. Li uses details in his art to show people's emotions. Point to a picture of a character in the story. Tell what the person is feeling or thinking. How does Mr. Li's art show this?

463

Anthology page 463

### 4 Meet the Illustrator

Have students silently read the biography. Point out the photograph of the real family from the story. Explain: *The story “Selvakumar Knew Better” was based on the true story of a dog and his family who survived a tsunami in 2004.*

After students read the biography, build comprehension:

- **Synthesize** *What does the biography help you understand about the illustrations in the story?* (Possible response: I read that Mr. Li researched images of the tsunami. I know that it helps to look at pictures to understand events. I think that the illustrations are realistic.)
- **Make Inferences** *What was important to Mr. Li about creating the illustrations?* (Possible response: I read that he wanted to express the emotions of the victims correctly. I know that the tsunami was a real event that touched many people's lives. So I think Mr. Li wanted the illustrations to be as realistic and respectful as possible.)
- **Make Connections** *Does Mr. Li remind you of other illustrators or photographers you have read or heard about? Explain.* (Possible response: The topic is about how Mr. Li showed real events with illustrations. This makes me think of photographer Carsten Peter. He photographs real places like the volcanoes in “Volcano Views.” Now I understand how important it is for illustrators and photographers to show real places and events accurately.)

# Writing

## 5 Artist's Craft Anthology page 463

Read aloud the instructions in the **Artist's Craft** feature on page 463.

Display **Student eEdition** page 460 and say: *In this illustration, Dinakaran and his mother are hugging each other. We can tell that they are very happy to be together. The artist shows this by their body language and how tightly they are hugging.*

Model writing sentences about how the illustrator includes details to show how Dinakaran and his mother feel on page 460.


Think Aloud	Write
<i>First, I describe what emotion the characters are feeling in the illustration.</i>	Dinakaran and his mother are both very relieved and happy to see each other.
<i>Next, I write about how the artist shows the characters' feelings.</i>	The artist shows Mama's arms tightly around Dinakaran, and she is holding his head. His face is buried in her shoulder.

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

Have students choose an illustration from the story and write sentences to describe it. Remind them to explain how the artist includes details to show the characters' thoughts or feelings.

Have students add their sentences to their Weekly Writing folders.

See **Differentiate**



**WRAP-UP** Have partners brainstorm two or three questions they would like to ask Xiaojun Li about his illustrations for "Selvakumar Knew Better." Volunteers can then share their questions with the class.



### Daily Language Arts

**Daily Spelling and Word Work** ✓  
Practice Page T443t

**Daily Grammar** ✓  
Point to the adverb *higher* on **Anthology** page 458 and the adjective *little* on **Anthology** page 459. Then use page T443v to practice adjectives and adverbs.

**Daily Writing Skills** ✓  
Point out the dialogue on **Anthology** page 462. Then use page T443x to practice skills for writing dialogue.

## Differentiate

### EL English Learners

**ISSUE** Students lack language proficiency necessary to explain what a character feels.

**STRATEGY** Prompt with forced-choice questions using words for emotions, such as: *Does Dinakaran feel upset or pleased? Does his mother seem sad or relieved?*

### BL Below Level

**ISSUE** Students cannot synthesize the artist's details about how a character feels.

**STRATEGY** Remind students that what they see in the picture gives clues about how the character is feeling. Provide sentence frames for students to complete: In the picture, Dinakaran \_\_\_\_\_. This tells me he feels \_\_\_\_\_.

# Day 5 Review and Apply

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

- ✓ Explain Text Structure: Cause and Effect
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM7.20
- Cause-and-Effect Chart : Practice Master PM7.21
- Fluency Practice: Practice Master PM7.22


### TECHNOLOGY ONLY

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

## Power Writing

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

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



## WARM-UP

Tell students they will be playing a Key Words game. Have students form two-person teams. Each team has two minutes to write as many sentences as possible that contain Key Words. The team with the most complete sentences at the end of two minutes is the winner.

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write: **effect, generalization**. Point out the other Key Words on **Student eEdition** page 464. Then have students apply their knowledge of the Key Words to play a game called “Rivet.” Explain the rules:

- *The Referee writes a blank for each letter of a Key Word. For example, for the word wave, I will write \_\_\_\_\_.*
- *Next the Refere gives a clue about the word. For example, I could say: This is made of water.*
- *Then the Referee very slowly begins to fill in the blanks of the word, one letter at a time: w a \_ \_.*
- *The first team member to guess the word should shout, “Time out!” The Referee then calls on that team member to complete the word on the board.*
- *The team member who guesses the most words wins the game.*

### Key Words

earthquake · effect · generalization  
plate · power · rescue · sense  
shore · signal · tsunami · warn  
wave

Divide the students into teams, each surrounding a different part of the board. Have students play the game.

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

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



NGReach.com Online Vocabulary Games

## COMMON CORE STANDARDS

### Reading

- |  |             |
|--|-------------|
| Ask and Answer Questions                   | CC.3.Rlit.1 |
| Recount Stories                            | CC.3.Rlit.2 |
| Describe How Successive Parts Build        | CC.3.Rlit.5 |
| Distinguish Points of View                 | CC.3.Rlit.6 |
| Read with Fluency to Support Comprehension | CC.3.Rfou.4 |

### Writing

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

### Language and Vocabulary

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

**Key Words**

earthquake	shore
plate	signal
power	tsunami
rescue	warn
sense	wave

**Talk About It**

1. How do you know that the story is **historical fiction**?

I know that it is historical fiction because \_\_\_\_\_.

2. Dinakaran's family lives near the **shore**. Pretend that you live near them. **Express opinions and ideas** about living near the ocean.

I think \_\_\_\_\_. In my opinion, \_\_\_\_\_.

3. Does the story have a first-person or a third-person narrator? How would the story be different if Dinakaran were the narrator?

The narrator is \_\_\_\_\_. If Dinakaran were the narrator, \_\_\_\_\_.

Learn test-taking strategies.  
NGReach.com

**Write About It**

What do you think about Selvakumar's actions? What would you say to him if he could understand you? Write three sentences. Use **Key Words** to help explain your thoughts.

Selvakumar, I think you \_\_\_\_\_. You \_\_\_\_\_.



464

Anthology page 464

**Answers Talk About It**

- 1. Historical Fiction** I know that it is historical fiction because it is about a real family who survived a **tsunami**, but the thoughts of the dog and the dialogue are fiction.
- 2. Express Opinions and Ideas** Possible response: I think living near the **shore** is dangerous. In my opinion, I think we should move to higher ground in case there is another **tsunami**.
- 3. Narrator's Point of View** Possible response: The narrator is a third-person narrator. If Dinakaran were the narrator, we would not have known about the storm before Papa saw the **wave**. We would have known what Dinakaran was thinking when he ran back to the house and Selvakumar pulled on his shirt.

## Academic Talk

### 2 Talk About It Anthology page 464

Have partners use the Key Words to discuss the **Talk About It** questions on **Student eEdition** page 464. Prompt students to cite details and examples from the text, particularly for question 2. Remind students to include causes and effects when they express their ideas.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM7.20** to ask more questions about the selection.

## Writing

### 3 Write About It Anthology page 464

Read aloud the directions on page 464. Point out the sentence frames. Remind students to focus their sentences on two ideas:

- what students think about Selvakumar's actions
- what students would say to him if he could understand them

Model using Key Words as you write sentences to Selvakumar: Selvakumar, I think you were brave when you **sensed** the **tsunami** and tried to force Dinakaran to leave the house near the **shore**. You did not give up, even though Dinakaran didn't understand the danger he was in.

Have students add their sentences to their Weekly Writing folders.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Test-Taking Strategy Practice**

**Read All Choices**

Read each question and choose the best answer.

**Sample**

- What happens first after Dinakaran runs back to the house?
  - Selvakumar barks and howls at Dinakaran.
  - Ⓐ Dinakaran and Selvakumar run up the hill together.
  - Ⓑ Selvakumar drags Dinakaran outside the house.
  - Ⓒ Papa and Mama both shout "Run!" at the same time.
- Dinakaran goes back into the house because \_\_\_\_\_.
  - Ⓐ Papa told him to go into the house.
  - Ⓑ he doesn't hear Mama properly.
  - he thinks it is safer in the house.
  - Ⓒ Selvakumar nudged him towards the house.
- Which sentence belongs on the blank lines of the chart below?
  - Ⓐ Selvakumar barks and howls at Dinakaran.
  - Ⓑ Selvakumar sensed the tsunami.
  - Ⓒ An earthquake shook the ground.
  - The village is destroyed.

Cause	Effect
A tsunami comes to the village.	_____

Differentiate

**BL** Below Level

**ISSUE** Students have difficulty distinguishing between causes and effects.

**STRATEGY** Refer to the chart on page 465 and prompt with questions such as: *What makes Selvakumar whine and bark to warn his family?* (He hears a sound.) *That's right. The sound Selvakumar hears causes him to whine and bark to warn his family.*

**EL** English Learners

**ISSUE** Students understand cause and effect, but they lack the language skills to express it.

**STRATEGY** Provide sentence frames for students to complete, such as:

- Papa shouts, "Tsunami! Run!" so Mama \_\_\_\_\_.
- Selvakumar goes back to the house because \_\_\_\_\_.

**AL** Above Level

**ISSUE** Students are able to work independently.

**STRATEGY** Have students complete their cause-and-effect chart on their own and then check their ideas with a partner. Encourage students to list multiple effects for each cause.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause-and-Effect Chart**

**"Selvakumar Knew Better"**

Make a cause-and-effect chart for "Selvakumar Knew Better."

Cause	Effect
Selvakumar hears a sound.	He whines and barks to warn his family.
Papa shouts, "Tsunami! Run!"	

Use your chart to tell a partner about one cause and effect.

© National Geographic Learning, a part of Cengage Learning Inc. For use with TE p. T464a **PM7.21** Unit 7 | Blast! Crash! Splash!

Comprehension

**4 Cause and Effect** ✓ **Anthology** page 465

**REVIEW** Read aloud the instructions on **Student eEdition** page 465.

Remind students that events can cause other events to happen. Read through the example cause-and-effect chart. Explain: *Each cause in the left column makes the effect on the right happen. Because Selvakumar hears a sound, he warns his family.*

Display pages 454–455 and model how to add to the *Effect* cell: *Mama screams for her sons, picks up the little ones, and tells Dinakaran to run up the hill.* Explain: *Papa shouts to warn his family, so Mama grabs the little boys and tells Dinakaran to run.*

Have partners work together to complete **Practice Master PM7.21**, adding several sets of causes and effects from the story. Circulate and use the questions below to guide students in discussing how each event influences another event.

See **Differentiate**

Event	Guiding Question	New Event
<i>The roar gets louder and Dinakaran cannot hear all his mother's instructions.</i>	<i>What does Dinakaran do?</i>	He runs back to his family's house.
<i>Dinakaran runs back to his family's house near the shore.</i>	<i>What happens because Dinakaran returns to the house?</i>	Selvakumar barks and howls to warn Dinakaran and then follows him back to the house.

Check & Reteach

**OBJECTIVE:** Explain Text Structure: Cause and Effect ✓

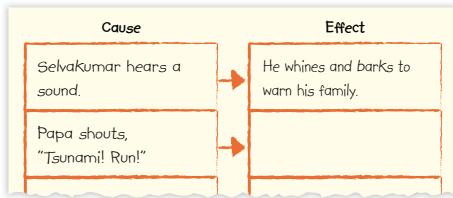
As students share their causes and effects, monitor their understanding of cause-and-effect relationships in the story.

If students have difficulty identifying cause and effect, have partners list important events from the story. Have Partner 1 change one of the statements into a question by adding the phrase *Why does* or *Why do* at the beginning of the statement and a question mark at the end. Partner 2 answers with a phrase that begins with *because*. Explain that Partner 1 asks about an effect while Partner 2 answers with the cause. Have partners reverse roles.

### Cause and Effect

Make a cause-and-effect chart for "Selvakumar Knew Better."

**Cause-and-Effect Chart**



Look at the sequence of events in the chart. With a partner, discuss how each event influences a future event. Then use your chart to summarize the plot's main events. Use **Key Words**. Record your summary.

Selvakumar hears a sound, so he \_\_\_\_\_.

### Fluency Comprehension Coach

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

### Talk Together

How can a **tsunami** change Earth? What might Dinakaran say to visitors? Write dialogue with **Key Words**. Read your dialogue with your partner.

### 5 Fluency Anthology page 465

Have students read aloud the passage on **Practice Master PM7.22** or use the **Comprehension Coach** to practice fluency.



### Daily Language Arts

#### Daily Spelling and Word Work

Test Page T443s

#### Daily Grammar

Point to the illustration on **Anthology** page 464: *Selvakumar is a good dog. He acted bravely.* Then use page T443v to review and assess adjectives and adverbs.

#### Daily Writing Skills

Ask: *How do you show dialogue in text?* (with quotation marks) Use page T443x to assess and review students' understanding of dialogue.



NGReach.com Comprehension Coach

### Check & Reteach

**OBJECTIVE:** Read with Fluency 

Monitor students' oral reading.

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

### 6 Talk Together Anthology page 465

Read aloud the instructions. Have small groups discuss the questions. Point out the Key Words on page 464 and remind students to refer to them as they write the dialogue. Invite each group to role-play their dialogue for the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency: Practice**

### "Selvakumar Knew Better"

Use this passage to practice reading with proper intonation.

As Dinakaran and Selvakumar rested, they heard the grownups talking. 8  
 "We'll never recover," moaned one man. 10  
 "We've lost absolutely everything," someone else said. 16  
 But Selvakumar felt the regular rhythm of Dinakaran's chest rising and falling under his chin. Then he heard 23  
 Dinakaran's little brothers nearby. He smelled the familiar scents of Papa and Mama. 41  
 And Selvakumar knew better. 49  
 54  
 58

From "Selvakumar Knew Better," page 462

**Intonation**

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 (wpm)

**WRAP-UP** Have small groups discuss the forces of nature they have been reading about in their **Small Group Reading** books. Ask: *What are the **effects** of the forces? How do the characters in the books react to them?*

## OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

✔ Write a Personal Narrative: Voice

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A7.43

### TECHNOLOGY ONLY

Sample Personal Narrative: eVisual 7.23

Writing Trait: Voice: eVisual 7.24

Magazine Maker

## SUGGESTED PACING

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

## COMMON CORE STANDARDS

### Writing

Write Narratives Using Descriptive Details	CC.3.W.3
Introduce Narrator and/or Characters	C.C.3.W.3.a
Use Dialogue	C.C.3.W.3.b
Use Description	C.C.3.W.3.b
Use Appropriate Development and Organization	CC.3.W.4
Plan, Revise, and Edit Writing	CC.3.W.5
Use Technology	CC.3.W.6
<b>Language and Vocabulary</b>	
Use Commas and Quotation Marks in Dialogue	CC.3.L.2.c

## Write a Personal Narrative

Display and read aloud the prompt.

Imagine a magazine that only features exciting stories about wild weather experiences. Write a short personal narrative to send to the magazine. Describe an unusual experience you had with weather.

## Study a Model

### Read a Personal Narrative

Explain: *Let's read a personal narrative.* Display and read aloud **eVisual 7.23**.



### Sample Personal Narrative

#### The Storm

In June, I traveled to the Grand Canyon with my dad. He asked me to take pictures with his new camera. "The Grand Canyon is a pretty place," he said. "So I want you to take pictures to help us remember the trip."

I spent all morning snapping pictures of colorful rocks and plants. I was more absorbed in taking pictures than in noticing the weather. I didn't see the clouds grow darker and gloomier. Suddenly, the skies opened up and it began pouring rain! *The camera!* I thought. I quickly tucked it under my shirt to keep it dry.

My dad and I raced for the shelter house. We slipped and slid in the slimy mud. By the time we got inside, we were soaking wet. It was a day I'll never forget.

[NGReach.com](http://NGReach.com) Personal Narrative: eVisual 7.23



**INTERACTIVE WHITEBOARD TIP:** Underline the dialogue as you read aloud.

### Review the Trait: Voice

Review voice: *Every writer has a special way of saying things, or voice. When you write, use a voice that's right for the situation. When you write dialogue, think about how the real people talk.* Display and read aloud **eVisual 7.24**.



### Writing Trait: Voice

To give your personal narrative a strong voice, do the following:

- Use words that you would actually say.
- Use dialogue that sounds like how people talk.

[NGReach.com](http://NGReach.com) Writing Trait: Voice: eVisual 7.24



**INTERACTIVE WHITEBOARD TIP:** Underline the key words *actually say* and *how people talk*.

Say: *"The Grand Canyon is so cool!" Dad said. "So take tons of pictures!"* Reread **eVisual 7.23** and discuss how the author improved this dialogue by making it more realistic.





## Prewrite

### Choose a Topic

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

**Role:** Yourself

**Audience:** Magazine editor

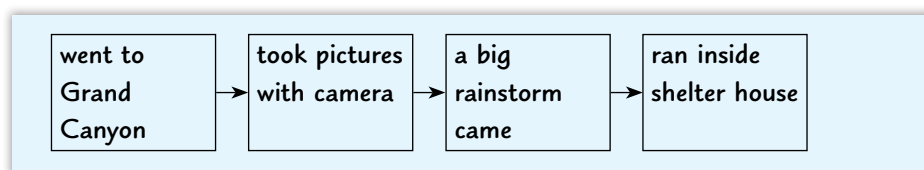
**Form:** Personal narrative

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



### Get Organized

Review the sample: *"The Storm" presents ideas in sequence. It tells what happens first, next, and last. That is a good way to describe an experience.* Display a sequence chain and review: *A sequence chain shows events in the order they happen.* Model using the events from "The Storm" to complete a sequence chain.



Sequence Chain

Have students use sequence chains to plan their paragraphs.

## Draft

### Write Ideas

Show sample layouts in **Magazine Maker** and have students select one. Then have students draft their personal narratives using their sequence chains. Remind them to focus on voice. Encourage them to use dialogue, as well as strong adverbs and adjectives, to make their personal narratives more interesting.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** Students lack the vocabulary to write about weather.

**STRATEGY** Supply students with vocabulary words that relate to weather, such as *clouds, lightning, thunder, rain, sunny*, and so on. Review the definitions of the vocabulary words, if necessary.



## Daily Language Arts

### Daily Spelling and Word Work

Practice pages T443s-T443t

### Daily Grammar

Identify the comparison adjectives in the student sample. Use T443u-T443v to have students practice using comparison adjectives and adverbs.

### Daily Writing Skills

Point out the dad's words in the student sample. Use pages T443w-T443x to practice using dialogue.

## Revise

### Read, Retell, Respond

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

#### Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> <li>Your narrative is about _____ .</li> <li>First, _____ .</li> <li>Then, _____ .</li> <li>Next, _____ .</li> <li>Finally, _____ .</li> </ul>	<ul style="list-style-type: none"> <li>_____ sounds like something you would say.</li> <li>Can you use better words to describe _____ ?</li> <li>Can you add dialogue to tell what _____ said when _____ ?</li> </ul>

### Make Changes

Have students revise their personal narratives. Remind students to include dialogue. If necessary, point out that dialogue can have an informal tone, depending on the speaker. If time allows, review how to punctuate dialogue.

Demonstrate how to type quotation marks in **Magazine Maker**: Place the cursor before the start of a piece of dialogue and press the *Shift* + " keys.

## Differentiate

### Below Level

**ISSUE** The dialogue is flat and does not sound natural.

**STRATEGY** Remind students that dialogue usually has an informal tone, so using contractions is permissible. For example, the sentence "I'll check the weather" sounds more natural than "I will check the weather." Tell students to read their dialogue aloud to see if it sounds realistic and authentic.

### See Differentiate

#### Student Sample: Revise

In June, I went to the Grand Canyon with my dad. He asked me to take pictures with his new camera. My dad said the Grand Canyon was nice. He told me to take pictures to remember what happened.

I spent all morning taking pictures. I took pictures of colorful rocks and plants. I didn't see the clouds grow more dark and gloomy. Then the skies opened up and it began to rain. I thought about the camera. So I put the camera under my shirt. I put it there to keep it dry.

My dad and I went to the shelter house. We ran through mud. By the time we got inside, we were really wet. It was a day I'll never forget.

#### Sample Analysis

I can add dialogue to make the writing more interesting. Dialogue will also help readers feel like they are part of the story.

I should use a more informal style and words that sound like me. Right now, my writing sounds choppy and very plain.

I can use more specific verbs to show how fast we moved.



# Edit and Proofread

## Check the Personal Narrative

Have students check their grammar and spelling, focusing on the Week 3 spelling words and adverbs and adjectives, including comparison adverbs and adjectives.

### Student Sample: Edit and Proofread

### Sample Analysis

In June, I went to the Grand Canyon with my dad. He asked me to take pictures with his new camera. "The Grand Canyon is a pretty place," he said. "So I want you to take pictures to help us remember the trip."

I was most absorbed in taking pictures than in noticing the weather. I didn't see the clouds grow more dark and gloomy. Suddenly, the skies opened up and it began pouring rain! *The camera!* I thought. I quickly tucked it under my shirt to keep it dry.

My dad and I raced for the shelter house. We slipped and slid in the slimy mud. By the time we got inside, we were soaking wet. It was a day I'll never forget.

I misspelled Canyon. I'll fix that.

I need to edit my draft to make sure I am using comparative adverbs and adjectives correctly.

# Publish and Present

## Make a Final Copy

Encourage students to experiment with different fonts for their titles and text. Then have them print their work.

### Student Sample: Publish

## Share with Others

Review: *When you read aloud, speak clearly and at an appropriate pace.*

Model reading the sample narrative. Then have group members take turns reading their narratives aloud.

Create a weather bulletin board to display the narratives. Have students make additional copies for their Weekly Writing folders.


Use the **Writing Rubric** to assess each student's personal narrative.

**The Storm**

In June, I traveled to the Grand Canyon with my dad. He asked me to take pictures with his new camera. "The Grand Canyon is a pretty place," he said. "So I want you to take pictures to help us remember the trip."

I spent all morning snapping pictures of colorful rocks and plants. I was so absorbed taking pictures that I didn't notice the clouds grow darker and gloomier. Suddenly, the skies opened up and it began pouring rain! The camera! I tucked the camera under my shirt to keep it dry.

My dad and I raced for the shelter house. We slipped and slid in the slimy mud. By the time we got inside, we were soaking wet. It was a day I'll never forget.



© Michael Nichols/NGS

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation	
4	-The writing has a clear focus and purpose. -Details are accurate and relevant. -The writer's ideas are developed in depth and with supporting details. -The writing is relevant to the topic.	-Most of the writing has a clear structure and purpose. -The writing is organized logically. -The writing is easy to read and follows a clear structure and purpose. -Most of the writing is relevant to the topic.	-Most of the writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-Most of the writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the audience and purpose. -Many appropriate words were used to convey the writer's message. -The language is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The best presented in an orderly way, making it easy to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message.
3	-The writing has a clear focus and purpose. -Details are accurate and relevant. -The writer's ideas are developed in depth and with supporting details. -The writing is relevant to the topic.	-Most of the writing has a clear structure and purpose. -The writing is organized logically. -The writing is easy to read and follows a clear structure and purpose. -Most of the writing is relevant to the topic.	-Most of the writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-Most of the writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The best is not clearly heard, making it difficult to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message.
2	-The writing has a clear focus and purpose. -Details are accurate and relevant. -The writer's ideas are developed in depth and with supporting details. -The writing is relevant to the topic.	-Most of the writing has a clear structure and purpose. -The writing is organized logically. -The writing is easy to read and follows a clear structure and purpose. -Most of the writing is relevant to the topic.	-Most of the writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-Most of the writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The writing has a strong voice and tone. -The writer's voice is clearly heard and adds to the purpose of the writing. -The writing is mostly appropriate for the audience.	-The best is not clearly heard, making it difficult to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message.
1	-The writing does not have a clear focus and purpose. -Details are not accurate and relevant. -The writer's ideas are not developed in depth and with supporting details. -The writing is not relevant to the topic.	-The writing does not have a clear structure and purpose. -The writing is not organized logically. -The writing is not easy to read and does not follow a clear structure and purpose. -The writing is not relevant to the topic.	-The writing does not have a strong voice and tone. -The writer's voice is not clearly heard and does not add to the purpose of the writing. -The writing is not appropriate for the audience.	-The writing does not have a strong voice and tone. -The writer's voice is not clearly heard and does not add to the purpose of the writing. -The writing is not appropriate for the audience.	-The writing does not have a strong voice and tone. -The writer's voice is not clearly heard and does not add to the purpose of the writing. -The writing is not appropriate for the audience.	-The writing does not have a strong voice and tone. -The writer's voice is not clearly heard and does not add to the purpose of the writing. -The writing is not appropriate for the audience.	-The writing does not have a strong voice and tone. -The writer's voice is not clearly heard and does not add to the purpose of the writing. -The writing is not appropriate for the audience.	-The best is not clearly heard, making it difficult to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message. -The writing is presented in an orderly way, making it easy to read and understand the message.



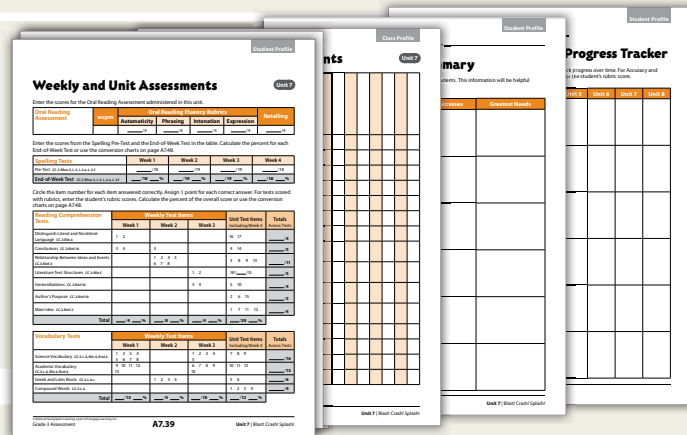


ExamView®



# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments      A7.39–A7.40
- Class Profile:** Weekly and Unit Assessments      A7.41
- Student Profile:** Strengths and Needs Summary      A7.42
- Student Profile:** Oral Reading Assessment      A1.3
- Progress Tracker**

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

- Cause and Effect:** Reteaching Master RT7.6
- Synthesize:** Reteaching Master RT7.7

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)

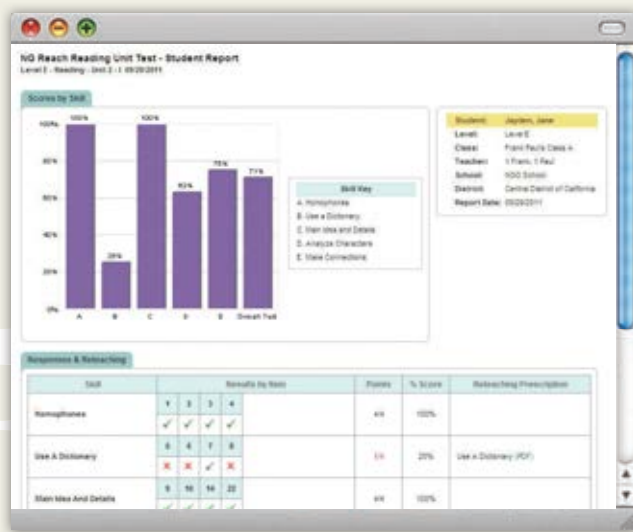
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://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](http://NGReach.com)  
Daily Spelling Practice, pages T443s–T443t

### Grammar and Writing

#### RETEACH

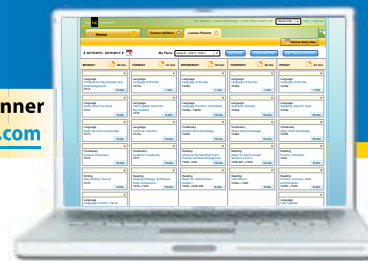
- Adjectives:** Anthology Handbook, pages 590–591
- Adverbs:** Anthology Handbook, page 597
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Voice:** Reteaching Master RT7.8

#### ADDITIONAL PRACTICE

More Grammar Practice RT7.23  
Daily Writing Skills Practice, pages T443w–T443x



# Week 4 Planner

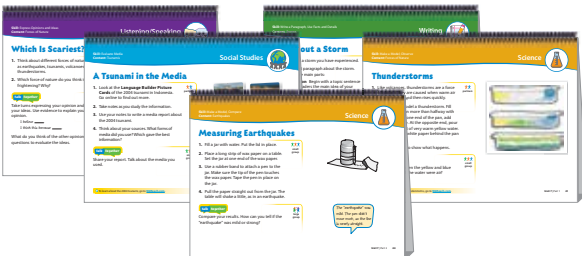
Online Lesson Planner  
NGReach.com



✓ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
	<b>Language and Vocabulary</b> ⌚ 15–25 minutes	<b>Academic Talk</b> CC.3.SL.1.d Discuss the Big Question T465s	<b>Academic Talk</b> CC.3.Rinf.7 Preview and Predict T466c
	<b>Reading</b> ⌚ 20–40 minutes	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.L.2; ✓ Pretest: Multisyllabic Words and CC.3.L.2.e; CC.3.L.2.f Commonly Misspelled Words T465m	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.L.2; ✓ Practice T465m CC.3.L.2.f
	<b>Writing</b> ⌚ 15–45 minutes	<b>Daily Grammar</b> CC.3.L.1 ✓ Prepositions T465o	<b>Daily Grammar</b> CC.3.L.1 ✓ Prepositions T465o
	<b>Vocabulary Strategy</b> CC.3.Rinf.4; CC.3.Rfou.3; ✓ Compound Words T465s CC.3.Rfou.3.c; CC.3.L.4; CC.3.L.5	<b>Vocabulary Strategy</b> CC.3.Rfou.3; CC.3.Rfou.3.c; ✓ More Compound Words T466c CC.3.L.4; CC.3.L.5	
	<b>Reading</b> CC.3.Rinf.10 Read Aloud: Online Article T466a	<b>Reading</b> CC.3.Rinf.10 Read an Online Article T467–T471	
	<b>Comprehension</b> CC.3.Rinf.2 ✓ Determine Main Idea and Details T466a	<b>Comprehension</b> CC.3.Rinf.2; ✓ Determine Main Idea CC.3.Rinf.10; and Supporting CC.3.Rinf.5; Details T469, T470 CC.3.Rinf.7	
	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ✓ Model Expression T466a	<b>Fluency</b> CC.3.Rfou.4 ✓ Practice Expression, Accuracy, and Rate T467	
	<b>Power Writing</b> T465s CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.2; CC.3.W.2.a; ✓ Organize Main Ideas T465q CC.3.W.6	<b>Power Writing</b> T466c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.2.a; CC.3.W.2.b ✓ Organize Main Ideas T465q	
	<b>Writing</b> CC.3.W.10 Write a Main Idea and Details T466b	<b>Writing</b> CC.3.W.10 Write a Response T471	
	<b>Writing Project: Research Report</b> CC.3.W.2 Study a Model T474–475	<b>Writing Project: Research Report</b> CC.3.W.5; CC.3.W.7; Prewrite; Gather Information T476–T477 CC.3.W.8	

<b>SMALL GROUP READING TIME</b>		Read Science Articles	Read Nonfiction Books
<b>Nonfiction</b>	⌚ 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Science Vocabulary SG23	<b>Vocabulary</b> CC.3.L.6 ✓ Learn Story Words SG24–SG25
		<b>Reading</b> CC.3.Rinf.8; Explain Text Structure: CC.3.Rinf.10 Sequence SG22 Build Comprehension SG23	<b>Reading</b> CC.3.Rinf.2; Introduce SG24–SG25 CC.3.Rinf.10 Read SG26–SG27 ✓ Explain Main Idea and Details SG26–SG27 ✓ Synthesize SG26–SG27
			

<b>LEARNING STATION TIME/DAILY PHONICS INTERVENTION</b>			
<b>Nonfiction</b>	⌚ 20 minutes		
		<b>Speaking and Listening</b> T465i CC.3.SL.2; CC.3.SL.3	<b>Language and Vocabulary</b> T465i CC.3.Rfou.3.c
	<b>Writing</b> T465j CC.3.W.2; CC.3.W.8	<b>Cross-Curricular</b> T465j CC.3.SL.1; CC.3.SL.1.a; CC.3.SL.4; CC.3.SL.5	
	<b>Reading and Intervention</b> T465j CC.3.Rinf.2; CC.3.Rinf.10; CC.3.Rfou.3; CC.3.SL.1	<b>Daily Phonics Intervention</b> T465k–T465l CC.3.Rfou.3.c; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f	

**Big Question** What forces can change Earth?

Day 3

Read and Compare

**Academic Talk** CC.3.SL.4  
Talk Together T472

**Daily Spelling and Word Work** CC.3.L.2.e; CC.3.L.2.f  
Practice T465n

**Daily Grammar** CC.3.L.1; CC.3.L.3  
Prepositional Phrases T465p, T472a

**Vocabulary Review** CC.3.L.6  
Review Science and Academic Vocabulary T471a

**Reading** CC.3.Rinf.10  
Reread an Online Article T471a

**Comprehension** CC.3.Rinf.9  
Compare Texts T471a



**Fluency** CC.3.Rfou.4  
Practice Expression T471a

**Power Writing** T471a CC.3.W.10  
**Daily Writing Skills** CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b  
Organize Main Ideas T465r

**Writing** CC.3.L.1; CC.3.L.3  
Write to Reinforce Grammar T473

**Writing Project: Research Report** CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.4; CC.3.W.5; CC.3.W.8  
Get Organized; Draft T478

Day 4

Read and Comprehend

**Academic Talk** CC.3.SL.2  
Listen for a Purpose T473d

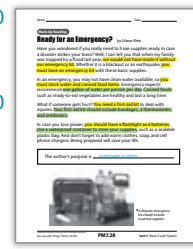
**Daily Spelling and Word Work** CC.3.L.2; CC.3.L.2.e; CC.3.L.2.g  
Practice T465n

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.3  
Grammar and Writing T465p

**Vocabulary Practice** CC.3.Rfou.3.c; CC.3.L.4; CC.3.L.5  
Compound Words

**Reading** CC.3.Rinf.10  
Read Persuasive Articles T473a–T473b

**Comprehension** CC.3.Rinf.10  
Determine Author's Purpose T473a



**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.c  
Model and Practice Expression T473b

**Power Writing** T473c CC.3.W.10  
**Daily Writing Skills** CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.2.c  
Organize Main Ideas T465r

**Writing** CC.3.W.10  
Write for a Purpose T473d

**Writing Project: Research Report** CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.4; CC.3.W.5  
Revise; Edit and Proofread T478–T479

Day 5

Review and Compare

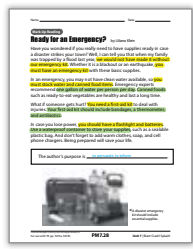
**Academic Talk** CC.3.SL.1; CC.3.SL.1.a  
Relate Readings to the Big Question T473h

**Daily Grammar** CC.3.L.1; CC.3.L.3  
Review T465p

**Vocabulary Practice** CC.3.L.4; CC.3.L.5  
Compound Words T473e

**Reading** CC.3.Rfou.4  
Reread Persuasive Articles T473f

**Comprehension** CC.3.Rinf.10  
Determine Author's Purpose T473f  
Compare Author's Purpose T473g



**Power Writing** T473e CC.3.W.10  
**Daily Writing Skills** CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.2.c  
Organize Main Ideas T465r

**Writing** CC.3.W.10  
Write About Author's Purpose T473g

**Writing Project: Research Report** CC.3.W.2; CC.3.SL.2  
Publish T479

Read Nonfiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.3.Rinf.2; CC.3.Rinf.10  
Read and Integrate Ideas SG26–SG27

Explain Main Idea and Details SG26–SG27

Synthesize SG26–SG27



Read Nonfiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.3.Rinf.2; CC.3.Rinf.10  
Read and Integrate Ideas SG26–SG27

Explain Main Idea and Details SG26–SG27

Synthesize SG26–SG27



Read Nonfiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.3.Rinf.10  
Connect Across Texts SG27

**Writing** CC.3.W.2  
Choose a Writing Option SG26–SG27



ASSESSMENT & RETEACHING

**Assessment and Reteaching** T479a–T479b

Reading Comprehension Unit Test A7.25–A7.32 CC.3.Rinf.2; CC.3.Rinf.10

Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10

Oral Reading Assessment A7.1–A7.3 CC.3.Rfou.4

Vocabulary Unit Test A7.33–A.7.34 CC.3.L.4; CC.3.L.5; CC.3.L.6

Spelling Test: Multisyllabic Words and Commonly Misspelled Words T465m CC.3.L.2

Writing, Revising, and Editing Unit Test A7.35–A7.38 CC.3.W.10; CC.3.L.1.b; CC.3.L.2

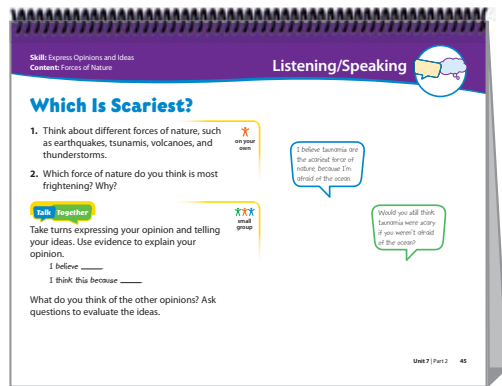
Reteaching Masters RT7.9–RT7.12



# Week 4 Learning Stations

## Speaking and Listening

### Option 1: Which Is Scariest?



**Which Is Scariest?**

1. Think about different forces of nature, such as earthquakes, tsunamis, volcanoes, and thunderstorms.

2. Which force of nature do you think is most frightening? Why?

**Talk Together**  
Take turns expressing your opinion and telling your ideas. Use evidence to explain your opinion.

I believe \_\_\_\_\_  
I think this because \_\_\_\_\_

What do you think of the other opinions? Ask questions to evaluate the ideas.

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 45

Digital Library: Language Builder Picture Cards D78–D82

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

colored markers and crayons

Discuss Topics, Expressing Ideas Clearly CC.3.SL.1  
Ask and Answer Questions CC.3.SL.3

### Option 2: Explain a Diagram

The information from the ocean floor is sent to the buoys.

### MATERIALS

drawing paper • colored markers

- Have partners study the diagram on **Anthology** page 471 and take turns describing what it shows, including as many prepositional phrases as possible.
- As each partner gives the description, have the listener draw what he or she visualizes.
- Have partners discuss how well the listener's picture matches the speaker's description.

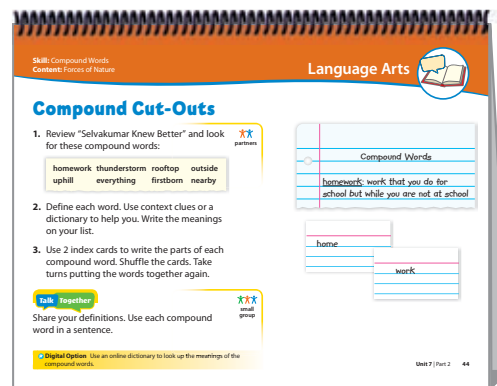
Determine the Main Ideas and Supporting Details of Information Presented Visually in Diverse Media CC.3.SL.2

## Language and Vocabulary

### Key Words

earthquake • effect • generalization • plate  
power • rescue • sense • shore • signal  
tsunami • warn • wave

### Option 1: Compound Cutouts



**Compound Cut-Outs**

1. Review "Selvakumar Knew Better" and look for these compound words:

homework thunderstorm rooftop outside uphill everything firstborn nearby

2. Define each word. Use context clues or a dictionary to help you. Write the meanings on your list.

3. Use 2 index cards to write the parts of each compound word. Shuffle the cards. Take turns putting the words together again.

**Talk Together**  
Share your definitions. Use each compound word in a sentence.

**Digital Option** Use an online dictionary to look up the meanings of the compound words.

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 44

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

dictionary • index cards

Decode Multisyllabic Words CC.3.Rfou.3c

### Option 2: My Vocabulary Notebook



**My Vocabulary Notebook**

earthquake

What does the word mean to you? Write something that reminds you of the word.

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

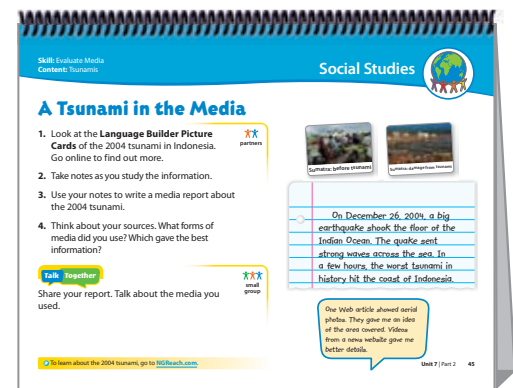
Have students expand their word knowledge.

- Ask students to add definitions for the new Key Words using the Add Definition feature.
- Under Add More Information > Related Words, have students list any cognates of the Key Words they may know.

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

## Writing

### Option 1: A Tsunami in the Media



**A Tsunami in the Media**

1. Look at the **Language Builder Picture Cards** of the 2004 tsunami in Indonesia. Go online to find out more.

2. Take notes as you study the information.

3. Use your notes to write a media report about the 2004 tsunami.

4. Think about your sources. What forms of media did you use? Which gave the best information?

**Talk Together**  
Share your report. Talk about the media you used.

**Digital Option** To learn about the 2004 tsunami, go to [ncreach.com](https://www.ncreach.com).

### PROGRAM RESOURCES

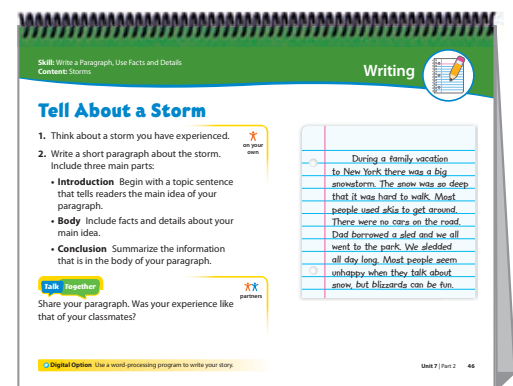
Cross Curricular Teamwork Activities: Card 45

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

Digital Library: Language Builder Picture Cards D89–D90

Gather Information From Digital Sources CC.3.W.8  
Take Notes CC.3.W.8

### Option 2: Tell About a Storm



**Tell About a Storm**

1. Think about a storm you have experienced.

2. Write a short paragraph about the storm. Include three main parts:

- **Introduction** Begin with a topic sentence that tells readers the main idea of your paragraph.
- **Body** Include facts and details about your main idea.
- **Conclusion** Summarize the information that is in the body of your paragraph.

**Talk Together**  
Share your paragraph. Was your experience like that of your classmates?

**Digital Option** Use a word processing program to write your story.

### PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 46

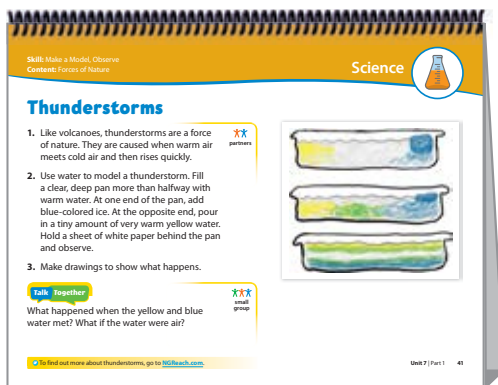
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

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



## Cross-Curricular

### Option 1: Thunderstorms



### PROGRAM RESOURCES & MATERIALS

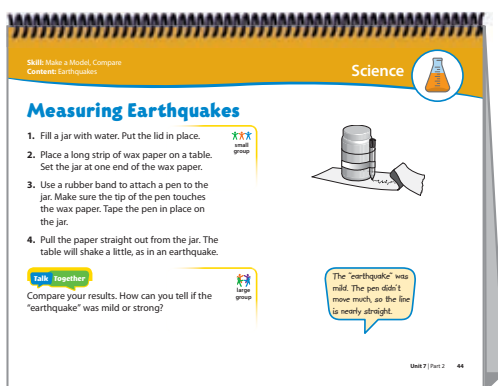
**Cross-Curricular Teamwork Activities: Card 41**

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

deep, clear plastic pan • water • blue and yellow food coloring • blue-colored ice

Recount an Experience	CC.3.SL.4
Add Visual Displays	CC.3.SL.5

### Option 2: Measuring Earthquakes



### PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 44**

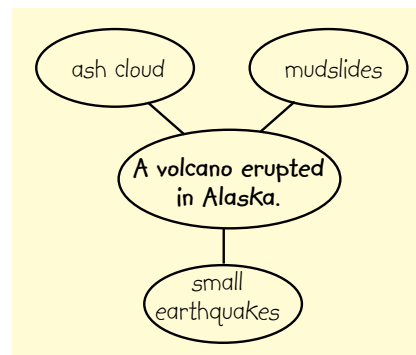
**Teacher's Guide on** [NGReach.com](https://www.ncreach.com)

plastic jars with lids • water • wax paper • rubber bands • felt-tip pens or markers • tape

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

## Reading

### Option 1: Summarize an Event



Have students find current news about volcanoes and world events and summarize what they have read.

- To find online articles, have students go to Resources > Unit 7 > Learning Stations > Week 4 > Weather and Geology Articles
- Have students choose an article and summarize it with an idea web.
- Have students share their completed webs with a partner.

Determine the Main Idea of a Text	CC.3.Rinf.2
Explain How Details Support the Main Idea	CC.3.Rinf.2
Read and Comprehend Informational Text	CC.3.Rinf.10

### Option 2: Tornadoes



Have students read an online article about tornadoes and make a short list of "Fascinating Facts."

To read the article, have students go to Resources > Unit 7 > Learning Stations > Week 4 > Twister!

Read and Comprehend Informational Text	CC.4.Rinf.10
--	--------------

## Intervention

### Phonics Games

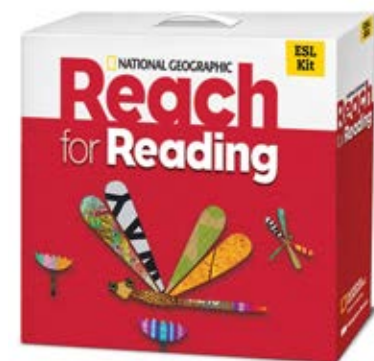


Apply Phonics and Word Analysis Skills CC.3.Rfou.3

For Reteaching Masters, see pages RT7.9–RT7.12

### Additional Resources

#### ESL Kit



ESL Teacher's Edition pages T466a–T481.

# Week 4 Daily Phonics Intervention

## OBJECTIVES

**Thematic Connection: Earth's Shifting Surface**

**Develop Phonological Awareness: Contrast Sounds**

**Divide Words into Syllables**

**Decode Multisyllabic Words**

**Recognize High Frequency Words**

**Build Reading Fluency**

Teach

Day 1



## PROGRAM RESOURCES

**Word Builder: Transparency 80**

**Reach into Phonics**

**Lesson 110, page T184**

## Multisyllabic Words

Follow Lesson 110, page T184 to teach how to decode and read multisyllabic words with VCV, VCCV, and VCCCV patterns. Guide students through **Transparency 80**.



[NGReach.com](http://NGReach.com) Word Builder: Transparency 80

Practice

Day 2



## PROGRAM RESOURCES

**Word Builder: Transparency 81**

**Decodable Reader: Postcards**

**from Deven Practice Book,**  
**page 191**

**Reach into Phonics**

**Lesson 110, page T185**

**Lesson 111, page T186-T188**

## Multisyllabic Words

Follow Lesson 110 to review how to decode multisyllabic words and provide practice in reading multisyllabic words. Guide students through **Transparency 81**. Use Reading Routine 3 to guide students as they read Decodable text.

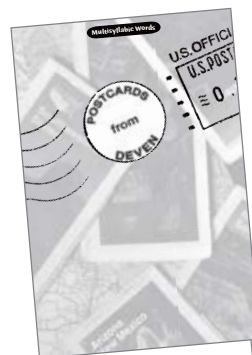
For **Reading Routine 3**, see *Reach into Phonics* page ix.



[NGReach.com](http://NGReach.com) Word Builder: Transparency 81

## Build Reading Fluency

Provide students with the Decodable Reader, *Postcards from Deven*. Then follow Lesson 111.





## COMMON CORE STANDARDS

Use Conventional Spelling  
Use Spelling Patterns and Generalizations

CC.3.L.2.e  
CC.3.L.2.f

Decode Multisyllabic Words  
Read Grade-Appropriate Irregularly Spelled Words

CC.3.Rfou.3.c  
CC.3.Rfou.3.d

## Concentration

Day 3



Option 1

### PROGRAM RESOURCES & MATERIALS

**Decodable Reader:** *Postcards from Deven*  
**Practice Book,** page 191

*index cards, 5 per student • scissors*

## Prepare

- Arrange students in pairs. Have each partner choose five two-syllable words from the word list on the last page of *Postcards from Deven*. Students should fold their cards in half, writing one syllable on the left side and one syllable on the right.
- 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 to form a word, the student says the word aloud 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 more cards wins.

## Bingo!

Day 3



Option 2

### MATERIALS

*32 squares of colored paper, each about 2 inches square*

## Prepare

- Have group members fold a sheet of paper in half twice horizontally and twice vertically to create a 16-square bingo card.
- Have a chosen "Host" read aloud the words from the word bank below while players print them in their squares in random order.

back	four	explore	house	million	until
could	walked	into	mountains	over	
country	even	high	miles	much	

## Play a Game

- The Host reads a word. The first player to find the word on his or her card identifies how many syllables are in the word and then pronounces it. The other players do the same. Each player who has answered correctly places a colored square over the word.
- When a player has four colored squares in a row, the player calls out, "Bingo!" The student reads aloud the words to verify the win.

## Syllable Sort

Day 4



### MATERIALS

*highlighters • scissors • light-colored sheets of construction paper*

## Prepare

- Display the words from the word bank.
- Have students write each of the words on a sheet of paper.
- Have students highlight where to divide the word by these syllabication patterns: VCV, VCCV, VCCCV.
- Have students cut out each word.
- Have students make a three-column chart on construction paper with these words as headings: *wagon, fifty, children*.

partner	sudden	destroy	item	limit
enjoy	continue	later	pencil	subject
complete	extra	improve	enjoy	final

## Practice

Have students read each word and look at the highlighted marks to place each word in the correct column on the chart.

## Review and Assess

Day 5

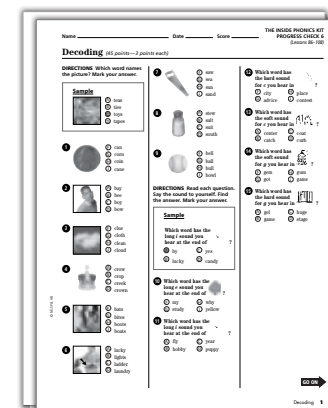


### Reach into Phonics

**Progress Check 6, page T294**

## Review and Assess

Follow Lesson 112 to review dividing words into syllables and decoding multisyllabic words. Administer **Progress Check 6** to measure learning.



# Week 4 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Earth's Shifting Surface**

- ✔ Spell Multisyllabic Words with VCCV, VCCCV Patterns
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

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

### Spelling Pretest

Day 1



### Spelling Test

Day 5



## Spelling Words

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

### Multisyllabic Words

1. atmosphere	The <b>atmosphere</b> is a layer of gas that protects Earth.
2. blizzard	Strong winds blow snow into deep drifts in a <b>blizzard</b> .
3. construct	We plan to <b>construct</b> a shelter for the animals.
4. continue	This never-ending rain looks like it will <b>continue</b> for days.
5. destroy	A strong tornado can <b>destroy</b> houses and buildings.
6. effort	I made an <b>effort</b> to clean up the very messy yard.
7. explode	The lava will soon <b>explode</b> out of that volcano.
8. garden	We gave vegetables from our <b>garden</b> to our friends.
9. happened	We knew what <b>happened</b> to our flowers when we saw rabbits eating them.
10. inspect	We had to <b>inspect</b> the fence to find the holes in it.
11. jungle	It is hard to travel through the thick vines and bushes in a <b>jungle</b> .
12. mountain	We climbed to the top of the <b>mountain</b> to see the amazing view.
13. outdoors	I enjoy spending time <b>outdoors</b> much more than being inside my house.
14. sudden	The <b>sudden</b> storm surprised us when we went hiking.
15. windy	It was so <b>windy</b> that our hats blew off of our heads.

### Watch-Out Words

16. vane	The roaring wind broke a <b>vane</b> , or blade, on the windmill.
17. vein	Seeing the disaster, Amir felt blood running through a <b>vein</b> in his neck.
18. vain	He tried in <b>vain</b> to protect his windmill, but the storm damaged it anyway.

### VCCV Pattern

Day 2



Option 1

### MATERIALS

index cards, 9 per pair of students • colored pencils • scissors

### Teach

Say the words *pollute* and *tender*. Explain: *There is a separate syllable for each vowel sound you hear in a word. Listen again and clap lightly for each syllable: pol-lute, ten-der. Both words have two syllables. Listen for syllables to help you read and spell longer words.*

Display *pollute* and *tender* and then circle *ll* and *nd*. Explain: *Two syllable words with two consonants in the middle are often divided between the consonants.* Pronounce the words again as you draw slashes between the syllables: *pol/lute, ten/der*.

### Prepare

- Have student pairs print *blizzard, continue, effort, garden, happened, mountain, outdoors, sudden* and *windy* on separate cards. Tell them to use a different color for each of the middle consonants. For the three-syllable word *continue*, remind them of the VC|V division rule.
- Have pairs cut each word card between the middle consonants and scatter the card parts so that all word parts are visible.

### Play a Game

- Have partners take turns matching correct word parts.
- Have students chorally read the matched words.

Apply Phonics and Word Analysis Skills

CC.3.Rfou.3

### Compose It!

Day 2



Option 2

### Write a Silly Poem

Have partners create silly poems using as many spelling words as possible, including Watch-Out Words.

Pardon my thoughts on your garden,  
But I think it's a jungle you've grown.  
I can construct you a fence in an effort to help,  
But I think it will just be in vain.

Demonstrate Command of Spelling

CC.4.L.2

### Homophone Hints

Day 2



Option 3

### Play a Game

Present partners with these word pairs: *vane, blade; vein, rein; vain, pain*. Tell them to write silly sentences to help them remember the spellings. Provide an example: *Veins are long like the reins on a horse.*

Suggest that students color the repeating letters.

Use Spelling Patterns and Generalizations

CC.3.L.2.f



## VCCCV Pattern

Day 3



Option 1

### MATERIALS

index cards, 6 per student • scissors, one per student • highlighters

### Teach

Pronounce these words as you divide the syllables: *sur/prise, wild/cat, at/mos/phere*. Circle *pr* in *surprise*, *ld* in *wildcat*, and *ph* in *atmosphere*. Say: *When two (or three) consonants work together to make a sound, we usually divide the word into syllables before or after the letters that work together.*

Explain: *The letters pr and ld are consonant blends. The letters work together to make a sound, but you still hear each letter.* Point out blends in the spelling words: *st (con/struct, de/stroy)* and *pl (ex/plode)*.

Then introduce the digraph *ph* in *atmosphere*. Say: *The letters ph form a digraph. In a digraph, the letters work together to make a new sound. You do not hear each letter.* Explain that *jungle* is divided between the *n* and the *g*.

### Prepare

Have partners print each word on a separate card: *atmosphere, construct, destroy, explode, inspect, and jungle*, and highlight each blend or digraph. Tell students to cut each word apart at the syllable break and scatter the cards so all word parts are visible.

### Play a Game

Have each partner match syllables to put the word parts together. The first one to construct all the words wins.

Use Spelling Patterns and Generalizations

CC.3.L.2.f

## Spelling Baseball

Day 3



Option 2

### MATERIALS

small erasers or chips as game markers, one per student • timer

### Prepare

Have groups of four to six students write a list of all spelling words and then draw a baseball diamond. Divide the groups into two teams and let teams decide on their "batting order." Set a timer for 15 minutes.

### Play a Game

- Have Team 1 "pitch" a word to the first "Batter" on Team 2, reading the word aloud. (Tell the "Pitcher" to give a meaning or context for Watch-Out Words.) The Batter writes the word. If it is spelled correctly, he or she moves a game piece to first base.
- The second Batter is given the next word. If spelled correctly, his or her game piece moves to first base.
- If a Batter misspells a word, he or she is out. When three players have struck out, the next team is at bat.
- Score one point when a Batter makes it to home base.

Use Conventional Spelling

CC.3.L.2.e

## Use a Dictionary

Day 4



Option 1

### MATERIALS

index cards, 9 per team • print dictionaries or access to online dictionaries

### Prepare

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

### Play a Game

- Have the two teams combine their cards and place them on the table with the definitions visible.
- Have teams take turns picking a definition, then stating and spelling the word that goes with it. If the word and spelling are correct, the team keeps the card.
- If a student states the wrong word or misspells the correct word, the card goes back on the table.
- Play continues until all words have been spelled correctly. The team with more cards wins.

Use Conventional Spelling

CC.3.L.2.e

Consult References

CC.3.L.2.g

## Word Webs

Day 4



Option 2

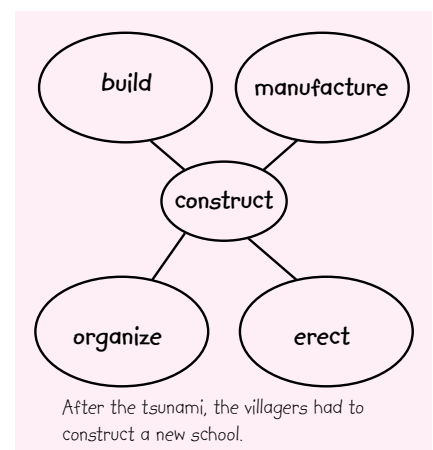
### MATERIALS

print or online thesaurus, one per pair of students

### Use a Graphic Organizer

Have partners create a Word Web for each of the following words: *blizzard, construct, continue, effort, explode, sudden, and vain*.

- Have partners write the word in the center circle.
- Tell students to use a thesaurus to find synonyms for the outer circles of the Web.
- Under each Web, have students write an original sentence using the word.



Word Web

Demonstrate Command of Spelling

CC.3.L.2

## OBJECTIVES

**Thematic Connection: Earth's Shifting Surface**

✔ Use Prepositions and Prepositional Phrases

## COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar and Usage

CC.3.W.5

CC.3.L.1

## Day 1

### PROGRAM RESOURCES

Prepositions: eVisual 7.26

Game: Practice Master PM7.24

### Teach the Rules

Use the suggestion on page T466b to introduce prepositions. Explain: *Prepositions can tell where, show direction, or show time. Prepositions can also help add detail to a sentence.* Use **eVisual 7.26** to explain prepositions.

### Prepositions

A **preposition** may

<b>tell where</b>	<b>in</b> a box, <b>on</b> a swing, <b>under</b> a tree
<b>show direction</b>	<b>to</b> a gate, <b>around</b> the track, <b>up</b> the steps
<b>show time</b>	<b>before</b> lunch, <b>during</b> the game, <b>until</b> recess
<b>add other details</b>	<b>about</b> the test, <b>with</b> the dog, <b>except</b> my friends

NGReach.com Prepositions: eVisual 7.26

### Play a Game

Distribute **Practice Master PM7.24**. Have partners follow the directions to create a comic strip using prepositions.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Everything Changes**

Follow the steps below to create your own comic strip.

**Step 1:** Choose characters from the box below.  

Mouse	Cat	Dog	Rabbit	Fox	Wolf
-------	-----	-----	--------	-----	------

**Step 2:** Use a preposition from the box below to give at least one detail about the relationship of the characters.  
 Example: Mouse knew about Cat's sharp teeth.  

for	like	of	about	from	except	besides
-----	------	----	-------	------	--------	---------

**Step 3:** Use a preposition from the box below to tell the time the chase starts.  
 Example: By noon, Mouse heard Cat's claws on the sidewalk.  

during	after	until	since	by
--------	-------	-------	-------	----

**Step 4:** Use a preposition from the box below to describe the direction of the chase.  
 Example: Mouse scurried from the house to the backyard.  

into	to	out	off	from
around	inside	outside	below	above

**Step 5:** Now imagine that suddenly the earth rolls and rumbles. An earthquake! Choose prepositions from the box in step 4 to describe how the chase changes.

**Step 6:** Draw pictures to represent each part of your story.

PM7.24 Unit 7 | Earth's Shifting Surface  
For use with TE p. T465a

NGReach.com Practice Master PM7.24

### Differentiate

### EL English Learners

**ISSUE** In Spanish, prepositions do not always carry the same meaning as they do in English.

**STRATEGY** Before students use their sentences to create a comic strip, help students by reading their sentences using correct prepositions. Have students insert the correct prepositions into their sentences and then use the new sentences in their comic strips.

## Day 2

### PROGRAM RESOURCES

More Prepositions: eVisual 7.29

Game: Practice Master PM7.25

### MATERIALS

timer

### Teach the Rules

Use the suggestion on page T471 to introduce prepositional phrases. Then display and discuss **eVisual 7.29**.

### More Prepositions

A <b>prepositional phrase</b> can	An earthquake <b>under the ocean</b> can cause a tsunami.
<b>tell where</b>	A wave races <b>toward the shore</b> .
<b>show direction</b>	People rebuild <b>after the tsunami</b> .
<b>show time</b>	A dog risked his life <b>for a boy</b> .
<b>add other details</b>	

NGReach.com More Prepositions: eVisual 7.29

Explain: *A prepositional phrase starts with a preposition and ends with a noun or a pronoun. It adds details to a sentence.* Then have volunteers read the explanations and examples.

### Play a Game

Distribute **Practice Master PM7.25** and have teams follow the directions to play the game.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Show the Relationship**

Direction	Where	Time	Details
to	above	at	about
through	below	before	for
by	under	after	for
toward	in	during	of
			from

**Directions:**

- Teams have ten minutes. One team answers the odd-numbered questions below. The other team answers the even-numbered questions. Use "Tsunami" on Anthology pages 467-471 to find the facts.
- Write your answers using prepositional phrases. Use prepositions from the chart or choose others you know.
- When time is up, underline each prepositional phrase and circle each preposition.
- Count the phrases your team used. The team with more correct prepositional phrases wins.

**Questions:**

- What is a tsunami?
- What causes a tsunami?
- When is energy produced underwater?
- In what direction does the force push?
- Where do the waves go?
- Tell what you know about the waves.
- What states are at greatest risk for tsunamis?
- Where can you find two tsunami warning centers?
- What do warning centers do?

PM7.25 Unit 7 | Blast Coast Splash!  
For use with TE p. T465a

NGReach.com Practice Master PM7.25

### Differentiate

### SN Special Needs

**ISSUE** Students understand the concept of prepositional phrases, but have trouble writing sentences.

**STRATEGY** Allow students to create their comic strips using only visuals. Then, have them "read" the story using oral prepositional phrases.



## Day 3

### MATERIALS

markers for tossing game

### Teach the Rules

Use **Anthology** page T473 to review prepositional phrases. Then explain that using these phrases makes sentences clearer and easier to understand. Point out that prepositional phrases also make sentences more interesting. Copy and display the sentence pairs below and read them aloud:

1. A device helps save lives. A device in the ocean helps save lives.
2. The device informs scientists. The device informs scientists about tsunamis.
3. Scientists warn people. Scientists warn people about the danger.

Explain: *The first sentence only tells us about a device. It is a complete sentence, but it doesn't give us much information.* Read the second sentence: *This sentence gives more information about where the device is located.* Repeat with the remaining examples.

### Play a Game

Provide students with a list of prepositions, such as: *about, among, for, to, against, at, from, with, along, except, of, without.* Have partners create a word bank with the prepositions. Explain:

- *Write a preposition in each square of a 12-square grid.*
- *Take turns tossing a marker into a square. Use the preposition your marker lands on in a sentence. If your partner agrees the preposition is used correctly, write your name in the square.*
- *After six turns each, count all of the squares with your name. Who has more?*

### Differentiate

#### AL Above Level

**ISSUE** Students require more challenge to make the game interesting.

**STRATEGY** Invite students to create a silly story from the prepositions in the grid. Tell them that each prepositional phrase they create must relate to the same story.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing:  
Practice Master PM7.30

### Grammar and Writing

Distribute **Practice Master PM7.30**. Have students use editing and proofreading marks to correct errors with prepositional phrases.

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar: Grammar and Writing

#### Edit and Proofread

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

- correct use of prepositions
- correct use of prepositional phrases

Editing and Proofreading Marks	
^	Add.
↖	Take out.
⊕	Add period.
^	Add comma.

There is an odd thing about tsunamis. You can't see them if you are <sup>in</sup> deep ocean waters. Their waves are only a few feet high. If a ship is far from land, it can sail <sup>over</sup> right from the tsunami's waves. No one on the ship can feel it <sup>under</sup> their feet!

Tsunamis can travel <sup>at</sup> jet speed and jet speed is fast! Tsunamis have been measured at speeds <sup>of</sup> 500 miles per hour! The waves of a tsunami can be very large. <sup>of</sup> The 100-foot waves can reach <sup>toward</sup> the sky. Tsunamis can travel <sup>across, over</sup> the entire Pacific Ocean in less than a day! This is why people need to be warned <sup>before</sup> a tsunami ever reaches land.

For use with TE, p. T465p **PM7.30** Unit 7 | Blast! Crash! Splash!

**Practice Master PM7.30**

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Unit  
Test: Assessment Masters  
A7.35–A7.38

### MATERIALS

timer

### Review and Assess

Have small groups create prepositions charts, one per group. In one column, have them list kinds of prepositions. In another column, have them list examples. Challenge them to list as many examples as they can in five minutes.


Kinds of Prepositions	Examples
show direction tell where	at, through, between over, on, above

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

# Week 4 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Earth's Shifting Surface**

 **Organize Main Ideas**

## COMMON CORE STANDARDS

Write Informative/Explanatory Text to Convey Information  
Group Related Information  
Develop the Topic  
Link Ideas, Using Words or Phrases

CC.3.W.2  
CC.3.W.2.a  
CC.3.W.2.b  
CC.3.W.2.c

### Introduce Main Idea

Day 1



## PROGRAM RESOURCES

Main Idea Passage: eVisual 7.27

## Teach the Skill

Display **eVisual 7.27** and read it aloud.



### Main Idea Passage

Earthquakes are caused by the movement of plates on Earth's surface. Earth is actually made up of several layers, and the top layer is called the crust. The crust is made of very large slabs of rock. These slabs of rock are called plates. They fit together like pieces of a puzzle. However, the plates are slowly moving. Since they are moving, they sometimes push against each other. This causes pressure along the edges of the plates. If the pressure builds up too much, then the plates suddenly bump past each other. As a result, energy is released and the ground shakes. This is what we feel when an earthquake occurs.

 NGReach.com

Main Idea Passage: eVisual 7.27



**INTERACTIVE WHITEBOARD TIP:** Underline the main idea.

Explain: *This passage is mostly about what causes earthquakes. That is the main idea.* Ask a volunteer to identify the sentence that states the main idea. (the first) Explain that the remaining sentences contain details that support this main idea.

Reread the second sentence. Ask: *What details does the sentence give?* (Earth is made of layers, and the top one is the crust.) Explain how the details support the main idea. *The first detail introduces us to the idea of layers and the top layer, the crust. We need to know what the crust is before we can learn about the next detail: the plates.*

Point out how the remaining sentences give information about Earth's plates. Explain: *Writers group related information together. These sentences tell us what plates are and what they are like.* Then reread the remaining sentences. Ask: *What do these sentences explain?* (how the plates move and cause earthquakes)

Ask students which of the following details fits better with those grouped in the paragraph: (1) A big earthquake occurred in Alaska in 1964. (2) The place where one plate rubs against another is called a fault. Have students suggest where they would add detail 2 to the paragraph.

Point to the transition words: *However, Since, As a result.* Explain: *When you use transition words to link ideas, you show how ideas are related.*

### Complete a Diagram

Day 2



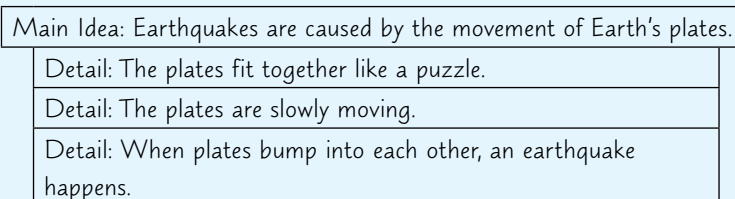
Option 1

## PROGRAM RESOURCES

Main Idea Passage: eVisual 7.27

## Introduce

Copy and display the following main idea and details diagram.



Remind students that they have seen a main idea and details diagram before. Then display **eVisual 7.27**.

## Practice

Have partners discuss the diagram and compare it with **eVisual 7.27**.

After students have studied the diagram, have them create one of their own on the topic of earthquakes or tsunamis. If necessary, suggest a main idea: *Earthquakes are big trouble.*

Tell students to keep their diagrams, as they will use them again on Day 3.

### Complete a Diagram

Day 2



Option 2

## PROGRAM RESOURCES

Small Group Reading Books

## Introduce

Copy and display the main idea and details diagram that appears in Option 1, above.

## Practice

Arrange students in pairs and have partners use a **Small Group Reading** book they have read to create their own main idea and details diagram. Suggest that they focus on one portion of the book and choose a main idea and details from that section.

Tell students to keep their diagrams, as they will use them again on Day 3.



**SUGGESTED PACING**

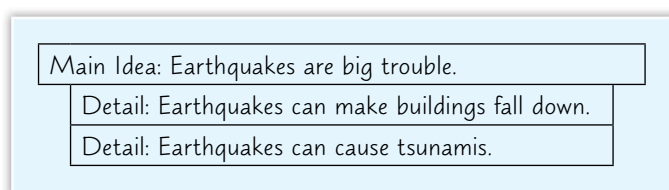
DAY 1 Teach the Skill  
 DAY 2–4 Daily Practice Options  
 DAY 5 Review and Assess

**Develop a Topic**Day 3  Option 1**Introduce**

Have partners take out their main idea and details diagram from Day 2. Tell them that they will use it to write a main idea and details paragraph.

**Practice**

Have partners review their diagrams.



Tell partners to write the main idea statement as a topic sentence and the details as additional sentences. Suggest that students refer to sources, such as the Internet, **Small Group Reading** books, or one of the selections in the **Anthology** if more details are needed.

After each pair has written its paragraph, have partners share and discuss it with another pair. Have them decide together whether each detail supports the main idea.

**Develop the Topic**Day 3  Option 2**PROGRAM RESOURCES**

**Small Group Reading Books**

**Introduce**

Have partners take out their main idea and details diagram from Day 2. Tell them that they will use it to write a main idea and details paragraph.

**Practice**

Have students review their diagrams. Remind them to state the main idea and support it with detail sentences.

After students have written a first draft, have them determine if they included enough details to support the topic sentence. Encourage students to add more details from the **Small Group Reading** book to support their topics.

**Create Good Transitions**Day 4 **PROGRAM RESOURCES**

**Chart of Transition Words: eVisual 7.31**

**Introduce**

Display **eVisual 7.31**. Remind students that writers use transition words to help readers understand how their ideas are related.

 **Chart of Transition Words**

If you want to ...	Use ...
add new ideas	also, in addition
give examples	for example, such as
show cause/effect	because, since, as a result
show sequence	first, second, next, lastly, finally

 **NGReach.com** Chart of Transition Words: eVisual 7.31

 **INTERACTIVE WHITEBOARD TIP:** Encourage students to add examples.

**Practice**

Tell partners to refer to the chart as they reread their main idea paragraphs from Day 3. Then have them use proofreading marks to add words from the chart to create better transitions between ideas. Finally, have students rewrite their paragraphs to create final, neat copies.

If time allows, encourage partners to read their articles to one another, first without transition words and then with them. Have them talk about the differences.

**Review and Assess**Day 5 **PROGRAM RESOURCES & MATERIALS**

**Writing, Revising, and Editing Unit Test: Assessment Masters A7.33–A7.36**  
*timer*

**Review the Skill**

Have partners read and discuss the paragraphs they wrote on Day 4 with another pair, using the following questions to guide discussion: *What is the main idea? What details support the main idea? How did you group ideas together? What transition words did you use?*

When ten minutes are up, have students share their answers.

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

## OBJECTIVES

### Thematic Connection: Earth's Shifting Surface

- ✔ **Relate Words: Determine Word Meanings and Understand Word Relationships**
- ✔ **Determine Main Ideas and Supporting Details**

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

- Read Aloud: eVisual 7.25**
- Unit 7 Build Background Video**
- Digital Library: Key Word Image for "tsunami"**

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

Explain Main Idea and Details	CC.3.Rinf.2
Determine Meanings of Academic and Domain-Specific Words	CC.3.Rinf.4
Apply Word Analysis Skills	CC.3.Rfou.3
Decode Multisyllabic Words	CC.3.Rfou.3.c
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Speaking and Listening

Explain Ideas and Understanding	CC.3.SL.1.d
Determine the Main Ideas and Supporting Details of Information Presented Visually in Diverse Media	CC.3.SL.2

### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.3.L.4
Understand Word Relationships	CC.3.L.5



## WARM-UP

Have students review the reading from Week 3, including "Selvakumar Knew Better" and the **Small Group Reading** books. Have partners recall the setting, characters' names, and main events from one of the stories they read last week.

## Academic Talk

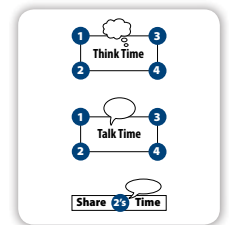
### 1 Discuss the Big Question

Remind students to use what they know about explaining ideas and understandings as they discuss how mighty forces can change Earth's surface. Model connecting causes and effects to answer the Big Question: *I have learned that a **tsunami** can change an entire town. An **earthquake** started a giant **wave** that snapped trees and destroyed homes in Dinakaran's town.*

Use **Numbered Heads Together** to have students discuss the Big Question.

- Form small groups and have students in each group number off.
- Ask students to think individually about how a tsunami can change Earth.
- Have groups discuss their ideas and be prepared for any one of them to report to the class.
- Call out a number and have the student from each group with that number report for the group.

For **Numbered Heads Together**, see page BP59.



**Numbered Heads Together**

## Vocabulary Strategy

### 2 Compound Words **Anthology** page 466

Project **Student eEdition** page 466 and read aloud the introduction. Model the strategy with **earthquake**: *The word **earthquake** has two smaller words in it, earth and quake. Earth means "land or ground" and quake means "shake." When I put those two meanings together, I can guess that **earthquake** is a sudden shaking of the ground.* Repeat with seashore.

Then display the following compound words: *waterfall, thunderstorm, and sunrise.* Have partners first identify and define the smaller words in each compound word. Then have them use the meanings of the shorter words to determine the meanings of the compound words.

See **Differentiate**

## Compound Words

A **compound word** is made up of two smaller words. To figure out what a compound word means, look at the smaller words.



earth: "land," "ground"  
quake: "shake"  
earth + quake = **earthquake**

**Meaning:** a sudden shaking of the ground



sea: "ocean"  
shore: "land next to water"  
sea + shore = **seashore**

**Meaning:** land next to the sea or ocean

### Try It Together

Read the sentences. Then answer the questions.

As we hike up the volcano, we leave a trail of footprints. When we reach the mountaintop, we look down into a huge crater.

**1. What do you think footprints means?**

- A hiking shoes
- B written signs
- C food wrappings
- D marks left by shoes or feet

**2. What do you think mountaintop means?**

- A the end of a trail
- B a fence around a crater
- C a view from a mountain
- D the highest part of a mountain

466

Anthology page 466

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T167o–T167p)
- ✓ Power Writing (T167q, T168c, T171a, T173c, T173e)
- ✓ Writing (T168b, T171, T173, T173d, T173g)
- ✓ Writing Project (T173i–T173l)

### 3 Try It Together Anthology page 466

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

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Compound Words ✓

As students figure out meanings for the words *footprints* and *mountaintop*, determine whether they are able to use the meanings of smaller words to determine the meaning of the compound word comprised of the smaller words.

If students cannot correctly determine the meanings of the compound words, have them create a word equation for each of the compound words:

$$\begin{array}{r}
 \underline{\text{foot}} \quad = \quad \underline{\text{"part of the body at the end of a leg"}} \\
 + \underline{\text{print}} \quad = \quad \underline{\text{"a mark"}} \\
 \hline
 \underline{\text{footprint}} \quad \underline{\text{"a mark made by the part of the body at the end of a leg"}}
 \end{array}$$

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty identifying the smaller words in a compound word.

**STRATEGY** Have them say each compound word out loud, slowly, and follow along with their fingers as they say it. Tell them to stop when they say a smaller word they recognize and then circle it.

### AL Above Level

**ISSUE** Students are ready for more complex word work.

**STRATEGY** Have students use each shorter word and the related compound word in a single sentence.

## Fluency

**Model Expression** As you read the **Read Aloud**, model how to read text that gives information and has descriptions. Explain: *When you read with expression, change your voice to support the meaning of the text.*

## Differentiate

**EL** English Learners

**ISSUE** Students lack sufficient vocabulary to express how details support the main idea.

**STRATEGY** Provide sentence frames for students as they discuss main ideas and details. For example: This is mostly about \_\_\_\_\_. One detail that supports this is \_\_\_\_\_.

**BL** Below Level

**ISSUE** Students have trouble understanding the concept of main idea and details.

**STRATEGY** Guide Comprehension. Focus on the second paragraph. Highlight the details and read them aloud. Ask: *What do all these details tell about?* (how a tsunami can cause damage and change things) Ask: *What sentence means the same thing?* (the first sentence in the paragraph)

## Comprehension

**4** Main Ideas and Details ✓

Review main ideas and supporting details. Elaborate: *Pictures and other visual images can provide details that support main ideas, too.* Play the segment of the **Unit 7 Build Background Video** that focuses the force of a tsunami. Help students identify the main idea. (An earthquake under the ocean can cause a huge wave called a tsunami that can cause a lot of damage.) Then replay the segment, pausing to model explaining how visual details support the main idea. For example: *The picture of the wave approaching the city shows that the tsunami is taller than the buildings. The pictures of the damaged boats and cars show the kinds of damage a tsunami can cause.*

Display **eVisual 7.25** and read aloud the title. Explain that this passage is part of an online article. Elaborate: *The photograph is part of how the author of the article expresses the main idea and its supporting details.*



## Read Aloud

Online Article

## The Force of a Tsunami

Ocean waves can be powerful things. Over time, they can carve rock and move sand, shaping beaches. But no ocean wave can match the power of the tsunami. In a very short time, it can completely transform the shape of Earth.

In fact, Earth is where tsunamis originate. **Earthquakes** happen deep underwater. **Plates** under the ocean floor move against each other, causing an **earthquake**. This **earthquake** pushes the ocean water up into a swell. The swell builds to become a giant **wave**, or **tsunami**.

As the giant **wave** speeds towards land, it gets higher and higher. When it finally reaches the **shore**, it towers above large buildings. The **power** of this force can change the surface of Earth.



Buildings and trees fall under the force of the tsunami.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 7.25



**INTERACTIVE WHITEBOARD TIP:** Circle details in the photo that support the main idea.

Have partners identify the main idea of the passage and supporting details provided in the photograph. Then have them explain how each detail supports the main idea. (Main idea: The force of a tsunami can change the surface of the Earth. Supporting Details: The tsunami towers over tall buildings. Trees and buildings fall from the force of the tsunami.)

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Explain Main Idea and Details ✓

As partners discuss the information in the photograph, note whether they can explain how the visual details support the main idea.

If students have difficulty explaining how visual details support the main idea, model:

*The main idea is that the **force** of a **tsunami** can change the surface of the Earth. In the photograph, I see waves of water that are taller than the tall buildings of the city. This shows that the surface of Earth in that city will change.*



## Daily Language Arts

**Daily Spelling and Word Work** ✓

Pretest page T465m

**Daily Grammar** ✓

Point out the prepositional phrase *on land* in the first paragraph of the **Read Aloud**. Then use page T465o to teach prepositions.

**Daily Writing Skills** ✓

Point out that the first sentence in the **Read Aloud** states the main idea. Then use page T465q to teach using main ideas.

## Writing

### 5 Write a Main Idea and Details

Replay the segment of the **Unit 7 Background Builder Video** about the force of a tsunami. Model writing a main idea and details paragraph about the segment of the video.

#### Think Aloud

*I will write the main idea shown in this part of the video.*

*Now I will write details from the pictures that support that main idea.*

#### Write

A tsunami is a huge wave that can cause great damage.

The huge wave approaches the city. It is taller than hills and buildings. Buildings, boats, and cars are all damaged by the tsunami.

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

Replay the **Unit 7 Build Background Video** in its entirety and have partners choose a main idea. Then have them write short paragraphs about the main idea and visual details that support it. Have students add their paragraphs to their Weekly Writing folders.



## WRAP-UP

Have students think about the texts they read today. Have them identify the main ideas and explain how visual details support the main ideas.

## OBJECTIVES

### Thematic Connection: Earth's Shifting Surface

- ✓ Determine Word Meanings and Understand Word Relationships
- ✓ Form Generalizations to Comprehend Text
- ✓ Determine Main Idea and Supporting Details

## MATERIALS

index cards • timer

## Power Writing

Have students write as much as they can as well as they can for one minute about the word *earthquake*.

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

## COMMON CORE STANDARDS

### Reading

Ask and Answer Questions About Text	CC.3.Rinf.1
Determine Word Meanings of Academic and Domain Specific Words	CC.3.Rinf.4
Use Text Features	CC.3.Rinf.5
Use Illustrations	CC.3.Rinf.7
Apply Word Analysis Skills	CC.3.Rfou.3
Decode Multisyllabic Words	CC.3.Rfou.3.c
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read with Purpose and Understanding	CC.3.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

### Writing

Write Opinions on Texts	CC.3.W.1
Link Opinions and Reasons	CC.4.W.1.c

### Language

Determine Meaning of Words and Phrases	CC.3.L.4
Understand Word Relationships	CC.3.L.5



## WARM-UP

Have partners write each of the following words on an index card: *earthquake*, *footprint*, *seashore*, *earth*, *print*, *sea*. Have partners take turns choosing a card and identifying whether the word is a compound word or not.

## Vocabulary Strategy

### 1 More Compound Words ✓

Copy and display this sentence: An early warning system about a coming tsunami can be a lifesaver. Remind students that they can determine the meaning of the compound word *lifesaver* by determining the meanings of each smaller word.

Explain that students can also use context clues to help determine the meaning of a compound word. Clarify: *The two smaller words are life and saver. The rest of the sentence is about a warning system that tells people that a tsunami is coming. I can guess that a lifesaver is something that helps keep people safe when danger is coming.* Then display these sentences:

The shorelines of the islands of Hawaii are the most at risk for tsunamis.

People who live in Alaska need to be forewarned if a tsunami is coming.

Have volunteers identify the compound words (*shorelines*, *forewarned*). Then have partners use context clues to determine their meanings. Have partners identify the context clues they used and explain how each clue helped them determine the meaning of a compound word. (*islands*, *tsunamis*; *a tsunami is coming*)

## Check & Reteach

### OBJECTIVE: Using Context Clues ✓

Listen as partners discuss the context clues they used to determine the meaning.

If students are not able to explain how context clues helped them define compound words, model the process with *shorelines*.

## Academic Talk

### 2 Preview and Predict

Remind students: *Before you start reading, you can preview the text by looking at the title, headings, graphics, and photographs. This will help you predict what a text will be about.* Project **Student eEdition** pages 467–471. Have students silently read the title and headings of the text and study the visuals. Then have partners discuss their predictions.



Anthology page 467

## Reading

### 3 Read an Online Article

**CONNECT ACROSS TEXTS** Project **Student eEdition** page 467. Have students recall the effects that the tsunami in the story “Selvakumar Knew Better.” Then have a volunteer read aloud **Connect Across Texts**.

**GENRE** Read aloud the explanation of the genre. Clarify: *An online article is often nonfiction. It gives true information about a topic.* Point out the buttons under the title of the article. Explain: *These buttons name other parts of the Web site.*

**SCIENCE BACKGROUND** Sometimes, water along the shore pulls back into the ocean right before a tsunami happens. This is called *drawback* and leaves hundreds of feet of the shore uncovered. People who are on a beach when drawback occurs should get to higher ground immediately.

### Read and Build Comprehension

- Text Features** *What kind of information do you think you would see if you clicked on the “Warning Center” button?* (I would find information about warning centers that **warn** people when a **tsunami** is coming.)
- Generalize**  *What disturbances can occur under the sea? (**earthquakes**)* *What do you already know about these disturbances?* (Possible response: I know they also occur on dry land and change Earth’s surface.) *What can you generalize about Earth’s surfaces, both under the ocean and as dry land?* (Possible response: I think that Earth’s surfaces under the ocean and on dry land are similar.)

## Fluency

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

### Answers Before You Move On

- Main Idea**  A tsunami is a series of huge waves.
- Cause/Effect** A disturbance under the sea, such as an earthquake or a volcanic eruption, causes the tsunami waves.

## Mini Lesson

## Explain Text Features

Project **Student eEdition** pages 468–469. Introduce the concept: *Authors of nonfiction usually include text features that support the main ideas in the text.*

Elaborate on each of the text features:

- Point out and read aloud the headings at the tops of pages 468 and 469 and explain: *These headings tell what the text on these pages is mostly about. The text will give main ideas and details about these topics.*
- Point out and read aloud the title of the diagram at the bottom of page 468 and explain: *This diagram shows how a **tsunami** forms and the size of a **tsunami wave**.* Point out and read aloud each label and explain the visual element it names. Point out the arrow and the earthquake reverberation marks and elaborate: *These parts of the diagram show the movements of the **earthquake** and the **tsunami wave**.*
- Point out the map at the top of page 469 and explain: *This map shows places where **tsunamis** often happen.* Read aloud the title of the map and clarify: *This title tells that the map is about places where **tsunamis** are likely to happen. It explains that a place where a **tsunami** is likely to happen is called “at risk.”* Point out and read aloud each label on the map and explain the location each names. Point out and explain the compass rose.
- Point out the photograph at the bottom of page 469 and explain: *This photograph shows some of the kinds of damage a **tsunami** can cause.* Read aloud the caption and explain: *This caption gives more details about the damage one particular **tsunami** caused.*
- Point out the arrow and link copy at the bottom of page 469 and explain: *This arrow shows that if you click on this link, you can learn about a related topic: **tsunami** warning centers.*

Have partners identify the following text features on pages 470 and 471:

- Main heading: Tracking a Tsunami
- Section headings: Tsunami Warning Centers; Early Warnings
- Photograph and caption: The tsunami warning center in Hawaii
- Diagram: How a Buoy System Works

Have students explain how each text feature supports main ideas in the text on pages 470 and 471.



Tsunami  
http://ngreach.com

## How a Tsunami Forms

During an event under the water, such as an **earthquake**, a lot of energy is produced. That strong force pushes upward and out. It makes **waves** move in all directions. When waves reach **shallow water** they grow higher. They can reach as high as 100 feet! These powerful waves then crash onto the **shore**. They can **cause heavy damage**.

**1**

**2**

**A Tsunami Forms Under Water**

Labels in diagram: tsunami wave, ocean water, shore, underwater earthquake

In Other Words  
**shallow water** places closer to land where the ocean is not as deep  
**cause heavy damage** hurt many people and things

468

## Areas at Risk **3**

Hawaii is at the greatest risk for a tsunami. The state gets about one each year. It gets a damaging tsunami every seven years. Alaska is also at high risk. California, Oregon, and Washington **experience** a damaging tsunami about once every 18 years.

In 1946, a tsunami crashed into Hilo, Hawaii. The waves were as high as a three-story building.

In 1964, an earthquake shook the state of Alaska. It caused a tsunami along parts of the Washington, Oregon, and California shore. The waves were 10 to 20 feet high.

**4** [Learn about tsunami warning centers.](#)

### Areas at Risk of Tsunamis in the U.S.

Labels on map: ALASKA, WASHINGTON, OREGON, CALIFORNIA, PACIFIC OCEAN, HAWAII

▲ Tsunami damage in Alaska, 1964

In Other Words  
**Areas at Risk** Places in Danger from Tsunamis  
**experience** have

### ► Before You Move On

- 1. Generalize** Think about the places that are at high risk of **tsunamis**. In what ways are they all alike?
- 2. Cause/Effect** What can happen if a **tsunami** hits the **shore**?

469

## Read and Build Comprehension

- 1 Cause/Effect** *What is the effect of the energy that an underwater **earthquake** produces?* (The energy pushes upward and out and makes **waves** move in all directions.)
- 2 Draw Conclusions** *What can you conclude about the power of **tsunami waves**?* (Possible response: I read that the **waves** can reach as high as 100 feet. I also read that **tsunami waves** can cause heavy damage. So I conclude that **tsunami waves** can be powerful enough to knock over buildings.)
- 3 Main Idea and Details** ✓ *What is the main idea on page 469? What kinds of details does the writer give to support the main idea?* (The main idea is that there are areas at risk for **tsunamis**. The writer tells that certain places are most at risk because **tsunamis** have occurred there in the past: Hawaii, Alaska, California, Oregon, and Washington.)
- 4 Make Inferences** *What kind of information do you think you will find if you click on the link at the bottom of page 469?* (I read that the link will tell about **tsunami** warning centers. I know that a warning tells people when something dangerous is going to happen. I also know that the whole article is about **tsunamis**. And so, the information I will find will be about centers that **warn** people when a **tsunami** is coming.)

## Answers Before You Move On

- 1. Generalize** These states are all located on the Pacific Ocean. They have a lot of shoreline.
- 2. Cause/Effect** If a **tsunami** hits shore it can cause heavy damage.

Tracking a Tsunami

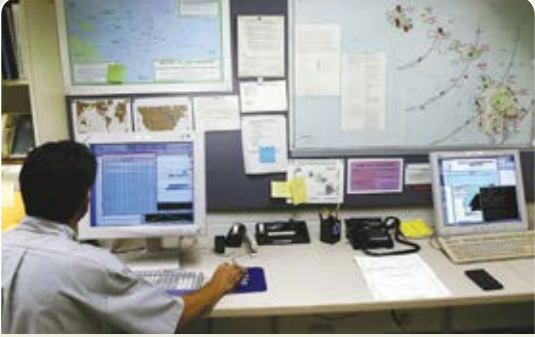
http://ngreach.com

## Tracking a Tsunami

### Tsunami Warning Centers

In the United States, there are two **tsunami warning** centers. They **monitor** events that could cause a tsunami. The centers are located in Hawaii and Alaska. **1**

In the warning centers, people **track** information about **wave sizes and water pressure**. The information comes from **devices** in the ocean. People use the information to predict if a tsunami is likely to happen.



▲ The tsunami warning center in Hawaii

In Other Words  
**monitor** watch for  
**track** look for changes in  
**wave sizes and water pressure** changes in the water  
**devices** machines

470

Anthology page 470

## Read and Build Comprehension

- 1 Generalize** ✓ *What generalization can you make about the location of warning centers in the United States?* (Possible response: I read that they are located in Hawaii and Alaska. I know from the previous page that these are places where **tsunamis** occur. I think that warning centers must be near locations where **tsunamis** are likely to occur.)
- 2 Main Idea and Details** ✓ *What is the main idea on page 471?* (The main idea is that a system of recorders, buoys, and satellites help warn people that a **tsunami** is coming.)

## Check & Reteach

**OBJECTIVE: Generalize to Comprehend Literature** ✓

Listen to students' responses to all of the comprehension questions about generalizing. If students have difficulty forming a generalization, use the first paragraph on page 469 and the steps in the How To box on page 448 to make a generalization about the states of California, Oregon, and Washington.

**OBJECTIVE: Explain Main Idea and Details** ✓

Listen to students' responses to the comprehension questions on main ideas and details. If students cannot identify main ideas and supporting details, reteach using the heading and the first sentence on page 469. Ask: *What is the text mostly about?* (areas at risk for **tsunamis**) *What do all the other sentences talk about?* (areas that have a lot of **tsunamis**)

## Answers Before You Move On

- 1. Use Text Features** A pressure recorder on the ocean floor sends sound **wave signals** to a buoy. The buoy stays in place because it is attached by a chain and cord to an anchor on the ocean floor. The buoy sends information to a satellite. The satellites then send the information to warning centers.
- 2. Draw Conclusions** It might include what is causing the **tsunami**, where the **tsunami** began, how long it will be until the **tsunami** reaches land, and exactly which land areas the **tsunami** will affect.

How a Buoy System Works

**Early Warnings 2**

Scientists place **recorders** on the ocean floor. They are placed in areas that have a history of disturbances that cause tsunamis. The recorders collect information and send it to **buoys**. The buoys then send all the information back to the warning centers **by satellite**.

Tsunamis can be deadly. So being able to warn people about a tsunami before it reaches **shore** can save a lot of lives.

**In Other Words**  
**recorders** machines that measure changes in the water  
**buoys** objects that float on top of the ocean  
**by satellite** in messages

**Before You Move On**

- 1. Use Text Features** Use the diagram to explain how a buoy system works.
- 2. Draw Conclusions** What information might the warning center include in its warning?

471

Anthology page 471



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T465m

### Daily Grammar ✓

In the first sentence on **Anthology** page 471, point out and note that “on the ocean floor” is a prepositional phrase. Then use page T465o to teach more about prepositional phrases.

### Daily Writing Skills ✓

On **Anthology** page 470 point out that the first sentence of the first paragraph contains the most important idea, and that the following sentences add supporting details. Then use page T465q to practice grouping related ideas.

## Writing

### 4 Write a Response

Remind students that one way to respond to something they have read is to express their opinions about it and explain reasons. Model a response: *In my opinion, the online article “Tsunami” is a very effective introduction to the topic of tsunamis. The diagrams helped me better understand many details in the text.*

Have each student state an opinion about the online article and explain how the article’s text features support their opinions. Have students add their responses to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty generating supporting examples.

**STRATEGY** Point to a text feature and ask: *What information does this feature give you about the topic?*

### AL Above Level

**ISSUE** Students have many diverse opinions about the article.

**STRATEGY** Have partners discuss their opinions and suggest one opinion for each partner to write about.

## WRAP-UP

Have partners share their opinions about natural disaster education. Ask: *Is it important for people to learn about natural disasters, such as earthquakes and tsunamis? Why or why not?* Encourage students to support their opinions with examples from this week’s readings.

### OBJECTIVES

#### Thematic Connection: Earth's Shifting Surface

- Determine Word Meanings and Understand Word Relationships
- Grammar: Use Prepositional Phrases

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Venn Diagram: Practice Master PM7.26
- Grammar Practice: Practice Master PM7.27

#### TECHNOLOGY ONLY

- Grammar Passage: eVisual 7.30

### MATERIALS

dictionaries

## Power Writing

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

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

## Fluency

**Practice Expression** As partners reread the online article aloud, circulate and listen for correct expression.

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

#### Speaking and listening

Report on a Text	CC.3.SL.4
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#### Language and Vocabulary

Demonstrate Command of Grammar and Usage	CC.3.L.1
Use Knowledge of Conventions	CC.3.L.3
Acquire and Use Domain-Specific Words	CC.3.L.6



## WARM-UP

Have partners think about the ending of "Selvakumar Knew Better" and discuss how Selvakumar's family and community might have changed after the events of tsunami. Have student pairs share their ideas with the class.

## Vocabulary Review

### 1 Review Science and Academic Vocabulary

Project Student eEdition page 472 and point out the Key Words. Also display the vocabulary words **category**, **conclusion**, **effect**, **generalization**, and **stanza**. Choral read all the words as a class. Pause after each word and have volunteers give the definition.

Have each pair of students make a dictionary of all the words in the vocabulary review. Instruct them to write their entries in alphabetical order and to include the parts of speech, definitions, and example sentences. When they are done, have each pair share and compare their dictionaries with another pair's.

## Review and Integrate Ideas

### 2 Compare Texts Anthology page 472

Read aloud the introduction on **Student eEdition** page 472. Have partners review the story and reread the article, looking for the main ideas and features of each text and recording them on **Practice Master PM7.26**. Remind students that they should write ideas and characteristics that are similar in both selections in the center part of the Venn diagram and ideas and characteristics that are different in the side sections of the diagram.

## Check & Reteach

### OBJECTIVE: Explain Comparing Texts

As partners discuss the texts, determine whether they can accurately distinguish between similarities and differences in the texts.

If students have trouble comparing the main ideas and details, revisit the example Venn diagram on page 472 and provide another model:

- *One main idea in "Selvakumar Knew Better" is: how a **tsunami** damaged a town. A main idea in "Tsunami" is: damage a **tsunami** can cause. These main ideas are similar, so I write them in the center section of the diagram.*
- *"Selvakumar Knew Better" tells details about one specific **tsunami** in South India. "Tsunami" tells details about several different **tsunamis** and how they occur. These details are different so I write them in the side sections of the diagram.*

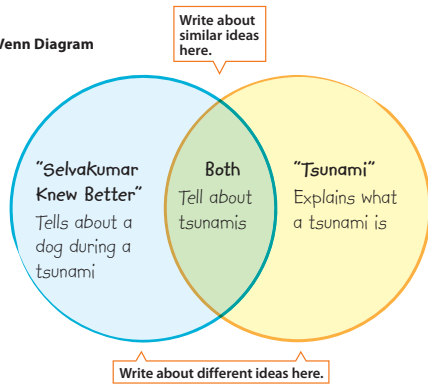
**Key Words**

earthquake	shore
plate	signal
power	tsunami
rescue	warn
sense	wave

## Compare Texts

"Selvakumar Knew Better" is a literary text, and "Tsunami" is an informational text. How are the ideas in the selections similar, or the same? How are they different? Complete a Venn diagram with a partner.

Venn Diagram



**Talk Together**

What forces in the ocean can change Earth? Think about the story and the online article. Use **Key Words** in your discussion.

**STUDENT TECHNOLOGY**



Student eEdition



Resources

NGReach.com

## Best Practices

**Encourage Respect** Encourage students to validate each others' points of view. Provide examples:

- *Good point.*
- *That makes sense.*
- *I can tell you've thought about this a lot.*

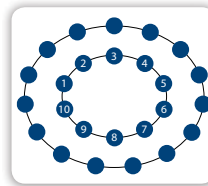
## Academic Talk

### 3 Talk Together Anthology page 472

Read aloud the instructions. Review the events in "Selvakumar Knew Better" and the information in "Tsunami." Have partners use a **Fishbowl** to discuss their ideas.

- Have part of the class sit in a close circle facing inward; have the other part of the class sit in a larger circle around them.
- Students on the inside discuss what forces in the ocean can change Earth, while those on the outside listen and try to think of new information/ideas that they can add to the discussion.
- Have groups reverse positions and continue the discussion.

For **Fishbowl**, see page BP46.



**Fishbowl**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Venn Diagram**  
**Compare Texts**  
Compare "Selvakumar Knew Better" and "Tsunami."

**"Selvakumar Knew Better"**  
Tells about a dog during a tsunami.  
Entertains the reader.  
Uses illustrations to show exciting events and characters' feelings.  
Tells facts indirectly.  
Main idea: To escape a tsunami, you must act fast.

**"Tsunami"**  
Explains what a tsunami is.  
Informs the reader.  
Uses photos, diagrams, and maps to explain.  
Tells facts directly.  
Main idea: Tsunami warning systems help save lives.

**Both**  
Tell about tsunamis.  
Happen on the shore.  
Main idea: Tsunamis can be very dangerous.

**Tell a partner which text you liked better and why.**

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For use with TE p. T471a PM7.26 Unit 7 | Blast! Crash! Splash!

## Differentiate

### EL English Learners

**ISSUE** Students have difficulty identifying prepositional phrases.

**STRATEGY** Ask questions to prompt students to use prepositional phrases that tell where and how: *Where does Mama run?* (Mama runs up the hill.) *How does she carry her children?* (She carries a young child under each arm.) Then have students identify words in their answers that match the patterns in the where and details rows of the chart on page 473.

### BL Below Level

**ISSUE** Students are unable to identify prepositions.

**STRATEGY** Write several prepositional phrases and draw a box around the preposition that starts each phrase. Have students follow the same pattern to find the preposition at the beginning of each prepositional phrase in the excerpt from "Selvakumar Knew Better."

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Prepositional Phrases Game**

### Preposition Bingo

**Grammar Rules Prepositional Phrases**

**Prepositional phrases:**

- tell where → Jean's purse is **under** the seat.
- show direction → The man walked **into** the store.
- show time → My cat sleeps **during** the day.
- add details → Greg added some pepper **to** the stew.

**Directions:**

1. Write one preposition in each box: *into, on, before, after, to, across, over, under, during.*
2. Your teacher or another student says a sentence with a prepositional phrase. Listen for the preposition in the sentence.
3. Put an "X" in the box with that preposition.
4. Once you have a complete row, yell "Bingo!" and use each preposition in the row in a sentence.

Placement of prepositions in the chart will vary.		

Point to a preposition in your chart. Have your partner use it in a sentence.

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**PM7.27** Unit 7 | Blast! Crash! Splash!

## Grammar Focus

### 4 Prepositional Phrases Anthology page 473

Project **Student eEdition** page 473. Have a volunteer read aloud the introduction. Display this phrase: *near the shoreline*. Draw a box around *near* and explain: *Near is a preposition. It starts the prepositional phrase, near the shoreline.* Underline *shoreline* and explain: *Shoreline is a noun. It finishes the prepositional phrase.* Read aloud and discuss the examples in the chart.

Display **eVisual 7.30** and read aloud the passage, pausing to identify the first prepositional phrase (*under the ocean*) and explain the kind of information it gives (where the earthquake is). Have students identify the remaining prepositional phrases in the passage and explain the kind of information each gives.



### Grammar Passage

An earthquake occurs under the ocean and huge tsunami waves form. After the earthquake, the waves move through the ocean and toward the shore. A warning sounds and people along the shoreline rush toward higher ground. The waves crash onto the shore and damage everything near the beaches.

 [NGReach.com](http://NGReach.com) Grammar Passage: eVisual 7.30



**INTERACTIVE WHITEBOARD TIP:** Underline prepositional phrases. Circle prepositions.

### 5 Read Prepositional Phrases Anthology page 473

Read aloud the directions and the excerpt from "Selvakumar Knew Better." Then have students identify the preposition in each phrase. (*under, up*) Have students look through "Tsunami" and find additional prepositional phrases and identify the preposition in each phrase.

See **Differentiate**

### 6 Write Prepositional Phrases Anthology page 473

Read aloud the directions. Remind students that a prepositional phrase always begins with a preposition and ends with a noun or pronoun. Assign **Practice Master PM7.27**.

## Check & Reteach

**OBJECTIVE:** Demonstrate Understanding of Prepositional Phrases 

As students write prepositional phrases, check their understanding of the function of each: to show where, when, direction, or details about something.




If students experience trouble, prompt with specific questions about the picture on page 457:

*Where are Dinakaran and Selvakumar? In what direction is the dog moving?*

## Prepositional Phrases

A preposition can tell where, show direction, show time, or add details. A **prepositional phrase** starts with a preposition and ends with a noun or pronoun. Use prepositional phrases to:

### Grammar Rules Prepositional Phrases

	Prepositional Phrase in a Sentence
• show where something is	Our village is <b>by the ocean</b> . 
• show direction	I climbed <b>up the mountain</b> . 
• show time	<b>After the tsunami</b> , we went home.
• add details	Birds fly <b>around us</b> . Hot sand is <b>under our feet</b> . 

### Read Prepositional Phrases

Read this passage from "Selvakumar Knew Better." Can you find two prepositional phrases?

She grabbed a little one under each arm. "Dinakaran, run! You're swift and strong. Follow me up the hill. Fast!"

### Write Prepositional Phrases

Write a caption for the picture on page 457. Use a prepositional phrase. Share your caption with a partner.

473

Anthology page 473

## Writing

### 7 Write to Reinforce Grammar

Have each student write a description of a particular photo, map, or diagram in a selection he or she read this week. Tell students that each description should include several prepositional phrases. Have them include as many Key Words as possible.

Model writing a description of the diagram on page 468: An earthquake shakes under the ocean. The force pushes water into the sky. Huge waves move toward the shore.

After students write their descriptions, have them underline each prepositional phrase and circle each preposition. Then have students add the descriptions to their Weekly Writing folders.

### Daily Language Arts

#### Daily Spelling and Word Work

Practice page T465n

#### Daily Grammar

Point out the prepositional phrase "onto the shore" in the last sentence of the **Grammar Passage**. Use page T465p to reinforce understanding of prepositional phrases.

#### Daily Writing Skills

Point out the second paragraph on page 470 and explain: *The first sentence states the main idea of the passage and the following sentence adds details about that main idea.* Then use page T465r to have students practice developing a topic by stating a main idea and organizing supporting details.

## WRAP-UP

Have partners use as many Key Words as they can to discuss what they learned about tsunamis from this week's reading.

### OBJECTIVES

#### Thematic Connection: Earth's Shifting Surface

- Determine Word Meanings and Understand Word Relationships
- Determine Author's Purpose

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM7.28–PM7.29

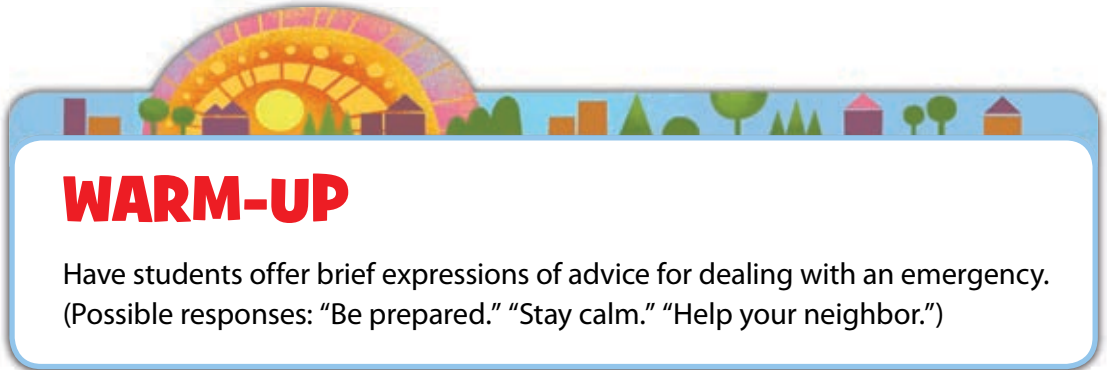
#### TECHNOLOGY ONLY

Mark-Up Model 7.2 or Model 7.2 PDF

Vocabulary Strategy Practice: eVisual 7.32

### MATERIALS

highlighters of two different colors • timer



## WARM-UP

Have students offer brief expressions of advice for dealing with an emergency. (Possible responses: "Be prepared." "Stay calm." "Help your neighbor.")

## Comprehension

### 1 Determine Author's Purpose

Explain that students will read two articles to identify the authors' purposes. Remind students that they have learned that an author can have multiple purposes.

#### SCREEN 1

- 1** Display and read aloud the article on **Mark-Up Model 7.2**. Have students follow along using **Practice Master PM7.28**. Read aloud the definition of *author's purpose*.
- 2** Review that the topic and details of a text are clues that can help students identify the author's purpose or purposes. Ask: *What is the topic of this article?* (making an emergency kit) Have students review the first two paragraphs and ask: *What does the author want you to know about emergency kits?* (that it is important to have one) *What kinds of details does the author give in the first paragraph that support this?* (her opinions about why you need one, her own experience) *What do you think is the author's purpose in giving these details?* (to persuade you to have a kit) Have volunteers highlight in yellow details in the first two paragraphs that support this purpose and then click the Clues 1 button to confirm.
- 3** Have students determine if the author has a second purpose in writing. Ask: *What other kinds of details does the author give in these paragraphs?* (The author gives details about what you need in a kit.) *What is her purpose in doing this?* (to inform) Have students highlight in green facts related to emergency kits and then click on the Clues 2 button to confirm.

#### SCREEN 2

- 4** Have students continue to highlight details that support each of the author's purposes. Then have students click to confirm the author's purposes for writing this article.

Have students complete the mark up of **Practice Masters PM7.28-PM7.29** by highlighting details to help them to identify the author's purposes and then writing the purposes. Have partners share and compare their mark ups.

### COMMON CORE STANDARDS

#### Reading

Determine Meanings of Academic and Domain-Specific Words	CC.3.Rinf.4
Read and Comprehend Informational Texts	CC.3.Rinf.10
Decode Multisyllabic Words	CC.3.Rfou.3.c
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

#### Writing

Write Over Shorter Time for Specific Purposes and Audiences	CC.3.W.10
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#### Speaking and Listening

Determine the Main Ideas and Supporting Details of Information Presented Orally in Diverse Media	CC.3.SL.2
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#### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.3.L.4
Understand Word Relationships	CC.3.L.5





SCREEN 1

**Ready for an Emergency?** by Liliana Klein

The author's purpose is the reason an author has for writing a text. It can be to explain or inform, to persuade, or to entertain.

**1** Have you wondered if you really need to have supplies ready in case a disaster strikes your town? Well, I can tell you that when my family was trapped by a flood last year, we would not have made it without our emergency kit. Whether it is a blackout or an earthquake, you must have an emergency kit with these basic supplies.

In an emergency, you may not have clean water available, so you must stock water and canned food items. Emergency experts recommend one gallon of water per person per day. Canned foods such as ready-to-eat vegetables are healthy and last a long time.

**3**



Clues 1 Clues 2

SCREEN 2


**Ready for an Emergency?** (continued)

**4** What if someone gets hurt? You need a first-aid kit to deal with injuries. Your first-aid kit should include bandages, a thermometer, and antibiotics.

In case you lose power, you should have a flashlight and batteries. Use a waterproof container to store your supplies, such as a sealable plastic bag. And don't forget to add warm clothes, soap, and cell phone chargers. Being prepared will save your life.

**4** Click the author's purpose.

to entertain	X
to persuade	✓
to explain	X
to inform	✓



Clues 1 Clues 2

Check & Reteach

OBJECTIVE: Determine Author's Purpose ✓

Look at students' marked-up Practice Masters PM7.28–PM7.29 to check if they correctly identified the author's purposes.

If students have difficulty identifying the author's purposes, reteach steps in the process using specific examples from Practice Master PM7.29:

1. Remind students to first identify the topic. *What is the topic of this whole article?* (having a communication plan) *Do you think the author will persuade you with that topic, entertain you with it, or explain it?* (Possible responses: explain or persuade)
2. Next have students identify details in the text to help them determine the author's purpose or purposes for writing about a communication plan: *Notice that the author gives steps to follow and also states his opinions.*
3. Finally, have students put the clues together: *What do the clues tell you about the author's purposes?* (The author's purposes are to explain and to persuade.)

Fluency ✓

Model and Practice Expression Explain: *When you read a persuasive text, use your voice to stress the words that signal the author's opinions.* Model the skill by reading the second paragraph on Practice Master PM7.28. Then have students practice by reading the next two paragraphs and emphasizing the opinion statements in each.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

**Ready for an Emergency?** by Liliana Klein


Have you wondered if you really need to have supplies ready in case a disaster strikes your town? Well, I can tell you that when my family was trapped by a flood last year, we would not have made it without our emergency kit. Whether it is a blackout or an earthquake, you must have an emergency kit with these basic supplies.

In an emergency, you may not have clean water available, so you must stock water and canned food items. Emergency experts recommend one gallon of water per person per day. Canned foods such as ready-to-eat vegetables are healthy and last a long time.

What if someone gets hurt? You need a first-aid kit to deal with injuries. Your first-aid kit should include bandages, a thermometer, and antibiotics.

In case you lose power, you should have a flashlight and batteries. Use a waterproof container to store your supplies, such as a sealable plastic bag. And don't forget to add warm clothes, soap, and cell phone chargers. Being prepared will save your life.

The author's purpose is to persuade, to inform.



◀ A disaster emergency kit should include essential supplies.

PM7.28 Unit 7 | Blast! Crash! Splash!



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T465n

### Daily Grammar ✓

Have students find the prepositional phrase *on a coast* in the first paragraph on **Practice Master PM7.29**. Then use page T465p to review prepositions and prepositional phrases.

### Daily Writing Skills ✓

Point out how the author organizes the main idea and details in **Practice Master PM7.28**. Then use page T465r to review how to organize main idea and details.

## Power Writing

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

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

## Vocabulary Practice

### 2 Compound Words ✓

Remind students that they have learned how to use the meaning of each word to determine the meaning of a compound word. Then display **eVisual 7.32**.



### Vocabulary Strategy Practice

1. Do destructive windstorms, such as tornadoes, often strike your community?
2. Use a waterproof container to store supplies so they don't get wet.
3. Whether there is a blackout or a flood, there are basic supplies you should have in your emergency kit.
4. Then, include a flashlight and batteries in case you lose power.
5. You can get supplies from a local shop, such as a grocery or drugstore.

Compound Word	Parts	Meaning
windstorm	wind + storm	storm with strong winds
waterproof	water + proof	treated to keep water out
blackout	black + out	lights are out
flashlight	flash + light	small light that runs on batteries
drugstore	drug + store	store that sells medicine

NGReach.com

Vocabulary Strategy: eVisual 7.32



**INTERACTIVE WHITEBOARD TIP:** Have students highlight the compound word in each sentence.

Have partners identify the compound word in each sentence. Then have them recreate and fill in the chart, using the component parts of the compound and the context in the sentence to determine the meaning of each compound word. Model the strategy with *windstorm*: *The compound word in the first sentence is windstorm. It is made up of wind plus storm. From the meaning of its parts plus its use in the sentence, I can tell it means a "storm with strong winds."*

## Check & Reteach

**OBJECTIVE:** Determine Word Meanings and Understand Word Relationships ✓

Monitor partners' charts to check if they can determine the meaning of each compound word.

If students have difficulty, reteach the process with the compound word *waterproof* using the following questions:

- Which two words make up the word *waterproof*? (water and proof)
- What do these two words mean put together? (proof against getting wet)
- What clues to the meaning of *waterproof* are given by the context? (The words *don't get wet* suggest that a waterproof container stays dry.)

# Writing

## 3 Write for a Purpose

Prepare for the activity by creating slips of paper that each describe a different author's purpose. Here are some ideas:

- Explain the steps in preparing a dish that you like.
- Give information about an upcoming event at school.
- Persuade someone to use a bicycle helmet.
- Tell a short, funny story.

Then have students form small groups. Have each student draw a slip from an envelope. Introduce the activity: *Now write a paragraph using the author's purpose on the slip you have drawn, but don't state the purpose.* Model the process:

Think Aloud	Write
<i>My slip says, "Tell a short, scary story." First, I'll introduce a spooky situation.</i>	There is only one person left on Earth. She is sitting alone in an old, dark house.
<i>To entertain readers, I'll add events that will make them want to read on.</i>	There is no sound anywhere. It's so quiet she can hear her heart beat.
<i>Then I'll end with a surprise!</i>	Suddenly, there is a loud pounding on the door.


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

See **Differentiate**

## Academic Talk

### 4 Listen for Purpose

Form small groups. Introduce the activity: *Now you will take turns reading the paragraphs you wrote. Other students will listen and determine your purpose.* Give students time following each reading to ask questions in order to clarify the author's purpose, if necessary.



**WRAP-UP** Form small groups. Have students think of an emergency they could experience, write five emergency supplies on five note cards, and put them in order of importance for that emergency. Have each group present its supplies in order of importance while other groups guess the emergency. Students can also discuss or debate the rankings.

## Differentiate

### EL English Learners

**ISSUE** Students lack a vocabulary of signal words for persuasion.

**STRATEGY** Give students a persuasive topic about a change at school and provide sentence frames for students to use in developing it:

- *Our school needs to change \_\_\_\_\_.*
- *One reason is \_\_\_\_\_.*
- *Another reason is \_\_\_\_\_.*
- *If you agree with me, please \_\_\_\_\_.*

### AL Above Level

**ISSUE** Students satisfy the minimum requirement for the assignment.

**STRATEGY** Challenge students to improve their paragraphs by using more vivid or precise language to make their purpose clearer.

## OBJECTIVES

### Thematic Connection: Earth's Shifting Surface

- Determine Word Meanings and Understand Word Relationships
- Determine Author's Purpose

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM7.1

Mark-Up Reading: Practice Masters PM7.28–PM7.29

### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 7.33

Comparison Chart: eVisual 7.34

## MATERIALS

timer • poster board • markers

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

Determine Meanings of Academic and Domain-Specific Words	CC.3.Rinf.4
Read and Comprehend Informational Texts	CC.3.Rinf.10
Compare and Contrast Texts on Same Topic	CC.4.Rinf.9

### Writing


Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Speaking and Listening

Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas	CC.3.SL.1.a
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### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.3.L.4
Understand Word Relationships	CC.3.L.5



## WARM-UP

Have students come up with as many compound words as they can in a minute that have the word *light* as one of their two parts. (Possible responses: *sunlight, moonlight, starlight, lighthouse, and lamplight*.)

## Vocabulary Practice

### 1 Compound Words

Remind students that they have learned to determine the meaning of a compound word from its parts and from context. Then display **eVisual 7.33**.



### Vocabulary Strategy Practice

#### Nightlights

The flame of sunset fades away,  
 And nightfall turns the world to gray.  
 But moonrise brings pale colors back,  
 And starlight spangles heaven's black.  
 Through streetlamps' glow late strollers pass,  
 And fireflies flicker in the grass.

[NGReach.com](http://NGReach.com) Vocabulary Strategy: eVisual 7.33



**INTERACTIVE WHITEBOARD TIP:** Have students highlight each compound word in the passage.

Have one partner write a compound word in the poem, identify its two component words, and write its meaning. Have the other partner write a sentence using the compound word. Partners then switch tasks.

Model with *nightlight*: *The compound word nightlight is made up of the words night and light. It means "a light kept on all night." A sentence that uses nightlight might be, "The parents kept the nightlight on because their child didn't like the dark."*



## Check & Reteach

### OBJECTIVE: Determine Word Meanings and Understand Word Relationships

Review students' definitions and sentences to check that students can correctly determine the meanings of the compound words.

If students have difficulty, reteach with the compound word *sunset*:

- *What two words make up sunset?* (*sun + set*)
- *What do these two words mean when put together?* (when the sun goes down or sets)
- *What clue is given by the context?* (The word *nightfall* follows the word *sunset*.)

<p>Name _____ Date _____</p> <p><b>Mark-Up Reading</b></p> <p><b>Ready for an Emergency?</b> by Liliana Klein</p> <p>Have you wondered if you really need to have supplies ready in case a disaster strikes your town? Well, I can tell you that when my family was trapped by a flood last year, <b>we would not have made it without our emergency kit.</b> Whether it is a blackout or an earthquake, <b>you must have an emergency kit</b> with these basic supplies.</p> <p>In an emergency, you may not have clean water available, so <b>you must stock water and canned food items.</b> Emergency experts recommend <b>one gallon of water per person per day.</b> <b>Canned foods</b> such as ready-to-eat vegetables are healthy and last a long time.</p> <p>What if someone gets hurt? <b>You need a first-aid kit</b> to deal with injuries. <b>Your first-aid kit should include bandages, a thermometer, and antibiotics.</b></p> <p>In case you lose power, <b>you should have a flashlight and batteries.</b> <b>Use a waterproof container to store your supplies,</b> such as a sealable plastic bag. And don't forget to add warm clothes, soap, and cell phone chargers. Being prepared will save your life.</p> <p>The author's purpose is <u>to persuade, to inform</u>.</p>  <p>◀ A disaster emergency kit should include essential supplies.</p> <p><small>© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T473a–T473h. PM7.28 Unit 7   Blast! Crash! Splash!</small></p>	<p>Name _____ Date _____</p> <p><b>Mark-Up Reading</b></p> <p><b>Preparing for a Disaster</b> By Roberto Samuels</p> <p>Following a disaster, it is sad to hear victims say, "if only we had been better prepared." <b>Being prepared can make the difference between life and death.</b> <b>One of the best ways to prepare is for every family to create an emergency communication plan.</b> To make an emergency communication plan for your family, <b>first</b> discuss what kinds of disasters might threaten your area. Do destructive windstorms, such as tornadoes, often strike your community? Do you live on a coast where undersea earthquakes might cause tsunami waves? Different disasters require different responses that will affect communication needs.</p> <p><b>Next,</b> choose a place in your neighborhood where your family could meet in an emergency in case you become separated. You might choose a familiar shop, such as a local grocery or drugstore. <b>Then</b> pick an out-of-town contact person. Program that contact into your cell phone. Label this person under the name "ICE." This stands for "in case of emergency." <b>Finally,</b> teach young children how to make phone calls and send text messages to your emergency contact and to the police. <b>Now, you're ready for anything!</b></p> <p>The author's purpose is <u>to express an opinion and to explain a process</u>.</p>  <p>◀ Tsunami waves can be powerful enough to destroy a house.</p> <p><small>© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T473a–T473h. PM7.29 Unit 7   Blast! Crash! Splash!</small></p>
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## Review and Integrate Ideas

### 2 Determine Author's Purpose

Ask: *What are an author's reasons for writing?* (to explain or inform, persuade, or entertain). Explain that students will determine the author's purpose for the online article "Tsunami" on **Anthology** pages 467–471. Review with students how to determine an author's purpose:

- Look at the title and identify the topic of the article.
- Identify the kind of text.
- Look at the main ideas and details.

Have partners follow the process to determine the purpose of each page of the article and then use that information to determine the purpose of the whole article. (to explain or inform)

### Check & Reteach

**OBJECTIVE:** Determine Author's Purpose

Review students' responses to check if they are able to correctly determine the author's purpose.

If students have difficulty determining the purpose, review how to use other clues. *Think about other clues, such as pictures and headings. Are they real or made up?* (real) *Do the headings suggest trying to make you think a certain way, or do they suggest giving information or explaining things to you?* (explaining)



## Daily Language Arts

### Daily Spelling and Word Work

Practice page T465n

### Daily Grammar

Have students find the prepositional phrase *in an emergency* in the second paragraph on **Practice Master PM7.29**. Then use page T465p to assess students' understanding of prepositions and prepositional phrases.

### Daily Writing Skills

Point out how the author organizes the main idea followed by details in **Practice Master PM7.29**. Then use page T465r to assess students' understanding of how to organize main ideas and details.

## 3 Compare Authors' Purposes

Explain to students that they will compare the authors' purposes in "Tsunami," "Selvakumar Knew Better," and in **Practice Masters PM7.28–PM7.29**. Display **eVisual 7.34**.



### Comparison Chart

Selection	Text Clues	Author's Purpose
"Selvakumar Knew Better"	<ul style="list-style-type: none"> <li>topic is how a boy survived a tsunami</li> <li>historical fiction</li> <li>details about how Selvakumar rescued Dinakaran</li> </ul>	to entertain
"Tsunami"	<ul style="list-style-type: none"> <li>topic is tsunamis</li> <li>online article</li> <li>details about tsunamis: what they are, how they form, areas at risk, and warning system</li> </ul>	to explain or inform
"Ready for an Emergency?"	<ul style="list-style-type: none"> <li>topic is making an emergency kit</li> <li>article</li> <li>details include the author's opinion about what should be included in an emergency kit</li> </ul>	explain or inform and to persuade
"Preparing for a Disaster"	<ul style="list-style-type: none"> <li>topic is making a communication plan</li> <li>article</li> <li>details include the author's opinion about the importance of a communication plan.</li> </ul>	explain or inform and to persuade

[NGReach.com](https://www.ngreach.com) Comparison Chart: eVisual 7.34



**INTERACTIVE WHITEBOARD TIP:** Have students highlight purposes that are the same.

## Differentiate

### Special Needs

**ISSUE** Students are unable to focus on a structure for the assignment.

**STRATEGY** Provide sentence frames to focus students:

- *The text details in \_\_\_\_\_ present a story.*
- *The text details in \_\_\_\_\_ give information about \_\_\_\_\_.*
- *The author's purpose in \_\_\_\_\_ is to entertain.*
- *The authors' purposes in \_\_\_\_\_ are to explain or inform.*

### Below Level

**ISSUE** Students have difficulty with the process of comparing purposes.

**STRATEGY** Give students an outline for comparing the authors' purposes in the selections:

- *Text details in "Tsunami"*
- *Text details in "Ready for an Emergency?"*
- *Text details in "Preparing for a Disaster"*
- *Text details in "Selvakumar Knew Better"*
- *Selections with the same author's purpose.*
- *Selection with a different author's purpose.*

Explain that students will recreate and complete the chart. Model for "Tsunami": *The topic of the article is tsunamis. This is an online article. It gives information about what tsunamis are, where they occur, and how they are tracked. All these clues tell me that its purpose is to explain or inform.*

## Writing

### 4 Write About Authors' Purposes

Introduce the activity: *Now you will write a paragraph that compares authors' purposes in the selections you read. Remember to compare using the topic, title, main ideas, and other clues.* Allow time for students to review the purposes and write about them. Have volunteers share their comparisons. Have students add their comparisons to their Weekly Writing folders.

See **Differentiate**

# Academic Talk

## 5 Relate Readings to the Big Question

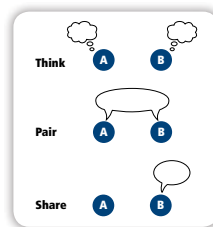
Have students recall the unit's Big Question: What forces can change Earth? *Think about "Selvakumar Knew Better," "Tsunami," "Ready for an Emergency?," "Preparing for a Disaster," and a Small Group Reading book you have read. How did these selections illustrate the power of natural forces in changing the surface of the earth?*

Model a response to the question for the "Selvakumar Knew Better": *The text descriptions and illustrations of the tsunami destroying Dinakaran's village show the powerful forces of these waves.*



Use a **Think, Pair, Share** to have students continue discussion about how the readings relate to the Big Question. Prompt them with questions like these:

- *What forces cause tsunamis and earthquakes?*
- *How are communities threatened by tsunamis?*
- *What kind of destruction can be caused by tsunamis?*
- *What kinds of warning systems do people have to detect tsunamis?*



Think, Pair, Share

Pairs discuss the topic. Students individually share information with the class.

## Best Practices

**Model Academic Language** If student discussions reflect too much informal talk, model an academic conversation with or between two students. Then have students echo the model to role-play academic discussions in small groups.

## WRAP-UP

Form small groups. Distribute poster board and markers. Have each group create a poster intended to warn people in areas threatened by tsunamis of the danger of these waves. Explain that students can use any approach in their posters. These warnings might include a scientific fact ("A tsunami can be 100 feet high!") or an allusion to a story ("Selvakumar Knows Better—RUN When You Hear a Tsunami!"). When all the groups have completed their posters, display them around the classroom.

## Writing Project

### Write Like a Researcher

#### Write a Research Report

Write a report about a force of nature that can change Earth. Combine your report with those of your classmates to create a science book or a multimedia show.



#### Study a Model

When you write a research report, you gather information from several sources. You organize the facts you find. Then you present the facts in a way that is all your own.

#### Earthquake!

by Zachary Wilkes

The ground shakes. Windows break. Roads crack. It's an earthquake!

There are between 2,000 and 3,000 earthquakes in the United States every year. Most of them are too small to feel. Bigger ones can destroy cities. **Why can't we protect ourselves better from these disasters?**

First, it's important to know what causes earthquakes. **Earth is actually made up of layers.** The top layer is called the crust. The crust is formed by large slabs of rock, called plates. **These plates fit together like pieces of a puzzle.**

The title and introduction tell what the report is about. The introduction gets the reader's attention.

The **focus** of the report is clear.

Each paragraph has a **topic sentence** that tells the main idea of the paragraph.

Facts and details support each topic sentence.

474

Sometimes the plates move and begin pushing against each other. This causes pressure along the edges of the plates. If the pressure builds up too much, then the plates suddenly bump past each other. The energy this releases makes the ground shake, and we feel an earthquake.

If we know what causes earthquakes, why can't we predict them? First of all, no one knows when the plates in Earth's crust will move. The closest we can come to guessing that is

The writing is well-organized and smooth. Each idea flows into the next idea.

#### Sources

"Earthquake." *World Book Encyclopedia*. 2009. 33–39. Print.

*Earthquake Hazards Program*. U.S. Geological Survey, 11 Feb. 2010. Web. 12 Feb. 2010. <<http://earthquake.usgs.gov/learn/kids/>>

Walker, Sally M. *Earthquakes*. Minneapolis, Minnesota: Carolrhoda Books, 2008. Print.

The sources that are used for the report are listed on a final page.

475

Anthology  
pages 474–475

## OBJECTIVES

**Thematic Connection: Earth's Shifting Surface**

**Write a Research Report: Organization**

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Writing Rubric: Assessment Master A7.43**

### TECHNOLOGY ONLY

**Writing Trait: Organization: eVisual 7.28**

## MATERIALS

index cards • print and online resources about forces of nature that can change Earth

## 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

## Study a Model

**Read the Research Report** Anthology pages 474–475

Read aloud the prompt on **Student eEdition** page 474 and have students read the model. Then have volunteers read aloud the notes and identify the features of the model research report (title and introduction, focus, paragraphs with topic sentences, facts and details, organization, and sources).

## Review the Trait: Organization

Display and read aloud **eVisual 7.28**. Point out the structure in the report by having students identify the introduction and the topic sentence in each paragraph. Ask students to identify the topic sentence in the second paragraph. (There are between 2,000 and 3,000 earthquakes in the United States every year.)



### Writing Trait: Organization

Writing that is organized

- has a clear structure throughout that suits the writer's audience and purpose
- has content that flows smoothly and logically.

 **NGReach.com** Trait: Organization: eVisual 7.28



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



Writing Project, *continued***Prewrite**

- 1. Choose a Topic** What did you read about in the unit that interests you? What other forces of nature would you like to learn about?



Share your ideas with a partner. Narrow your topic. Choose one that you can find sources for and cover well in a short report.

- 2. List Your Research Questions** What do you already know about your topic? What do you need to find out? With your partner, think of questions to guide you as you do your research.

**Research Questions**

- What causes earthquakes?
- Where do earthquakes happen?
- What is it like to be in an earthquake?
- Can earthquakes be predicted?

- 3. Create a Research Plan** A research plan lists your questions. It also lists your ideas for how to answer them.

Different sources can help you with different kinds of questions. Look at pages 567–570 to learn about different types of sources.

476

Anthology page 476

## Prewrite

**Choose a Topic** Anthology page 476

Have students reread the prompt. Then ask questions such as *Who is the audience?* *What is the form?* to unpack the prompt and begin completing a RAFT.

**Role:** Yourself

**Audience:** Classmates

**Form:** Research report

Have students read step 1 on page 476. Encourage them to choose a topic that they think is interesting enough for a report.

**List Your Research Questions** Anthology page 476

Have a volunteer read step 2 and the sample research questions. Explain that more specific questions will help focus their research, such as: *What causes earthquakes in Japan?* Have students list their own questions for the topics they selected.

**Create a Research Plan** Anthology page 476

Read step 3 and have students create a list of questions for their research plan. Then review how to locate the different sources of information to answer each of their questions. Encourage students to use **Anthology** pages 567–570 for additional information on how to do research.

**COMMON CORE STANDARDS****Writing**

Write Informative/Explanatory Text to Examine a Topic	CC.3.W.2
Introduce a Topic, Group Related Information, and Include Illustrations	CC.3.W.2.a
Develop the Topic	CC.3.W.2.b
Use Appropriate Development and Organization	CC.3.W.4
Plan, Revise, and Edit Writing	CC.3.W.5
Conduct Research	CC.3.W.7
Gather Information, Take Notes, and Categorize Evidence	CC.3.W.8
<b>Language and Vocabulary</b>	
Add Visual Displays	CC.3.SL.5

## Gather Information

### Identify Sources Anthology page 477

Review how to choose reliable sources. Remind students that good writers evaluate their sources before including information from them in their reports. Then read step 1 on page 477 and check understanding: *Why is it important to skim a table of contents, headings, and pictures?* (to see if the information fits your topic) *Why is it important that a source is up to date?* (Information can change; new information will be correct.)

If students are using Web pages in their research, have them print out the pages. Make sure the Web address and date are printed on the page, as well.

As students choose their sources, encourage them to look for maps, photos, or charts to include in their research reports. These visuals should help the audience understand their topic.

### Create Source Cards Anthology page 477

Have a volunteer read step 2 on page 477 aloud. Then point out each feature of the sample source card for a book: title, author, publication information, and library call number. Display sample source cards for magazine or newspaper articles and for Web sites. Point out each feature.

Source Card for a Magazine or Newspaper Article

2.	Card number
"Earthquakes Rock the World"	Article name
Scott Renshaw	Author
Earth Science	Magazine or newspaper title
May 2012: 17–20	Date and article pages

Source Card for a Web Site

3.	Card number
"Earthquakes"	Title
Earthquake Hazards Program	Author/organization
28 October 2011	Date viewed
www.earthquake.usgs.gov	URL

**Gather Information**

**1. Identify Sources** To find books that would be good sources for your topic, skim tables of contents, headings, and pictures. To see if Web sites are helpful, check menus on the home page.

Make sure every source is up to date. Also make sure each one comes from a group or person who is an expert in the area.

**2. Create Source Cards** Keep track of your sources on cards.

**Source Card for a Book**

Earthquakes	Title of book	Card number
Sally M. Walker	Author	
Carolrhoda Books Minneapolis, Minnesota, 2008	Publication information	
J551.22	Library call number	

**3. Make Note Cards** Create note cards to record important words, phrases, and ideas that you find as you research.

**Note Card**

What causes earthquakes?	Research question	Include the title, author, and page number of the source.
Earthquakes by Sally M. Walker, pages 6-7		
—Earth made up of large plates that are always moving		Write facts and details in your own words.
—movement puts stress on edges of a plate		
—plates bump past each other		
—energy is released and the ground shakes		

477

Anthology page 477

## Make Note Cards Anthology page 477

Read aloud step 3 on page 477 and have students begin making their note cards. Use the notes next to the model card to help students understand how to build their cards. Prompt discussion to help students think through the purpose of each element:

- *Why is it important to write the research question on each source card?* (Possible response: So you know which question you are answering.)
- *Why do you write the title, author, and page number on each card?* (Possible response: So you and others can recheck your facts if needed.)
- *Why do you write the facts and details in your own words?* (Possible response: Using your own words helps you to better understand the information; it is also wrong to pretend an author's words are your own.)

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty completing and organizing the information on their note cards.

**STRATEGY** Provide students with a labeled note card as they begin. Label where to write the title, the author, the information, and the call number. Then have students fill out the rest of the card.

### AL Above Level

**ISSUE** Students add too much information to their note cards.

**STRATEGY** Have students narrow their research questions. Remind them that they only need to record the important information on their cards.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T465m–T465n

**Daily Grammar** ✓ On Anthology page 474, point out the prepositional phrase “from these disasters” in the yellow highlighted sentence. Then use pages T465o–T465p to have students practice using prepositions and prepositional phrases.

**Daily Writing Skills** ✓ Point out the blue highlighted topic sentence on **Anthology** page 474. Then use pages T465q–T465r to have students practice using topic sentences to state main ideas.

## Differentiate

### EL English Learners

**ISSUE** Students lack sufficient vocabulary to draft the research report.

**STRATEGY** Allow students to write the report in their first language and then use an online translator to translate it into English. Then have students check with English-proficient classmates or a dictionary to see if the sentences make sense.

### BL Below Level

**ISSUE** Students have trouble understanding the concept of main idea.

**STRATEGY** Have students read aloud a paragraph in one of the sources. Then ask: *What do all of the sentences tell about?* Point out that this is the main idea of the paragraph.

## Get Organized

### Arrange Your Cards Anthology page 478

Read aloud step 1 on page 478. Then have students arrange the cards in an order that makes sense. Remind students that their content should flow smoothly and logically.

### Organize Your Information Anthology page 478

Have students use main idea and details diagrams to organize their information. Draw their attention to the graphic organizer on page 478, and read aloud step 2. If students need assistance with their graphic organizers, encourage them to use their research questions as main ideas, and the answers as the supporting details.

## Draft

### Write Ideas Anthology page 478

Invite a volunteer to read the instructions aloud. Explain how students can turn their main idea and details diagrams into a research report: *As you write each paragraph, use the main idea as the topic sentence. Then add the supporting details from your diagram.*

See **Differentiate**

## Revise

### Read, Retell, Respond Anthology page 479

Read aloud step 1 on page 479. Then display the Language Frames below to prompt the partners’ discussion.

Language Frames	
Retell	Make Suggestions
Your main idea is _____.	_____ was an interesting detail!
_____ and _____ support this idea.	I don't think _____ supports your main idea. Can you tell about _____ instead?

### Make Changes Anthology page 479

Read aloud the instructions and the sample changes in step 2 on page 479.

Check understanding:

- *In the first revision, why did the writer move the sentence?* (It made the ideas in the paragraph flow together.)
- *In the second revision, why did the writer rewrite the sentence?* (The sentence was not in his own words so he rewrote it in his own words.)

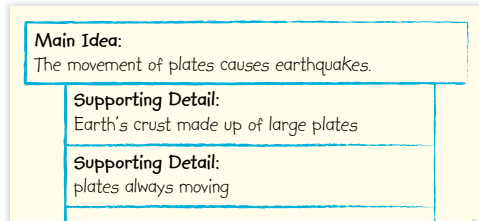
Have students use revising marks to edit their own drafts. Remind students to focus on introducing the topic, stating the main idea, and including supporting details.

Writing Project, continued

Get Organized

- 1. Arrange Your Cards** Put your cards in an order that makes sense. Use the research question on each card to help you. Put cards with similar research questions in the same group.
- 2. Organize Your Information** Use a graphic organizer to help you organize main ideas and details. Each research question, or group of similar research questions, can become a main idea. Put the details for those questions under the main idea.

Main Idea and Details Diagram



Draft

Use your graphic organizers to guide you as you write a draft. Put all the information in your own words. Never use words directly from the source. To use someone else's words is to plagiarize (plā-ju-riz), which is a type of stealing.

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and summarizes the main points of the report. Next, talk about ways to improve your draft.
- 2. Make Changes** Think about your partner's suggestions. Use the Revising Marks on page 573 to mark your changes.

• Is the writing well-organized and smooth?

Earth is actually made up of layers. The crust is formed by large slabs of rock, called plates. The top layer is called the crust.

• Make sure all the information is in your own words.

Plate movement puts stress, or pressure, on the edges of a plate. Sometimes the plates move and begin pushing against each other. This causes pressure along the edges of the plates.

Edit and Proofread

Work with a partner to edit and proofread your reports. Use the marks on page 574 to show your changes. Check all your facts.

Publish

- 1. Make a Final Copy** Make a final copy of your research report. Add a list of sources at the end.
- 2. Share with Others** Combine all the reports in a class book called "Forces of Nature." Or, you may want to turn your reports into a multimedia presentation.



Anthology  
pages 478–479

# Edit and Proofread

## Check the Report Anthology page 479

Have students check their reports against their note cards to ensure the facts are all stated correctly. Then have students edit and proofread their drafts, focusing on the Week 4 spelling words and prepositions.

# Publish

## Make a Final Copy Anthology page 479

Encourage students to use photographs, including maps, photos, and charts, that relate to their topic in their research reports. Tell students to choose visuals that are eye-catching and help the audience understand their topic. Then have them add a list of sources at the end of their research report.

## Share with Others Anthology page 479

Combine all of the research reports into a class book called "Forces of Nature," or into a multimedia presentation. Allow each student to introduce the topic of his or her research report, tell the main ideas, and give some of the supporting details. Remind students to speak clearly and at an appropriate pace when discussing their topics.

### Writing Rubric

Score	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writer has a clear focused message that interests readers in the topic. Details are accurate showing in-depth knowledge of the topic.	All content flows logically. The writing has a clear structure that includes an introduction and purpose. The writer's ideas are clearly stated and supported. All content flows logically.	The writing has a clear focused message that interests readers in the topic. The writer's voice is consistent throughout the writing. The writing is written in a conversational style that is appropriate for the audience.	Appropriate words are chosen to convey the writer's message. The writer's word choice is varied and effective. The writer's word choice is varied and effective.	All sentences are varied and effective. The writer's sentences are varied and effective. The writer's sentences are varied and effective.	The writing has a clear focused message that interests readers in the topic. The writing is written in a conversational style that is appropriate for the audience.	The text is presented in a readable way. The text is presented in a readable way. The text is presented in a readable way.
3	Most of the writing has a clear focused message that interests readers in the topic. Some details are accurate showing knowledge of the topic.	Most of the writing has a clear structure that includes an introduction and purpose. The writer's ideas are clearly stated and supported. Most of the content flows logically.	Most of the writing has a clear focused message that interests readers in the topic. The writer's voice is consistent throughout the writing. The writing is written in a conversational style that is appropriate for the audience.	Most of the writing has a clear focused message that interests readers in the topic. The writer's word choice is varied and effective. The writer's word choice is varied and effective.	Most of the writing has a clear focused message that interests readers in the topic. The writer's sentences are varied and effective. The writer's sentences are varied and effective.	Most of the writing has a clear focused message that interests readers in the topic. The writing is written in a conversational style that is appropriate for the audience.	Most of the text is presented in a readable way. The text is presented in a readable way. The text is presented in a readable way.
2	The writing has a clear focused message that interests readers in the topic. Some details are accurate showing knowledge of the topic.	Some of the writing has a clear structure that includes an introduction and purpose. The writer's ideas are clearly stated and supported. Some of the content flows logically.	Some of the writing has a clear focused message that interests readers in the topic. The writer's voice is consistent throughout the writing. The writing is written in a conversational style that is appropriate for the audience.	Some of the writing has a clear focused message that interests readers in the topic. The writer's word choice is varied and effective. The writer's word choice is varied and effective.	Some of the writing has a clear focused message that interests readers in the topic. The writer's sentences are varied and effective. The writer's sentences are varied and effective.	Some of the writing has a clear focused message that interests readers in the topic. The writing is written in a conversational style that is appropriate for the audience.	Some of the text is presented in a readable way. The text is presented in a readable way. The text is presented in a readable way.
1	The writing does not have a clear focused message that interests readers in the topic. Many details are inaccurate showing little knowledge of the topic.	The writing does not have a clear structure that includes an introduction and purpose. The writer's ideas are not clearly stated and supported. The content does not flow logically.	The writing does not have a clear focused message that interests readers in the topic. The writer's voice is not consistent throughout the writing. The writing is not written in a conversational style that is appropriate for the audience.	The writing does not have a clear focused message that interests readers in the topic. The writer's word choice is not varied and effective. The writer's word choice is not varied and effective.	The writing does not have a clear focused message that interests readers in the topic. The writer's sentences are not varied and effective. The writer's sentences are not varied and effective.	The writing does not have a clear focused message that interests readers in the topic. The writing is not written in a conversational style that is appropriate for the audience.	The text is not presented in a readable way. The text is not presented in a readable way. The text is not presented in a readable way.



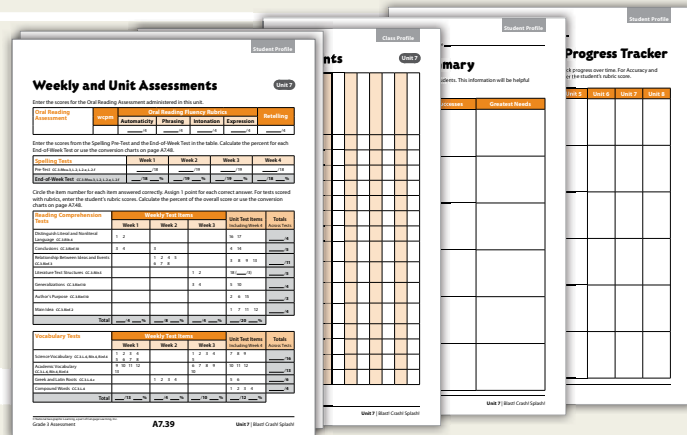


ExamView®



# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A7.39–A7.40
- Class Profile: Weekly and Unit Assessments** A7.41
- Student Profile: Strengths and Needs Summary** A7.42
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Explain Main Idea and Details: Reteaching Master RT7.9**

**Determine Author's Purpose: Reteaching Master RT7.10**

**Synthesize: Reteaching Master RT7.11**

#### ADDITIONAL PRACTICE

**Comprehension Coach** [NGReach.com](http://NGReach.com)

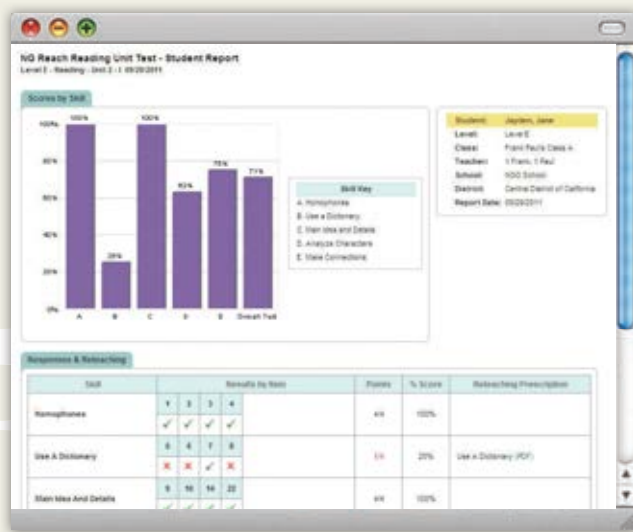
### Fluency

#### RETEACH

**Fluency Routines, page BP33**

#### ADDITIONAL PRACTICE

**Comprehension Coach** [NGReach.com](http://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](http://NGReach.com)

**Daily Spelling Practice, pages T465m–T465n**

### Grammar and Writing

#### RETEACH

**Prepositions and Prepositional Phrases: Anthology Handbook, page 598**

**Writing: Reteaching Writing Routine, page BP51**

**Writing Trait: Organization: Reteaching Master RT7.12**

#### ADDITIONAL PRACTICE

**More Grammar Practice PM7.31**

**Daily Writing Skills Practice, pages T465q–T465r**

*See Weeks 1–3 for additional reteaching resources.*



**Big Question** What forces can change Earth?

**Talk Together**

In this unit, you found lots of answers to the **Big Question**. Now, make a concept map to discuss the **Big Question** with the class.

**Concept Map**

What forces can change Earth?



**Write a Fact Sheet**

Use your concept map. Write a fact sheet about one of the forces that can change Earth's surface.

480

Anthology  
pages 480–481

## OBJECTIVES

**Thematic Connection: Nature's Power**  
Review Content

## PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM7.1

## COMMON CORE STANDARDS

### Writing

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

Recognize Conventions of Spoken and Written English CC.3.L3.b

### Speaking and Listening

Draw on Preparation to Explore Ideas Add Visual Displays CC.3.SL.1.a  
CC.3.SL.5

### Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

#### Write It!

##### Make a Storyboard

Make a storyboard to show what causes a tsunami or how an island forms. Show the power of Earth in your drawings. Share your storyboard with the class.



#### Talk About It!

##### Give a News Report

Work with a partner. Pretend that a natural disaster, such as an earthquake or a tsunami, has taken place. You and your partner are the news team on the scene. Tell your classmates what is happening.

#### Do It!

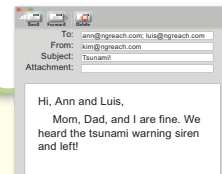
##### Perform a Dance

Work with two or three classmates. Create a dance that represents a force of nature. What movements can you use to show a volcano erupting or a wave crashing down? Perform your dance for the class.

#### Write It!

##### Write an E-Mail

Pretend that you and your family members have just experienced a natural disaster. Write an e-mail telling friends what happened.



481

## Academic Talk

### 1 Talk Together Anthology page 480

Display the Big Question. Read aloud the first paragraph on page 480. Have students revisit **Practice Master PM7.1** to remind them of their previous answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during **Small Group Reading**. Encourage students to connect ideas they learned throughout the unit.

## Writing

### 2 Write a Fact Sheet Anthology page 480

Read aloud the instructions. Ask volunteers to give examples of facts they can use from the readings.

Display the Fact Sheet on **Student eEdition** page 449. Remind students that a fact sheet gives detailed information about a topic in an easy-to-understand format. Suggest different formats for students to choose from, such as a bulleted list, a chart with information, commonly asked questions with answers to them, or blocks of text with visuals. Have students write independently. Post their fact sheets in a class display.



## Unit Projects

### 3 Share Your Ideas Anthology page 481

Read aloud the project options. Have students who have chosen the Talk About It! and Do It! projects gather in designated areas. Have the other students work independently at their desks.

#### Write It!



##### MATERIALS

*drawing paper • colored pencils or markers*

##### Plan

Have each student choose an event – a tsunami or how an island grows. Explain that a storyboard is a series of pictures that tells the story of an event in chronological, or time, order.

##### Make a Storyboard

Have students first map out the events they want to show. Tell them to make sure the events are in the correct order. As they plan their storyboards, remind them to illustrate the causes and effects of the event. When they are ready, have students sketch their drawings and color them. Encourage students to present their storyboards to the class. Display them in the classroom.

Add Visual Displays

CC.3.SL.5

#### Talk About It!



##### Plan

Have each pair choose one natural disaster. They can decide to report on a real or a made-up event. Explain that their reports should answer the questions *Who? What? When? Where? Why? and How?*. As students write their reports, they should tell what is happening, where it is happening, and the effects of the event. Review the differences between formal and informal language, and tell students to use formal language when giving their reports.

##### Give a News Report

Have each pair give their report to the class. The students in each pair can take turns reporting about different aspects of the event. After pairs give their reports, encourage other students to ask questions about the event.

Recognize Conventions of Spoken and Written English

CC.3.L3b

#### Do It!



##### Plan

Have each group choose an event where nature's power changed Earth. Have them choreograph a dance that represents what happened in the event. Allow them to choose music that will play during their dance, or they might use musical instruments such as rhythm sticks. Students can also wear symbolic colors or use props such as scarves to help produce different effects. Explain that everyone in the group should do a part of the dance.

##### Perform a Dance

Allow students time to practice their dances.

Have students perform their dances for the class. Allow time for audience members to say how the dances made them feel and to guess what event the dance represented.

Draw on Preparation to Explore Ideas CC.3.SL.1.a

#### Write It!



##### Plan

Read aloud the sample e-mail on page 481. Tell students to think about who is with them during the natural disaster and to whom they want to write. As a class, brainstorm what information should be included in the e-mail. Point out that what they say and how they say it may change depending on whom they are writing to. For example, they would probably write a different e-mail to their friends than they would to their grandparents.

##### Write an E-Mail

Give students time to copy the format of the e-mail onto unlined paper and then write their e-mails.

Write Over Shorter Time for Specific Audiences

CC.3.W.10

# Unit 7 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



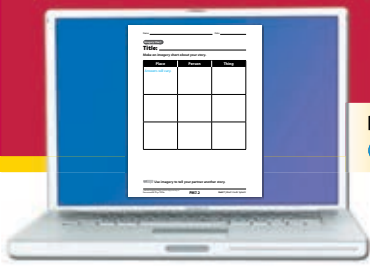
Read With Me MP3s



Sing With Me MP3s



Go to [NGReach.com](http://NGReach.com) for practice resources.



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<b>Week 4</b>	<b>Day 1:</b> Grammar Game . . . . .	PM7.24
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# NATIONAL GEOGRAPHIC Reach



## NEWSLETTER

Level D | Unit 7

### Dear Family Member,

“What forces can change Earth?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about forces of nature, like volcanoes and tsunamis. 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 a flood, earthquake, hurricane, or other force of nature you have experienced. Share what you saw, heard, and felt. Try to use some of the New Words in your discussion.
2. In the space below, work together to draw a picture of the event. Help your student add labels to the drawing. Use the New Words when you can.
3. Remind your student to bring the completed drawing to class.

### What We're Reading

#### “An Island Grows”

by **Lola M. Schaefer**

This poem describes how an island develops from a volcano.

#### “Volcano Views”

by **Carsten Peter and Chris Beem**

This photo-essay uses photos taken by Explorer Carsten Peter to show how a volcano erupts.

#### “Selvakumar Knew Better”

by **Virginia Kroll**

In this story, a special dog helps his family through the 2004 tsunami in Southeast Asia.

#### “Tsunami”

This online article describes tsunamis.

**And more!**

COPY READY

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Family Newsletter 7 | English



# New Words

## Weeks 1 and 2

core

force

ocean

create

island

pressure

develop

lava

rock

erupt

magma

volcano

flow

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## Weeks 3 and 4

earthquake

sense

warn

plate

shore


wave

power

signal

rescue

tsunami

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



# NATIONAL GEOGRAPHIC Reach



## BOLETÍN DE NOTICIAS

Nivel D | Unidad 7

### Estimado miembro de la familia,

“¿Cuáles fuerzas pueden cambiar la tierra?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de las fuerzas de la naturaleza, como por ejemplo volcanes y tsunamis. ¡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 una inundación, terremoto, huracán u otra fuerza de la naturaleza que hayan vivido. Compartan lo que hayan visto, oído y sentido. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. En el espacio que aparece más abajo, hagan juntos un dibujo del evento. Ayude a su estudiante a agregar etiquetas al dibujo. Usen las Nuevas Palabras todas las veces que puedan.
3. Recuerde a su estudiante traer el dibujo completo a clase.

### Qué estamos leyendo

#### “An Island Grows”

por **Lola M. Schaefer**

Este poema describe la manera en que una isla se desarrolla a partir de un volcán.

#### “Volcano Views”

por **Carsten Peter y Chris Beem**

Este foto-ensayo usa fotografías tomadas por el explorador Carsten Peter para mostrar cómo es la erupción de un volcán.

#### “Selvakumar Knew Better”

por **Virginia Kroll**

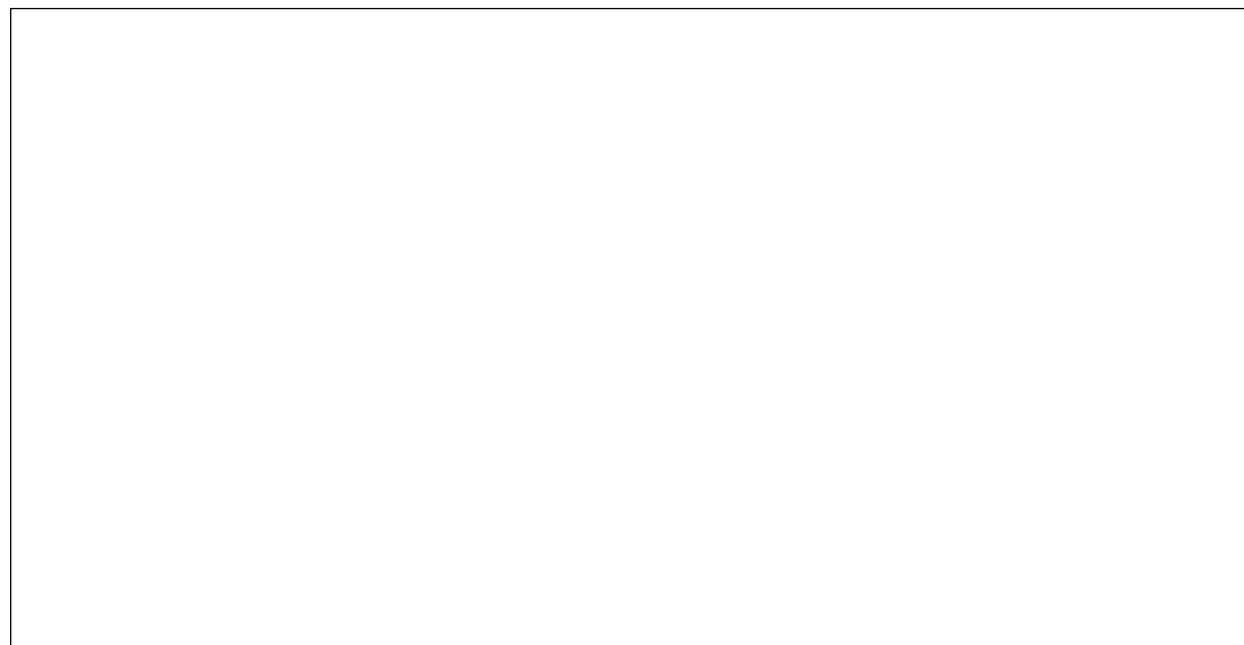
En esta historia, un perro especial ayuda a su familia durante el tsunami que ocurrió en el sureste de Asia en 2004.

#### “Tsunami”

Este artículo en Internet describe los tsunamis.

**¡Y más!**

COPY READY







# Nuevas Palabras

## Semanas 1 y 2

core  
núcleo

create  
crear

develop  
desarrollar

erupt  
hacer erupción

flow  
fluir

force  
fuerza

island  
isla

lava  
lava

magma  
magma

ocean  
océano

pressure  
presión

rock  
roca

volcano  
volcán

## Semanas 3 y 4

earthquake  
terremoto

plate  
placa

power  
poder

rescue  
rescatar

sense  
percibir

shore  
orilla

signal  
señal

tsunami  
tsunami

warn  
advertir

wave  
ola

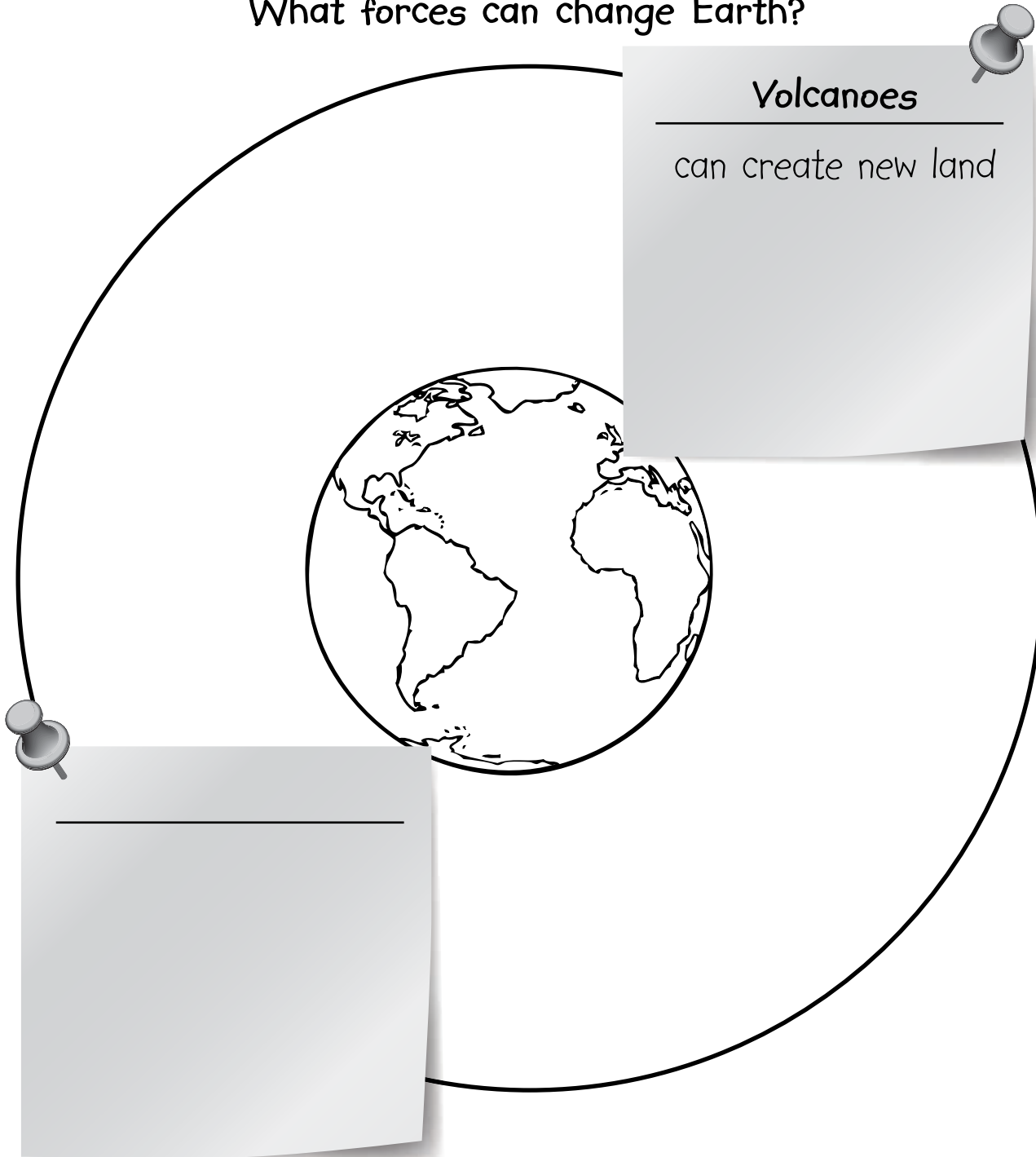
COPY READY

Unit Concept Map

# Blast! Crash! Splash!

Make a concept map with the answers to the Big Question.

What forces can change Earth?



COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

**Imagery Chart**

**Title:** \_\_\_\_\_

Make an imagery chart about your story.

Place	Person	Thing

**COPY READY**

 Use imagery to tell your partner another story.

**Grammar: Game**

# Word Cards

**Directions:**

1. Cut out the cards. Place the white adverb cards facedown in a stack. Arrange the gray cards, facing up, on a desk.
2. Select a white card. Match the adverb with a gray card, then say a sentence using the adverb.
3. If your partner agrees that the match and sentence are correct, keep the white card. If not, return the card to the bottom of the stack.
4. Take turns playing until all the cards have been matched.

how	when	where
suddenly	nervously	down
everywhere	today	quickly
yesterday	around	now
roughly	up	loudly

COPY READY

## Grammar: Grammar and Writing

**Edit and Proofread**

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

correct use of adverbs

**Editing and Proofreading Marks**

^	Add.
~	Take out.
○ ^	Move to here.
^,	Add comma.

For weeks, we sail brave<sup>ly</sup> across the sea. The voyage is exciting<sup>very</sup>.  
Waves and wind rock our wildy ship. Rain pours down.

Now it is morning. I stand silent on the deck of the ship. The dense fog lifts soon than it did yesterday. Then I notice something in the distance. I shout loud, "Land!"

Our finally ship comes close to shore. The water looks cold, but my friend and I dive in. I swim more fast than my friend so I get to the island quickly than he does. It is a beautiful very island. Big above birds fly. Trees and flowers gentle sway in the breeze. Soon many more people will come. But today, the island is ours!

**Test-Taking Strategy Practice****Read All Choices**

Read the sample passage and each question. Then choose the best answer.

**Sample**

At first, no one lived on the island. Then a fishing boat came. The fisherman liked the island. There were fruit trees and plants to eat. He thought, "I will bring my family here to live." Other families came. Soon a community of people lived on the island.

- 1** What conclusion can you draw?
  - Ⓐ The island is very small.
  - Ⓑ The man is a good fisherman.
  - Ⓒ The man's family needed a better place to live.
  
- 2** Why will the island be a good place for families to live?
  - Ⓐ There will be plenty of food.
  - Ⓑ There is a fishing boat on the island.
  - Ⓒ They will have a big house.
  
- 3** What is the main idea of the passage?
  - Ⓐ The island became a home to many families.
  - Ⓑ The families planted gardens.
  - Ⓒ There was food and celebration.

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


**Imagery Chart**

# "An Island Grows"

Make an imagery chart of "An Island Grows."

**COPY READY**

<b>Volcano</b>	<b>Land</b>	<b>Plants</b>	<b>Animals</b>	<b>People</b>
Stone breaks. Water quakes.				

 Use your imagery chart to talk with a partner about your favorite parts of the poem.

**Fluency: Intonation**

# "An Island Grows"

Use this passage to practice reading with proper intonation.

Sailors spot.	2
Maps plot.	4
Ships dock.	6
Traders flock.	8
Settlers stay.	10
Children play.	12
Workers build.	14
Soil is tilled.	17
Markets sell.	19
Merchants yell.	21
"Fresh fish!"	23
"Pepper dish!"	25
"Ripe fruit!"	27
"Spicy root!"	29

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## From "An Island Grows," pages 426-428

**Intonation**

- 1 Does not change pitch.
- 2 Changes pitch, but does not match content.
- 3 Changes pitch to match some of the 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.

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



**Grammar: Reteach**

# The Bicycle Race

## Grammar Rules Adverbs

An **adverb** describes a verb. It can come before or after a verb and tells *how, where, or when*.

Miguel pedals **quickly**.  
 Matt **sometimes** rests.

Sometimes an adverb tells more about an adjective or another adverb.

Denny pedals **very slowly**.

To compare two actions, add **-er** or use **more** or **less**.

Rosa pedals **harder** up the hills than down.  
 Rosa practices **less often** than Miguel.

COPY READY

Read each sentence. Circle the correct word to complete the sentence.

1. Miguel begins the race (eagerly/eager).
2. Rosa races (easy/easily) to the lead.
3. Denny steers (more careful/very carefully) on the muddy road.
4. Rosa waits (patiently/patient) at the finish line.
5. Rosa will (happy/happily) coach the other racers for the next race.

 **With a partner, discuss the bike race. Take turns using adverbs to describe the different bike riders.**

**Grammar: Game**

# Spin to Choose Adverbs

**Directions:**

1. Play with a partner. First, make a spinner for the game.
  - Draw a circle on a piece of heavy paper or cardboard. Divide it into 4 equal sections numbered 1 through 4.
  - Fasten a brad through the center of the circle.
  - Hook a large paper clip over the brad on the front.
2. Each player spins three times. The first spin is for a number from box A. The second spin is for B, and the third is for C.
3. The player uses the numbered choices to create a sentence that compares actions.

**Example:**

A player spins A-1, B-2, and C-4 and creates this sentence:

The mud fell more quickly than the ash, but the rocks fell most quickly of all.

4. Continue the game until each player creates five sentences.
5. Choose two of your favorite sentences to display in the room.

<p><b>A. Nouns</b></p> <ol style="list-style-type: none"> <li>1. ash, rocks, mud</li> <li>2. trees, crops, lakes</li> <li>3. bridges, roads, sidewalks</li> <li>4. trucks, cars, tractors</li> </ol>	<p><b>B. Verbs</b></p> <ol style="list-style-type: none"> <li>1. shook</li> <li>2. fell</li> <li>3. pounded</li> <li>4. disappeared</li> </ol>	<p><b>C. Adverbs</b></p> <ol style="list-style-type: none"> <li>1. angrily</li> <li>2. swiftly</li> <li>3. quickly</li> <li>4. noisily</li> </ol>
--	--	---

**COPY READY**

**Grammar: Game**

# Adverb Race

**Directions:**

1. Each player writes five verbs, each on a separate card. Mix up all the cards and place them facedown in a stack.
2. Use an eraser or other small object as a game piece. Flip a coin. Move one space for heads. Move two spaces for tails.
3. Draw a card. Create a sentence using the verb and the comparison adverb on the board. If the other players agree that your sentence is correct, stay on the space. If your sentence is incorrect, go back one space.
4. Take turns. The first one to reach THE END wins.

<b>BEGIN</b>	<b>well</b>	<b>better</b>	<b>best</b>	<b>well</b>
				<b>better</b>
<b>well</b>	<b>best</b>	<b>better</b>	<b>well</b>	<b>best</b>
<b>better</b>				
<b>best</b>	<b>well</b>	<b>better</b>	<b>best</b>	<b>THE END</b>

**Comparison Chart**

# Compare Texts

Write details from each text. Add a star to details that are similar in both texts.

<b>"An Island Grows"</b>	<b>"Volcano Views"</b>
Tells about volcanoes under the sea	Tells about a man who photographs volcanoes
*Tells about magma and lava	*Tells about magma and lava

COPY READY

 **Talk with a partner. Tell each other which text you liked better and why.**

## Grammar: Adverbs

**Volcanoes Rock!****Grammar Rules Adverbs**

Adverbs tell more about a verb.

Islands grow **slowly**. (tells how)

Some lava flows **faster** than other lava. (compares two actions)

Thick lava flows the **least quickly** of all. (compares three or more actions)

**Underline the adverbs.**

I am a scientist. I see volcanoes erupt. I saw one yesterday. The ground rumbled loudly. Rocks soon flew out. The lava flowed more quickly than any lava I have seen. It glowed brightly.

The lava flows more slowly today. Ash floats everywhere. It is an amazing sight!

 **Write three sentences about forces of nature. Use adverbs.  
Read your sentences to a partner.**

**Mark-Up Reading****Life Returns to  
Mount St. Helens**

By Andreas Pilar

On a visit to Mount St. Helens today, you see a quiet volcano and green forest. But what if you been there on May 18, 1980? You would have heard a powerful bang as the volcano erupted. You would have seen the entire north face of the volcano collapse. You would have seen hot gas, ash, and steam moving across the landscape at 200 miles an hour. The forest would have disappeared before your eyes.

After the eruption, the area around Mount St. Helens seemed lifeless. A thick layer of gray ash covered the land. But scientists studying the destruction within weeks of the eruption quickly discovered that life had already returned.

Plants began to reappear in the summer of 1980. When the volcano erupted, snow still covered the ground. Some small trees and shrubs were protected beneath this snowpack. As the snow melted, these plants appeared. In other places, seeds carried by wind or animals began to sprout.



▲ Mount St. Helens erupts.

**COPY READY**

## Mark-Up Reading

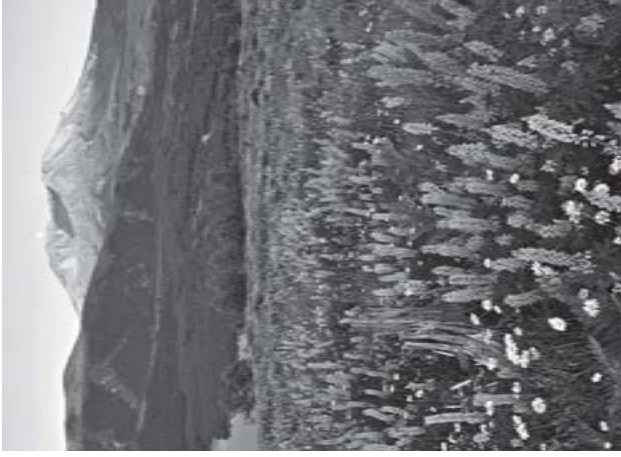
## Life Returns to Mount St. Helens

(continued)

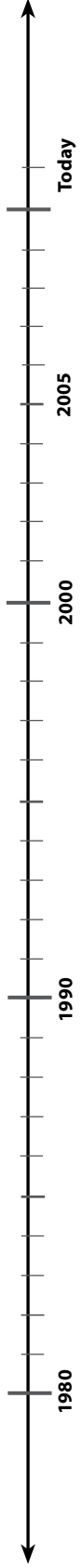
Plants weren't the only things to survive. Many smaller animals, such as gophers and toads, survived the blast. These animals were hibernating when the volcano erupted. They awoke to find their world completely gone. Then they quietly went to work.

Gophers digging tunnels brought up fertile soil from below the ash cover. This rich soil mixed with the ash and helped new plants to grow. In 1998, park rangers reported on the recovery. They found that larger animals such as elk, deer, and bear had returned as their food supplies increased. Elk also helped to speed up plant recovery by uncovering soil and seeds with their hooves.

In May, 2005, twenty-five years after the major eruption, scientists were amazed at the recovery around Mount St. Helens. Viginia Dale, ecologist, counted more than 150 kinds of wildflowers, shrubs and trees. Today, the volcano is still quiet. But no one is fooled by the sleeping giant. Mount St. Helens could again transform the landscape with a single, mighty blast.



▲ Flowers bloom around Mount St. Helens today.



**Grammar: Grammar and Writing**

# Edit and Proofread

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

- correct use of adverbs that compare
- correct use of irregular adverbs

### Editing and Proofreading Marks

^	Add.
~	Take out.
⊙	Add period.
^,	Add comma.

Last night, I watched the <sup>scariest</sup> ~~scariest~~ news report I've ever seen. The report showed very dramatic views of a volcano erupting. One video showed it better of all. The volcano was the larger volcano in the entire island chain of Hawaii. Clouds of black smoke and ash floated everywhere. Some villagers coughed loudly from smoke. Other villagers coughed even most loudly than others. A large river of lava flowed down one side of the volcano. A smallest river of lava flowed down another side. But the more disturbing thing of all was the location of the village. It was right between the two rivers of lava! I think the lava is the scarier part of any volcano.

COPY READY



## Grammar: Reteach

**Jump High, Fox!****Grammar Rules Adverbs**

An <b>adverb</b> tells <b>how</b> , <b>where</b> , or <b>when</b> .	Fox ran <u>quickly</u> <u>here</u> <u>yesterday</u> .
An <b>adverb</b> can tell <b>about</b> an <b>adjective</b> .	Fox ate a <u>very</u> <u>small</u> meal.
An <b>adverb</b> that <b>compares two actions</b> uses <b>-er</b> . An <b>adverb</b> that <b>compares three or more actions</b> uses <b>-est</b> .	Red Robin sat <u>higher</u> than Fox. Crow perched the <u>highest</u> of all.
An <b>adverb</b> that ends in <b>-ly</b> and <b>compares two actions</b> , uses <b>less</b> or <b>more</b> . An <b>adverb</b> that ends in <b>-ly</b> and <b>compares three or more actions</b> , uses <b>least</b> or <b>most</b> .	Crow ate <u>less</u> <u>quickly</u> than Fox. Fox ate <u>more</u> <u>quickly</u> than Crow. Fox ate <u>least</u> <u>calmly</u> of all animals. He ate <u>most</u> <u>eagerly</u> of all.
A <b>few adverbs</b> have <b>special forms</b> for comparing.	<u>well</u> → <u>better</u> → <u>best</u> <u>badly</u> → <u>worse</u> → <u>worst</u>

Circle the word or phrase that completes each sentence.

- Fox trotted \_\_\_\_\_ to a grapevine hanging from an arch.  
(calm/calmly)
- The \_\_\_\_\_ red, ripe grapes hung high out of Fox's reach.  
(really/real)
- Crow said the grapes hung \_\_\_\_\_ than foxes jump.  
(more high/higher)
- Fox jumped the \_\_\_\_\_ of all foxes.  
(more gracefully/most gracefully)

**Cause-and-Effect Chart**

# Underwater Earthquakes

Make a cause-and-effect chart for the diagram on page 445. In the last row of your chart, predict one cause-and-effect relationship not shown on the chart.

Cause	Effect

COPY READY

 Use your chart to tell a partner about one cause-and-effect relationship related to a tsunami.

**Grammar: Game**

# Match and Say

**Directions:**

1. Cut out the word cards and place them face down.
2. Taking turns, pick one gray card and one white card. Form a sentence using the adjective on the gray card, for example: *The steady sun shines*. Then, form another sentence using the adverb on the gray card, for example: *The sun shines steadily*. If you like, add details to your sentence.
3. If the group agrees that you used the words correctly, keep the card. If not, put it back in the pile.
4. Play until all the cards are taken. The player with the most cards wins.

COPY READY

angry   angrily	bad   badly	quick   quickly
steady   steadily	gentle   gently	easy   easily
sun shines	hawk escaped	tree fell
wind blows	brother worked	cat caught

**Grammar: Grammar and Writing**

# Edit and Proofread

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

- correct use of adjectives and adverbs
- correct use of adjectives and adverbs that compare

### Editing and Proofreading Marks

^	Add.
~	Take out.
⊙	Add period.

Rumble! Crash! Scott started walking very slow<sup>ly</sup> "What was that?" he asked Rose.

"It sounded like something exploded loud," she said. Both looked at the mountains behind them. They saw a real huge cloud of black smoke far in the distance.

"I think that volcano just erupted!" said Rose. Her eyes were the most big Scott had ever seen. Scott grabbed his sister's arm tight. "Don't worry," Rose said. "It's very far away." But Scott didn't feel very safely. He just wanted to hide quiet under a bed. Just then, their mom arrived. She looked calmly.

"That volcano is too far away to cause us any harm," she told Scott and Rose. Scott was so happily to hear that! But he still hugged his mom the most tight he had ever hugged her.

**Test-Taking Strategy Practice**

# Read All Choices

Read each question and choose the best answer.

## Sample

- 1** What happens first after Dinakaran runs back to the house?
- A Selvakumar barks and howls at Dinakaran.
  - B Dinakaran and Selvakumar run up the hill together.
  - C Selvakumar drags Dinakaran outside the house.
  - D Papa and Mama both shout "Run!" at the same time.

- 2** Dinakaran goes back into the house because \_\_\_\_\_
- A Papa told him to go into the house.
  - B he doesn't hear Mama properly.
  - C he thinks it is safer in the house.
  - D Selvakumar nudged him towards the house.

- 3** Which sentence belongs on the blank lines of the chart below?
- A Selvakumar barks and howls at Dinakaran.
  - B Selvakumar sensed the tsunami.
  - C An earthquake shook the ground.
  - D The village is destroyed.

Cause	Effect
A tsunami comes to the village.	_____

**Cause-and-Effect Chart**

# “Selvakumar Knew Better”

Make a cause-and-effect chart for “Selvakumar Knew Better.”

Cause	Effect
Selvakumar hears a sound.	He whines and barks to warn his family.
Papa shouts, “Tsunami! Run!”	

COPY READY

 Use your chart to tell a partner about one cause and effect.

**Fluency: Practice**

# “Selvakumar Knew Better”

Use this passage to practice reading with proper intonation.

As Dinakaran and Selvakumar rested, they heard the	8
grownups talking.	10
“We’ll never recover,” moaned one man.	16
“We’ve lost absolutely everything,” someone else said.	23
But Selvakumar felt the regular rhythm of Dinakaran’s	31
chest rising and falling under his chin. Then he heard	41
Dinakaran’s little brothers nearby. He smelled the familiar	49
scents of Papa and Mama.	54
And Selvakumar knew better.	58

**From “Selvakumar Knew Better,” page 462**

COPY READY

**Intonation**

- |   |   |
|---|---|
| <input type="checkbox"/> 1 Does not read with feeling.                          | <input type="checkbox"/> 3 Reads with appropriate feeling for most content. |
| <input type="checkbox"/> 2 Reads with some feeling, but does not match content. | <input type="checkbox"/> 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****Grammar Rules Adjectives, Adverbs**

- An adjective describes a noun: *small*.
- An adjective that compares two things uses -er. If the adjective has 3 or more syllables, it uses more or less: *bigger, more colorful*.
- An adjective that compares three or more things uses -est. If it has 3 or more syllables, it uses most or least: *biggest, most forgetful*.
- A few adjectives have special forms for comparing: *good, better, best; bad, worse, worst*.
- An adverb tells how, where, or when: *very, nearby, yesterday*.
- An adverb that compares two actions uses -er. If the adverb ends in -ly, it uses more or less: *faster, less loudly*.
- An adverb that compares three or more actions uses -est. If the adverb ends in -ly, it uses most or least: *fastest, most quickly*.
- A few adverbs have special forms for comparing: *well, better, best; badly, worse, worst*.

Circle the word or phrase that completes each sentence.

1. Mia, Ana, and I spent one \_\_\_\_\_ night sleeping outside.  
(scary/scariest)
2. Crickets sang \_\_\_\_\_ than I thought they could.  
(more loudly/most loudly)
3. Ana and Mia slept \_\_\_\_\_ curled up in cozy sleeping bags.  
(good/well)
4. Suddenly, furry monsters dashed \_\_\_\_\_ by. Really!  
(swiftly/more swifter)



## Grammar: Game

**Everything Changes**

Follow the steps below to create your own comic strip.

**Step 1:** Choose characters from the box below.

Mouse	Cat	Dog	Rabbit	Fox	Wolf
-------	-----	-----	--------	-----	------

**Step 2:** Use a preposition from the box below to give at least one detail about the relationship of the characters.

**Example:** *Mouse knew about Cat's sharp teeth.*

for	like	of	about	from	except	besides
-----	------	----	-------	------	--------	---------

**Step 3:** Use a preposition from the box below to tell the time the chase starts.

**Example:** *By noon, Mouse heard Cat's claws on the sidewalk.*

during	after	until	since	by
--------	-------	-------	-------	----

**Step 4:** Use a preposition from the box below to describe the direction of the chase.

**Example:** *Mouse scurried from the house to the backyard.*

into	to	out	off	from
around	inside	outside	below	above

**Step 5:** Now imagine that suddenly the earth rolls and rumbles. An earthquake! Choose prepositions from the box in step 4 to describe how the chase changes.

**Step 6:** Draw pictures to represent each part of your story.

**Grammar: Game**

# Show the Relationship

Direction	Where	Time	Details
to	above	at	about
through	below	before	for
by	under	after	of
toward	in	during	from

**Directions:**

1. Teams have ten minutes. One team answers the odd-numbered questions below. The other team answers the even-numbered questions. Use "Tsunami," on Anthology pages 467-471 to find the facts.
2. Write your answers using prepositional phrases. Use prepositions from the chart or choose others you know.
3. When time is up, underline each prepositional phrase and circle each preposition.
4. Count the phrases your team used. The team with more correct prepositional phrases wins.

**Questions:**

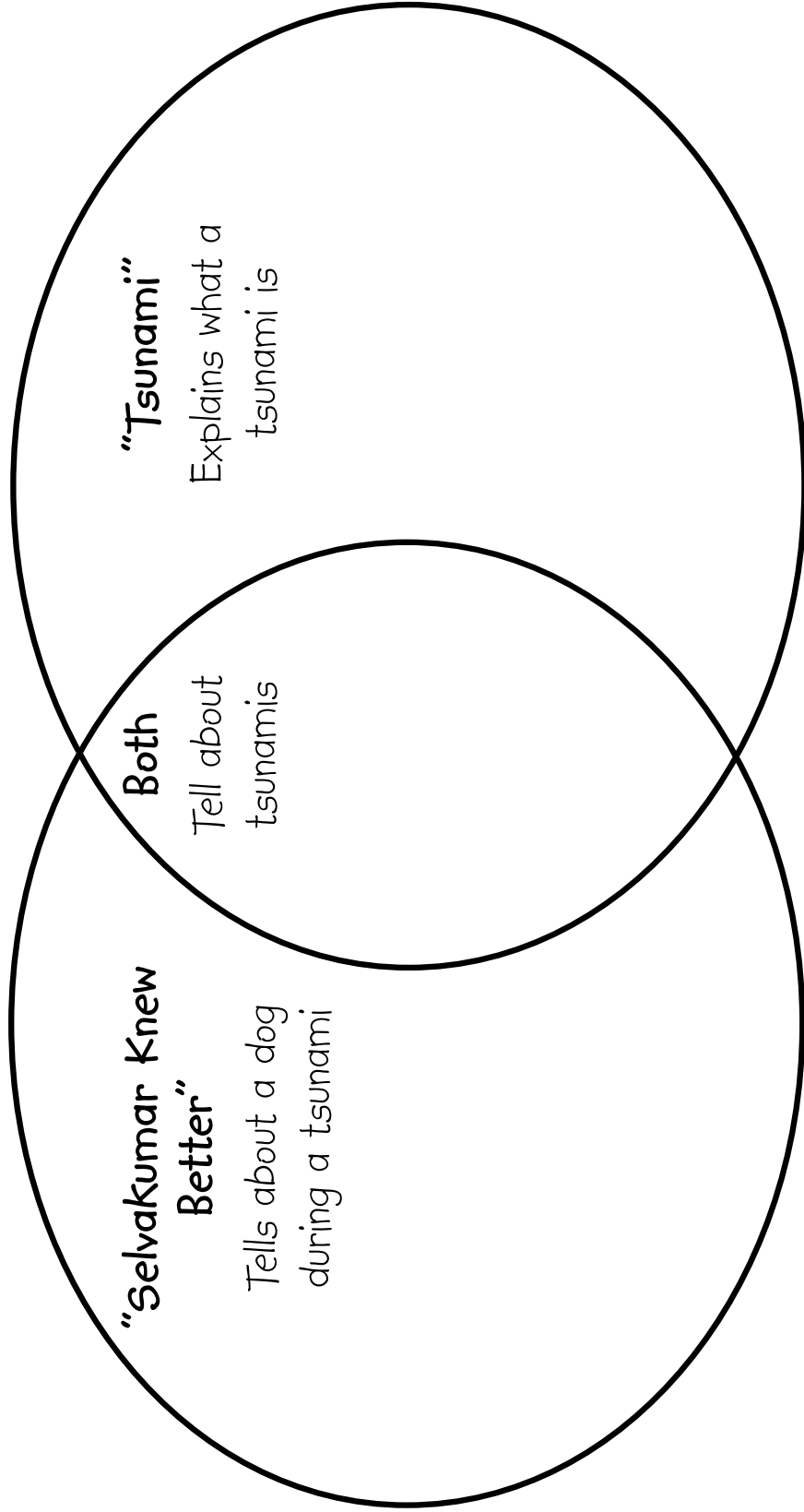
1. What is a tsunami?
2. What causes a tsunami?
3. When is energy produced underwater?
4. In what direction does the force push?
5. Where do the waves go?
6. Tell what you know about the waves.
7. What states are at greatest risk for tsunamis?
8. Where can you find two tsunami warning centers?
9. What do warning centers do?

COPY READY

Venn Diagram

# Compare Texts

Compare "Selvakumar Knew Better" and "Tsunami."



 Tell a partner which text you liked better and why.

**Grammar: Prepositional Phrases Game**

# Preposition Bingo

## Grammar Rules Prepositional Phrases

### Prepositional phrases:

- tell where            → Jean’s purse is **under the seat**.
- show direction      → The man walked **into the store**.
- show time            → My cat sleeps **during the day**.
- add details          → Greg added some pepper **to the stew**.

### Directions:

1. Write one preposition in each box: *into, on, before, after, to, across, over, under, during*.
2. Your teacher or another student says a sentence with a prepositional phrase. Listen for the preposition in the sentence.
3. Put an “X” in the box with that preposition.
4. Once you have a complete row, yell “Bingo!” and use each preposition in the row in a sentence.


 Point to a preposition in your chart. Have your partner use it in a sentence.

**Mark-Up Reading****Ready for an Emergency?** by Liliana Klein

Have you wondered if you really need to have supplies ready in case a disaster strikes your town? Well, I can tell you that when my family was trapped by a flood last year, we would not have made it without our emergency kit. Whether it is a blackout or an earthquake, you must have an emergency kit with these basic supplies.

In an emergency, you may not have clean water available, so you must stock water and canned food items. Emergency experts recommend one gallon of water per person per day. Canned foods such as ready-to-eat vegetables are healthy and last a long time.

What if someone gets hurt? You need a first-aid kit to deal with injuries. Your first-aid kit should include bandages, a thermometer, and antibiotics.

In case you lose power, you should have a flashlight and batteries. Use a waterproof container to store your supplies, such as a sealable plastic bag. And don't forget to add warm clothes, soap, and cell phone chargers. Being prepared will save your life.

The author's purpose is \_\_\_\_\_.



◀ A disaster emergency kit should include essential supplies.

**Mark-Up Reading**

**Preparing for a Disaster** By Roberto Samuels

Following a disaster, it is sad to hear victims say, “if only we had been better prepared.” Being prepared can make the difference between life and death. One of the best ways to prepare is for every family to create an emergency communication plan. To make an emergency communication plan for your family, first discuss what kinds of disasters might threaten your area. Do destructive windstorms, such as tornadoes, often strike your community? Do you live on a coast where undersea earthquakes might cause tsunami waves? Different disasters require different responses that will affect communication needs.

Next, choose a place in your neighborhood where your family could meet in an emergency in case you become separated. You might choose a familiar shop, such as a local grocery or drugstore. Then pick an out-of town contact person. Program that contact into your cell phone. Label this person under the name “ICE.” This stands for “in case of emergency.” Finally, teach young children how to make phone calls and send text messages to your emergency contact and to the police. Now, you’re ready for anything!

The author’s purpose is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



◀ Tsunami waves can be powerful enough to destroy a house.

**Grammar: Grammar and Writing**

# Edit and Proofread

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

- correct use of prepositions
- correct use of prepositional phrases

### Editing and Proofreading Marks

^	Add.
↷	Take out.
⦿	Add period.
^,	Add comma.

There is an odd thing about tsunamis. You can't see them if you are <sup>in</sup> ~~with~~ deep ocean waters. Their waves are only a few feet high. If a ship is far from land, it can sail right from the tsunami's waves. No one on the ship can feel it over their feet!

Tsunamis can travel on jet speed and jet speed is fast! Tsunamis have been measured at speeds upon 500 miles per hour! The waves of a tsunami can be very large? The 100-foot waves can reach out the sky. Tsunamis can travel with the entire Pacific Ocean in less than a day! This is why people need to be warned beside a tsunami ever reaches land.

## Grammar: Reteach

**A Town Mural****Grammar Rules Prepositions**

A **prepositional phrase** starts with a preposition and ends with a noun or a pronoun. The preposition is used to show the relationship of the noun or pronoun to another word in the sentence.

- A prepositional phrase can tell where. → Our art class is painting a mural **on** the community center building.
- It can show direction. → We walk **through** the courtyard.
- It can show time. → Everyone paints **during** our art class.
- It can add other details. → Our teacher takes photographs **for** the newspaper.

Circle the word or phrase that completes each sentence. Underline the noun in the prepositional phrase and then underline the word it tells something about.

1. We chose (among/upon) different ideas that were presented.
2. Nearly everyone voted (over/for) the undersea mural.
3. There are many colorful fish and plants (during/under) the ocean's surface.
4. The mural stretches (across/on) the whole courtyard wall.
5. We needed a good plan so we wouldn't bump (toward/against) each other as we worked.
6. We divided (into/out) three groups.

 Tell a partner about a project you liked. Use three prepositional phrases to help you tell about it.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Unit Concept Map**

## Blast! Crash! Splash!

Make a concept map with the answers to the Big Question.

What forces can change Earth?

Volcanoes  
can create new land

Earthquake  
can create tsunamis

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**PM7.1** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Imagery Chart**

## Title:

Make an imagery chart about your story.

Place	Person	Thing
Answers will vary.		

Use imagery to tell your partner another story.

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**PM7.2** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## Word Cards

**Directions:**

- Cut out the cards. Place the white adverb cards facedown in a stack. Arrange the gray cards, facing up, on a desk.
- Select a white card. Match the adverb with a gray card, then say a sentence using the adverb.
- If your partner agrees that the match and sentence are correct, keep the white card. If not, return the card to the bottom of the stack.
- Take turns playing until all the cards have been matched.

how	when	where
suddenly	nervously	down
everywhere	today	quickly
yesterday	around	now
roughly	up	loudly

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**PM7.3** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

## Edit and Proofread

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

correct use of adverbs

**Editing and Proofreading Marks**

^	Add.
↗	Take out.
↔	Move to here.
⤴	Add comma.

For weeks, we sail <sup>brave</sup> across the sea. The voyage is ~~exciting~~ <sup>very</sup>.

Waves and wind <sup>rock</sup> our <sup>wildly</sup> ship. Rain pours down.

Now it is morning. I stand <sup>silently</sup> on the deck of the ship. The dense fog lifts <sup>sooner</sup> than it did yesterday. Then I notice something in the distance. I shout <sup>loudly</sup>, "Land!"

Our <sup>finally</sup> ship comes close to shore. The water looks cold, but my friend and I dive in. I swim <sup>faster</sup> than my friend so I get to the island <sup>more</sup> quickly than he does. It is a beautiful <sup>very</sup> island. Big <sup>above</sup> birds fly. Trees and flowers <sup>gently</sup> sway in the breeze. Soon many more people will come. But today, the island is ours!

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**PM7.4** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Test-Taking Strategy Practice**

## Read All Choices

Read the sample passage and each question. Then choose the best answer.

**Sample**

At first, no one lived on the island. Then a fishing boat came. The fisherman liked the island. There were fruit trees and plants to eat. He thought, "I will bring my family here to live." Other families came. Soon a community of people lived on the island.

- 1 What conclusion can you draw?
  - A The island is very small.
  - B The man is a good fisherman.
  - C The man's family needed a better place to live.
- 2 Why will the island be a good place for families to live?
  - A There will be plenty of food.
  - B There is a fishing boat on the island.
  - C They will have a big house.
- 3 What is the main idea of the passage?
  - A The island became a home to many families.
  - B The families planted gardens.
  - C There was food and celebration.

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

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Imagery Chart**

## "An Island Grows"

Make an imagery chart of "An Island Grows."

Volcano	Land	Plants	Animals	People
Stone breaks.	Rocks appear, black and sheer.	Roots grow. Leaves show.	Insects thrive. Birds arrive.	Sailors spot. Traders flock.
Water quakes.	Weather batters.	Trees tower. Vines flower.		Settlers stay. Children play.
Magma glows.	Rock shatters.			Workers build. Markets sell.
Volcano blows.	Waves pound. Sands mound.			Merchants yell. Voices sing.
Lava flows and flows.	Soil is tilled.			Dancers sway.

**Use your imagery chart to talk with a partner about your favorite parts of the poem.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency: Intonation**

## "An Island Grows"

Use this passage to practice reading with proper intonation.

Sailors spot.	2
Maps plot.	4
Ships dock.	6
Traders flock.	8
Settlers stay.	10
Children play.	12
Workers build.	14
Soil is tilled.	17
Markets sell.	19
Merchants yell.	21
"Fresh fish!"	23
"Pepper dish!"	25
"Ripe fruit!"	27
"Spicy root!"	29

From "An Island Grows," pages 426-428

**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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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Reteach**

## The Bicycle Race

**Grammar Rules Adverbs**

An **adverb** describes a verb. It can come before or after a verb and tells *how*, *where*, or *when*.

Miguel pedals **quickly**.  
Matt **sometimes** rests.

Sometimes an adverb tells more about an adjective or another adverb.

Denny pedals **very slowly**.

To compare two actions, add **-er** or use **more** or **less**.

Rosa pedals **harder** up the hills than down.  
Rosa practices **less often** than Miguel.

Read each sentence. Circle the correct word to complete the sentence.

1. Miguel begins the race (eagerly/eager).
2. Rosa races (easy/easily) to the lead.
3. Denny steers (more careful/very carefully) on the muddy road.
4. Rosa waits (patiently/patient) at the finish line.
5. Rosa will (happy/happily) coach the other racers for the next race.

**With a partner, discuss the bike race. Take turns using adverbs to describe the different bike riders.**

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**Grammar: Game**

### Spin to Choose Adverbs

**Directions:**

1. Play with a partner. First, make a spinner for the game.
  - Draw a circle on a piece of heavy paper or cardboard. Divide it into 4 equal sections numbered 1 through 4.
  - Fasten a brad through the center of the circle.
  - Hook a large paper clip over the brad on the front.
2. Each player spins three times. The first spin is for a number from box A. The second spin is for B, and the third is for C.
3. The player uses the numbered choices to create a sentence that compares actions.

**Example:**

A player spins A-1, B-2, and C-4 and creates this sentence:

The mud fell more quickly than the ash, but the rocks fell most quickly of all.

4. Continue the game until each player creates five sentences.
5. Choose two of your favorite sentences to display in the room.

<p><b>A. Nouns</b></p> <ol style="list-style-type: none"> <li>1. ash, rocks, mud</li> <li>2. trees, crops, lakes</li> <li>3. bridges, roads, sidewalks</li> <li>4. trucks, cars, tractors</li> </ol>	<p><b>B. Verbs</b></p> <ol style="list-style-type: none"> <li>1. shook</li> <li>2. fell</li> <li>3. pounded</li> <li>4. disappeared</li> </ol>	<p><b>C. Adverbs</b></p> <ol style="list-style-type: none"> <li>1. angrily</li> <li>2. swiftly</li> <li>3. quickly</li> <li>4. noisily</li> </ol>
--	--	---

**Grammar: Game**

### Adverb Race

**Directions:**

1. Each player writes five verbs, each on a separate card. Mix up all the cards and place them facedown in a stack.
2. Use an eraser or other small object as a game piece. Flip a coin. Move one space for heads. Move two spaces for tails.
3. Draw a card. Create a sentence using the verb and the comparison adverb on the board. If the other players agree that your sentence is correct, stay on the space. If your sentence is incorrect, go back one space.
4. Take turns. The first one to reach THE END wins.


BEGIN	well	better	best	well
				better
well	best	better	well	best
better				
best	well	better	best	THE END

**Comparison Chart**

### Compare Texts

Write details from each text. Add a star to details that are similar in both texts.

"An Island Grows"	"Volcano Views"
Tells about volcanoes under the sea	Tells about a man who photographs volcanoes
*Tells about magma and lava	*Tells about magma and lava
* Picture of lava shooting into the air	* Picture of lava shooting into the air
* Tells that lava flows	* Tells that lava flows like a river down the sides of the mountain
Tells that rocks break	Tells that hot liquid rock collects under Earth's crust
Tells that weather breaks rocks into sand	Tells that some eruptions force gasses, rock, and smoke into the air

 Talk with a partner. Tell each other which text you liked better and why.

**Grammar: Adverbs**

### Volcanoes Rock!

**Grammar Rules Adverbs**

Adverbs tell more about a verb.

Islands grow **slowly**. (tells how)


Some lava flows **faster** than other lava. (compares two actions)

Thick lava flows the **least quickly** of all. (compares three or more actions)

**Underline the adverbs.**

I am a scientist. I see volcanoes erupt. I saw one yesterday. The ground rumbled loudly. Rocks soon flew out. The lava flowed more quickly than any lava I have seen. It glowed brightly.

The lava flows more slowly today. Ash floats everywhere. It is an amazing sight!

 Write three sentences about forces of nature. Use adverbs. Read your sentences to a partner.

Name \_\_\_\_\_ Date \_\_\_\_\_



▲ Mount St. Helens erupts.

**Mark-Up Reading**  
**Life Returns to Mount St. Helens**  
 By Andreas Pilar

On a visit to Mount St. Helens **today**, you see a quiet volcano and green forest. But what if you been there on **May 18, 1980**? You would have heard a powerful bang as the volcano erupted. You would have seen the entire north face of the volcano collapse. You would have seen hot gas, ash, and steam moving across the landscape at 200 miles an hour. The forest would have **disappeared** before your eyes.


**After** the eruption, the area around Mount St. Helens seemed lifeless. A thick layer of gray ash covered the land. But scientists studying the destruction **within** weeks of the eruption quickly discovered that life had already returned.

Plants began to **reappear** in the **summer of 1980**. When the volcano erupted, snow still covered the ground. Some small trees and shrubs were protected beneath this snowpack. As the snow melted, these plants appeared. In other places, seeds carried by wind or animals began to sprout.

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**PM7.13** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_



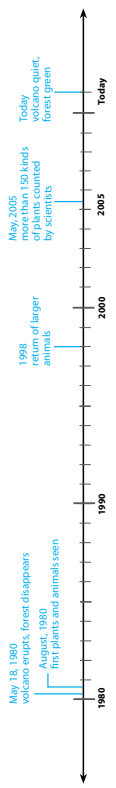
▲ Flowers bloom around Mount St. Helens today.

**Mark-Up Reading**  
**Life Returns to Mount St. Helens**  
 (continued)

Plants weren't the only things to survive. Many smaller animals, such as gophers and toads, survived the blast. These animals were hibernating when the volcano erupted. They awoke to find their world completely gone. Then they quietly went to work.

Gophers digging tunnels brought up fertile soil from below the ash cover. This rich soil mixed with the ash and helped new plants to grow. **In 1998**, park rangers reported on the recovery. They found that **larger animals** such as elk, deer, and bear had returned as their food supplies increased. Elk also helped to speed up plant recovery by uncovering soil and seeds with their hooves.

In **May 2005**, twenty-five years after the major eruption, scientists were amazed at the recovery around Mount St. Helens. Virginia Dale, ecologist, counted more than 150 kinds of wildflowers, shrubs and trees. **Today**, the volcano is still quiet. But no one is fooled by the sleeping giant. Mount St. Helens could again transform the landscape with a single, mighty blast.



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**PM7.14** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

### Edit and Proofread

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

- correct use of adverbs that compare
- correct use of irregular adverbs

**Editing and Proofreading Marks**

^	Add.
↘	Take out.
⊙	Add period.
^	Add comma.

Last night, I watched the <sup>scariest</sup> news report I've ever seen. The report showed very dramatic views of a volcano erupting. One video showed it better <sup>of all</sup>. The volcano was the <sup>largest</sup> volcano in the entire island chain of Hawaii. Clouds of black smoke and ash floated everywhere. Some villagers coughed loudly from smoke. Other villagers coughed even <sup>more</sup> loudly than others. A large river of lava flowed down one side of the volcano. A <sup>smaller</sup> river of lava flowed down another side. But the <sup>most</sup> disturbing thing of all was the location of the village. It was right between the two rivers of lava! I think the lava is the <sup>scariest</sup> part of any volcano.

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**PM7.15** Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Reteach**

### Jump High, Fox!

**Grammar Rules Adverbs**

An <b>adverb</b> tells <b>how</b> , <b>where</b> , or <b>when</b> .	Fox ran <u>quickly</u> <u>here</u> <u>yesterday</u> .
An <b>adverb</b> can tell <b>about</b> an <b>adjective</b> .	Fox ate a <u>very</u> <u>small</u> meal.
An <b>adverb</b> that <b>compares two actions</b> uses <b>-er</b> . An <b>adverb</b> that <b>compares three or more actions</b> uses <b>-est</b> .	Red Robin sat <u>higher</u> than Fox. Crow perched the <u>highest</u> of all.
An <b>adverb</b> that ends in <b>-ly</b> and <b>compares two actions</b> , uses <b>less</b> or <b>more</b> . An <b>adverb</b> that ends in <b>-ly</b> and <b>compares three or more actions</b> , uses <b>least</b> or <b>most</b> .	Crow ate <u>less</u> quickly than Fox. Fox ate <u>more</u> quickly than Crow. Fox ate <u>least</u> calmly of all animals. He ate <u>most</u> eagerly of all.
A <b>few adverbs</b> have <b>special forms</b> for comparing.	well → better → best badly → worse → worst

Circle the word or phrase that completes each sentence.

- Fox trotted calm/calmly to a grapevine hanging from an arch.
- The really/real red, ripe grapes hung high out of Fox's reach.
- Crow said the grapes hung more high/higher than foxes jump.
- Fox jumped the more gracefully/most gracefully of all foxes.

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**PM7.16** Unit 7 | Blast! Crash! Splash!

**Cause-and-Effect Chart**

### Underwater Earthquakes

Make a cause-and-effect chart for the diagram on page 445. In the last row of your chart, predict one cause-and-effect relationship not shown on the chart.

Cause	Effect
Possible responses: Plates move under the ocean.	An earthquake happens.
An earthquake shakes the ground under the ocean.	A swell of water forms in the ocean.
A tsunami crashes onto the shore.	Trees, buildings, and other structures fall.

Use your chart to tell a partner about one cause-and-effect relationship related to a tsunami.

**Grammar: Game**

### Match and Say

**Directions:**

1. Cut out the word cards and place them face down.
2. Taking turns, pick one gray card and one white card. Form a sentence using the adjective on the gray card, for example: *The steady sun shines*. Then, form another sentence using the adverb on the gray card, for example: *The sun shines steadily*. If you like, add details to your sentence.
3. If the group agrees that you used the words correctly, keep the card. If not, put it back in the pile.
4. Play until all the cards are taken. The player with the most cards wins.

angry   angrily	bad   badly	quick   quickly
steady   steadily	gentle   gently	easy   easily
sun shines	hawk escaped	tree fell
wind blows	brother worked	cat caught

**Grammar: Grammar and Writing**

### Edit and Proofread

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

- correct use of adjectives and adverbs
- correct use of adjectives and adverbs that compare

**Editing and Proofreading Marks**

^	Add.
↗	Take out.
⊖	Add period.

Rumble! Crash! Scott started walking very slowly. "What was that?" he asked Rose.

"It sounded like something exploded loudly," she said. Both looked at the mountains behind them. They saw a real huge cloud of black smoke far in the distance.

"I think that volcano just erupted!" said Rose. Her eyes were the biggest most big Scott had ever seen. Scott grabbed his sister's arm tightly.

"Don't worry," Rose said. "It's very far away." But Scott didn't feel very safely. He just wanted to hide quietly under a bed. Just then, their mom arrived. She looked calmly.

"That volcano is too far away to cause us any harm," she told Scott and Rose. Scott was so happily to hear that! But he still hugged his mom the most tight he had ever hugged her.

**Test-Taking Strategy Practice**

### Read All Choices

Read each question and choose the best answer.

**Sample**

1. What happens first after Dinakaran runs back to the house?
  - Selvakumar barks and howls at Dinakaran.
  - Ⓑ Dinakaran and Selvakumar run up the hill together.
  - Ⓒ Selvakumar drags Dinakaran outside the house.
  - Ⓓ Papa and Mama both shout "Run!" at the same time.

2. Dinakaran goes back into the house because \_\_\_\_\_.
  - Ⓐ Papa told him to go into the house.
  - Ⓑ he doesn't hear Mama properly.
  - he thinks it is safer in the house.
  - Ⓓ Selvakumar nudged him towards the house.

3. Which sentence belongs on the blank lines of the chart below?
  - Ⓐ Selvakumar barks and howls at Dinakaran.
  - Ⓑ Selvakumar sensed the tsunami.
  - Ⓒ An earthquake shook the ground.
  - The village is destroyed.

Cause	Effect
A tsunami comes to the village.	_____

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause-and-Effect Chart**

## “Selvakumar Knew Better”

Make a cause-and-effect chart for “Selvakumar Knew Better.”

Cause	Effect
Selvakumar hears a sound.	He whines and barks to warn his family.
Papa shouts, “Tsunami! Run!”	Possible response: Mama picks up the two youngest boys and screams for Dinakaran to follow her up the hill.
The roar gets louder and Dinakaran cannot hear all his mother’s instructions.	Dinakaran runs back to his house.
Selvakumar drags Dinakaran outside and bumps him from behind.	Dinakaran follows Selvakumar up the hill.
Dinakaran hears Mama’s voice.	Dinakaran and Selvakumar find the rest of the family.

Use your chart to tell a partner about one cause and effect.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency: Practice**

## “Selvakumar Knew Better”

Use this passage to practice reading with proper intonation.

As Dinakaran and Selvakumar rested, they heard the grownups talking.

“We’ll never recover,” moaned one man.

“We’ve lost absolutely everything,” someone else said.

But Selvakumar felt the regular rhythm of Dinakaran’s chest rising and falling under his chin. Then he heard Dinakaran’s little brothers nearby. He smelled the familiar scents of Papa and Mama.

And Selvakumar knew better.

8  
10  
16  
23  
31  
41  
49  
54  
58

**From “Selvakumar Knew Better,” page 462**

**Intonation**

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.

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

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Reteach**

## Grasshoppers and Beetles

**Grammar Rules Contractions and Simple Sentences**

- A **contraction** is a shortened form of two words. It uses an **apostrophe** to show where one or more letters is left out.  
it’s you’ll can’t isn’t
- A **simple sentence** has one independent clause.  
The boys plan a science report.
- A **compound subject** has two or more simple subjects that have the same predicate.  
Li and Lon look for subjects.
- A **compound predicate** has two or more simple predicates that have the same subject.  
Li plans his re port and looks for a video.
- Compounds are joined by and or or.

Write each item as a simple sentence with a compound subject or a compound predicate. Correct errors in contractions.

- I can do a video on grasshoppers. I can write a report on beetles.  
I can do a video on grasshoppers or write a report on beetles.
- Grasshoppers are insects. Tiger beetles are insects.  
Grasshoppers and tiger beetles are insects.
- Grasshoppers live everywhere. They like many habitats.  
Grasshoppers live everywhere and like many habitats.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## Everything Changes

Follow the steps below to create your own comic strip.

**Step 1:** Choose characters from the box below.

Mouse Cat Dog Rabbit Fox Wolf

**Step 2:** Use a preposition from the box below to give at least one **detail** about the relationship of the characters.  
**Example:** *Mouse knew about Cat’s sharp teeth.*

for like of about from except besides

**Step 3:** Use a preposition from the box below to tell the **time** the chase starts.  
**Example:** *By noon, Mouse heard Cat’s claws on the sidewalk.*

during after until since by

**Step 4:** Use a preposition from the box below to describe the **direction** of the chase.  
**Example:** *Mouse scurried from the house to the backyard.*

into to out off from  
around inside outside below above

**Step 5:** Now imagine that suddenly the earth rolls and rumbles. An earthquake! Choose prepositions from the box in step 4 to describe how the chase changes.

**Step 6:** Draw pictures to represent each part of your story.

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**Grammar: Game**

### Show the Relationship

Direction	Where	Time	Details
to	above	at	about
through	below	before	for
by	under	after	of
toward	in	during	from

**Directions:**

1. Teams have ten minutes. One team answers the odd-numbered questions below. The other team answers the even-numbered questions. Use "Tsunami," on Anthology pages 467-471 to find the facts.
2. Write your answers using prepositional phrases. Use prepositions from the chart or choose others you know.
3. When time is up, underline each prepositional phrase and circle each preposition.
4. Count the phrases your team used. The team with more correct prepositional phrases wins.

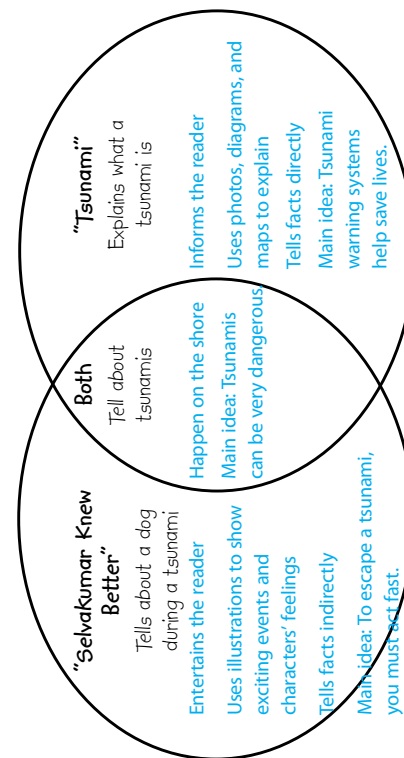
**Questions:**

1. What is a tsunami?
2. What causes a tsunami?
3. When is energy produced underwater?
4. In what direction does the force push?
5. Where do the waves go?
6. Tell what you know about the waves.
7. What states are at greatest risk for tsunamis?
8. Where can you find two tsunami warning centers?
9. What do warning centers do?

**Venn Diagram**

### Compare Texts

Compare "Selvakumar Knew Better" and "Tsunami."



Tell a partner which text you liked better and why.

**Grammar: Prepositional Phrases Game**

### Preposition Bingo

**Grammar Rules Prepositional Phrases**

**Prepositional phrases:**

- tell where → Jean's purse is **under the seat**.
- show direction → The man walked **into the store**.
- show time → My cat sleeps **during the day**.
- add details → Greg added some pepper **to the stew**.

**Directions:**

1. Write one preposition in each box: *into, on, before, after, to, across, over, under, during*.
2. Your teacher or another student says a sentence with a prepositional phrase. Listen for the preposition in the sentence.
3. Put an "X" in the box with that preposition.
4. Once you have a complete row, yell "Bingo!" and use each preposition in the row in a sentence.

Placement of prepositions in the chart will vary.		

Point to a preposition in your chart. Have your partner use it in a sentence.

**Mark-Up Reading**

### Ready for an Emergency?

by Liliana Klein

Have you wondered if you really need to have supplies ready in case a disaster strikes your town? Well, I can tell you that when my family was trapped by a flood last year, **we would not have made it without our emergency kit**. Whether it is a blackout or an earthquake, **you must have an emergency kit** with these basic supplies.

In an emergency, you may not have clean water available, so **you must stock water and canned food items**. Emergency experts recommend **one gallon of water per person per day**. **Canned foods** such as ready-to-eat vegetables are healthy and last a long time.

What if someone gets hurt? **You need a first-aid kit** to deal with injuries. **Your first-aid kit should include bandages, a thermometer, and antibiotics**.

In case you lose power, **you should have a flashlight and batteries**. **Use a waterproof container to store your supplies**, such as a sealable plastic bag. And don't forget to add warm clothes, soap, and cell phone chargers. Being prepared will save your life.

The author's purpose is to persuade, to inform.



A disaster emergency kit should include essential supplies.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

## Preparing for a Disaster

By Roberto Samuels

Following a disaster, it is sad to hear victims say, "if only we had been better prepared." **Being prepared can make the difference between life and death.** One of the best ways to prepare is for every family to **create an emergency communication plan.** To make an emergency communication plan for your family, **first** discuss what kinds of disasters might threaten your area. Do destructive windstorms, such as tornadoes, often strike your community? Do you live on a coast where undersea earthquakes might cause tsunami waves? Different disasters require different responses that will affect communication needs.

**Next**, choose a place in your neighborhood where your family could meet in an emergency in case you become separated. You might choose a familiar shop, such as a local grocery or drugstore. **Then** pick an out-of-town contact person. Program that contact into your cell phone. Label this person under the name "ICE." This stands for "in case of emergency." **Finally**, teach young children how to make phone calls and send text messages to your emergency contact and to the police. **Now, you're ready for anything!**

The author's purpose is to express an opinion and to explain a process



◀ Tsunami waves can be powerful enough to destroy a house.

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**PM7.29**

**Unit 7** | Blast! Crash! Splash!

Page PM7.29

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

## Edit and Proofread

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

- correct use of prepositions
- correct use of prepositional phrases

**Editing and Proofreading Marks**

^	Add.
↗	Take out.
⊙	Add period.
^	Add comma.

There is an odd thing about tsunamis. You can't see them if you are <sup>in</sup> ~~with~~ deep ocean waters. Their waves are only a few feet high. If a ship is far from land, it can sail right <sup>over</sup> ~~from~~ the tsunami's waves. No one on the ship can feel it <sup>under</sup> ~~over~~ their feet!

Tsunamis can travel <sup>at</sup> ~~on~~ jet speed and jet speed is fast! Tsunamis have been measured at speeds <sup>of</sup> ~~upon~~ 500 miles per hour! The waves of a tsunami can be very large. The 100-foot waves can reach <sup>toward</sup> ~~out~~ the sky. Tsunamis can travel <sup>across, over</sup> ~~with~~ the entire Pacific Ocean in less than a day! This is why people need to be warned <sup>before</sup> ~~beside~~ a tsunami ever reaches land.

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**PM7.30**

**Unit 7** | Blast! Crash! Splash!

Page PM7.30

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Reteach**

## A Town Mural

**Grammar Rules Prepositions**

A **prepositional phrase** starts with a preposition and ends with a noun or a pronoun. The preposition is used to show the relationship of the noun or pronoun to another word in the sentence.

- A prepositional phrase can tell where. → Our art class is painting a mural on the community center building.
- It can show direction. → We walk through the courtyard.
- It can show time. → Everyone paints during our art class.
- It can add other details. → Our teacher takes photographs for the newspaper.

Circle the word or phrase that completes each sentence. Underline the noun in the prepositional phrase and then underline the word it tells something about.

1. We chose (among/upon) different ideas that were presented.
2. Nearly everyone voted (over/for) the undersea mural.
3. There are many colorful fish and plants (during/under) the ocean's surface.
4. The mural stretches (across/on) the whole courtyard wall.
5. We needed a good plan so we wouldn't bump (toward/against) each other as we worked.
6. We divided (into/out) three groups.

**Talk** Tell a partner about a project you liked. Use three prepositional phrases to help you tell about it.

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**PM7.31**

**Unit 7** | Blast! Crash! Splash!

Page PM7.31



# Small Group Reading



# Small Group Reading Time

## TEACHER

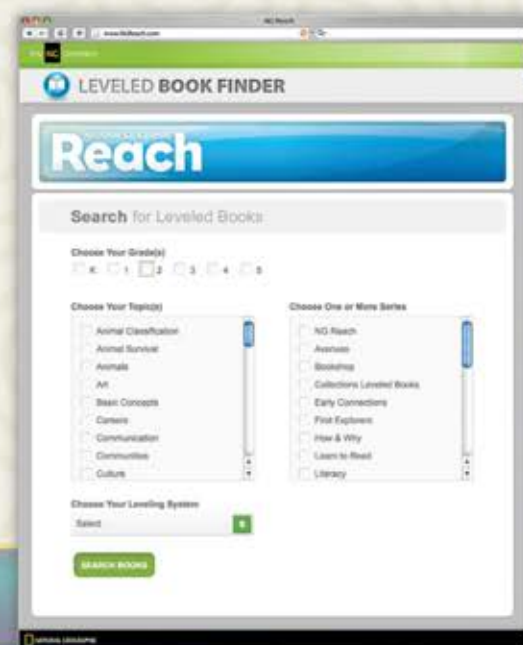
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

## STUDENTS

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

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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



## 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 Volcanic Eruptions	DAY 1 Explorer Books, <b>Volcano!</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Beth Geiger	Volcanoes	SG4–SG5
	<b>BL</b> <b>Pompeii...Buried Alive!</b>	Edith Kunhardt	Historical Eruptions	SG6, SG8
	<b>BL</b> <b>Vacation Under the Volcano</b>	Mary Pope Osborne	Historical Eruptions	SG6, SG8
	<b>OL</b> <b>The Cornfield Volcano</b>	Audie Lee	Eruptions in Modern Times	SG7, SG9
	<b>AL</b> <b>The Eruption of Mount St. Helens</b>	Rebecca L. Johnson	Eruptions in Modern Times	SG7, SG9
Week 2 Studying Earth's Forces	DAY 1 Explorer Books, <b>Wicked Weather</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Beth Geiger	Tornadoes	SG10–SG11
	<b>BL</b> <b>Mountains of Fire</b>	Lily Richardson	Volcanic Formation and Eruption	SG12, SG14
	<b>BL</b> <b>Volcanoes</b>	Joelle Riley	Volcano Characteristics	SG12, SG14
	<b>OL</b> <b>Volcanoes</b>	Franklyn M. Branley	Volcano Research	SG13, SG15
	<b>AL</b> <b>Volcano: The Eruption and Healing of Mount St. Helens</b>	Patricia Lauber	Volcanoes and Ecosystems	SG13, SG15
Week 3 Earthquakes, Tsunamis, and Storms	DAY 1 Explorer Books, <b>Lightning Strikes</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Lesley J. MacDonald	Lightning	SG16–SG17
	<b>BL</b> <b>Eight Days: A Story of Haiti</b>	Edwidge Danticat	Earthquakes in Modern Times	SG18, SG20
	<b>BL</b> <b>Earthquake! A Story of Old San Francisco</b>	Kathleen Kudlinski	Earthquakes in History	SG18, SG20
	<b>OL</b> <b>The San Francisco Earthquake</b>	Rebecca L. Johnson	Earthquakes in History	SG19, SG21
	<b>AL</b> <b>The Big Wave</b>	Pearl S. Buck	Tsunamis in Historical Times	SG19, SG21
Week 4 Earth's Shifting Surface	DAY 1 Explorer Books, <b>Kaboom!</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Michael E. Ruque and Beth Geiger	Geology of Iceland	SG22–SG23
	<b>BL</b> <b>Earthquakes</b>	Mari Schuh	Surviving Earthquakes	SG24, SG26
	<b>BL</b> <b>Earthquakes</b>	Jennifer Dussling	Causes and Effects of Earthquakes	SG24, SG26
	<b>OL</b> <b>Earthquakes</b>	Franklyn M. Branley	Causes and Effects of Earthquakes	SG25, SG27
	<b>AL</b> <b>Slow Changes on Earth</b>	Nicolas Brasch	Erosion and Continental Drift	SG25, SG27

\*See page R2 for Guided Reading (GR) and other leveling translation information.

# Unit 7 Reading Routines

Fiction & Nonfiction

## PROGRAM RESOURCES

### PRINT ONLY

#### Fiction and Nonfiction Books

### PRINT & TECHNOLOGY

Unit 6 Assessment Masters: SG6.29–SG6.32

Unit 7 Practice Masters: SG7.1–SG7.28

Unit 7 Assessment Masters: SG7.29–SG7.32

### TECHNOLOGY

My Vocabulary Notebook

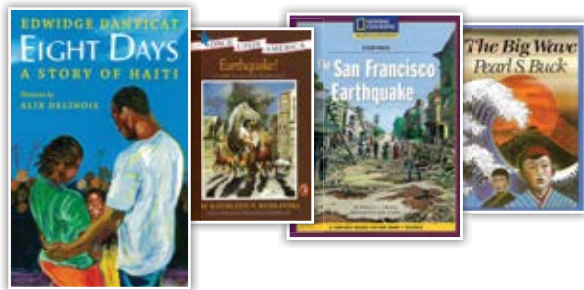
### WEEK 1 Fiction



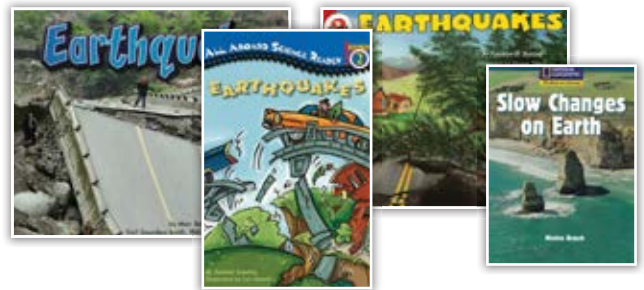
### WEEK 2 Nonfiction



### WEEK 3 Fiction



### WEEK 4 Nonfiction



## Introduce

**Assign books.** Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 6 **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 forces can change Earth?*

**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: *Distance is the amount of space between two things.*
5. Relate each word to students' knowledge and experience: *The distance from my house to my school is one mile.* 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**

**Pompeii... Buried Alive!**  
**destroy** (di-stroy) verb  
To destroy means to ruin something. The area was full of **destroyed** buildings.  
**famous** (fi-mee) adjective  
Someone **famous** is well known to many people. The **famous** author wrote the book.  
**mixture** (mix-choo) noun  
A **mixture** is something made by combining two or more things. My **mixture** had a **mixture** of ingredients.  
**protect** (pri-tek) verb  
You **protect** something when you guard it against harm. A **protective** helmet **protects** your head.  
**tool** (too) noun  
A **tool** is something that helps you do a job. A **tool** is used for **digging** in the ground.  
**The Cornfield Volcano**  
**certain** (sei-tin) adjective  
If you are **certain**, you are sure something is true. I am **certain** that the book is good.  
**destroy** (di-stroy) verb  
To **destroy** means to ruin something. A fire can **destroy** your house.  
**expect** (ih-pek) verb  
When you **expect** something, you think it will happen. I **expect** it will rain because the sky is dark and cloudy.  
**surface** (sur-fis) noun  
The **surface** is the outside of something. The **surface** of the water is very smooth.  
**surround** (su-rawnd) verb  
To **surround** means to be on every side of something. The **surroundings** were beautiful.

**Vacation Under the Volcano**  
**ancient** (an-chen) adjective  
When something is **ancient**, it is very old or it happened long ago. The **ancient** civilization was 2,000 years ago.  
**exactly** (ih-ak-lee) adverb  
**Exactly** means perfectly correct. I was **exactly** 10 years old last birthday.  
**offer** (o-fer) verb  
To **offer** means to present something a person might want. It is **offer** to help you with your homework.  
**section** (sek-shun) noun  
A **section** is a part of something. My class was **sectioned** into groups.  
**surface** (sur-fis) noun  
The **surface** is the outside part of something. The **surface** of the table was smooth.

**The Eruption of Mount St. Helens**  
**constant** (kon-stent) adjective  
Something that is **constant** does not change. The **constant** noise from the truck made me sick.  
**distance** (dis-tans) noun  
**Distance** is the amount of space between two things. The **distance** between my school and my house is 5 miles.  
**gain** (gein) verb  
If you **gain** something, you start to catch up with them. During the race, he **gained** on the leader.  
**regularly** (reg-ju-lar-lee) adverb  
Something that happens **regularly** takes place often. My car is **regularly** serviced.  
**surround** (su-rawnd) verb  
To **surround** means to be on every side of something. The **surroundings** were beautiful.

SG7.1 Unit 7 | Blast! Crash! Splash!

**NGReach.com Practice Masters**  
SG7.1, SG7.8, SG7.15, SG7.22

**AFTER READING**

**Speaking and Listening Observation Log**

Unit 7	1	2	3	4	5	6	7	8	9	10	11	12
Student Name												

**Speaking and Listening Standards**

**Communication and Collaboration**

1. Participates in discussions, presentations, role plays, and other oral presentations.

2. Listens to others, understands main ideas and supporting details, and responds appropriately.

3. Speaks clearly and effectively on a variety of topics.

4. Collaborates with others on group projects and problem-solving tasks.

5. Uses appropriate nonverbal cues, such as eye contact, facial expressions, and body language.

6. Compares and contrasts the ideas and perspectives of a number of individuals.

7. Analyzes a topic or issue, breaking it down into parts and explaining how each part relates to the whole.

8. Draws conclusions from the text and supports those conclusions with appropriate evidence.

9. Expresses an opinion on text, issues, or events, and compares that opinion to those of others.

10. Analyzes a text or issue, and explains how it relates to the whole.

11. Analyzes a text or issue, and explains how it relates to the whole.

12. Analyzes a text or issue, and explains how it relates to the whole.

Grade 7 Assessment SG7.29 Unit 7 | Blast! Crash! Splash!

**NGReach.com**  
Assessment Master SG7.29

**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 when you were reading?*  
*Were there any parts of the book that confused you or were hard to follow?*  
*What did you do to understand better?*  
*How did it work?*

Reading Strategy Rubrics		
Plan and Monitor	Ask Questions	Make Inferences
4 3 2 1	4 3 2 1	4 3 2 1
When did you plan to read the book? When you were reading, did you look back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you?	What questions did you have when you were reading? When you were reading, did you ask and answer any of the questions? When you didn't understand, what did you do? How did the meaning become clear to you?	Did you figure out something in the book that was not stated directly? Were there details in the book that helped you figure the rest out? What did you already know about these events that helped you make the inference?
Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and clarifies confusion to clarify text independently.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the text.	Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.
Often previews text and makes and confirms predictions. Monitors comprehension, but does not always clearly preview independently.	Asks relevant questions and seeks for answers to clarify confusion or understand the text.	Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inferences were made.
Sometimes previews text and makes predictions, but may not confirm them. Can recognize when comprehension has broken down, but does not attempt to clarify text.	Asks only literal questions.	Makes inferences that are inaccurate or unsupported.
Does not preview or make predictions. Is not aware of when to monitor comprehension or clarify meaning.	Does not ask questions or ask irrelevant questions.	Does not attempt to make inferences.

Grade 7 Assessment SG7.30 Unit 7 | Blast! Crash! Splash!

**NGReach.com**  
Assessment Masters SG7.30–SG7.32

**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 nature's power.

**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 Speaking and Listening Observation Log **Assessment Master SG7.29** 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 SG7.30–SG7.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG7.32**.

**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 choosing reading strategies or explaining goal and outcome, use the Assessment and Reteaching resources provided on pages RT7.1–RT7.15.
- 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: Volcanic Eruptions

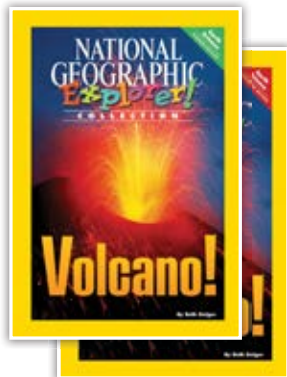
Read and Comprehend Informational Text

Use Visuals to Comprehend Text

## Volcano!

by Beth Geiger

**Summary** *Volcano!* explores the features of volcanoes, tells why they can be dangerous, and describes how the Hawaiian Islands formed. In “Volcano!” Beth Geiger explains that a volcano is an opening, or vent, in the Earth. During an eruption, magma pours out from deep inside Earth. When magma hits the surface, it is called lava. Lava builds up and forms mountains. Volcanoes form on land and on the ocean floor. When Mount St. Helens erupted in 1980, it caused destruction of plants and wildlife. The diagram “Inside a Volcano” shows the different parts of a volcano. “Hawaii: Island Chain” reveals that the Hawaiian Islands are the tops of inactive volcanoes that rise up from the seafloor. They formed over an area called a hot spot.



**Activate Prior Knowledge** Display the front cover, and ask: *Why do you think volcanoes can be dangerous?* (Possible responses: Hot melted rock comes out of them; they can explode and kill things around them.)

**Build Background** Explain that 1,500 volcanoes on Earth are active; they can erupt any time. Volcanoes, though dangerous, have created 80 percent of Earth’s surface. Use the map on page 5 to explain that most volcanoes form a circle around the Pacific Ocean. Have students trace the “ring” on the map and identify the ocean and continents around the ring.

### PROGRAM RESOURCES

#### PRINT ONLY

*Volcano!* Pioneer Edition

*Volcano!* Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Active Earth

### COMMON CORE STANDARDS

#### Reading

Use Illustrations CC.3.Rinf.7

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

#### Language

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

### Mini Lesson

#### Use Visuals to Comprehend Text

Explain: *Often, scientific texts present visual information to explain key points in the text and to add information. Visual information can include maps or photographs.* Point out that good readers know how to use visual information to understand a text.

Read aloud the following text from page 6 of the Pioneer Edition of *Volcano!* as students listen.

#### Mount St. Helens Erupts

That is just what happened in 1980. On May 18, a volcano named Mount St. Helens erupted. Hot ash and steam blasted out of the volcano.

Text from Pioneer Edition

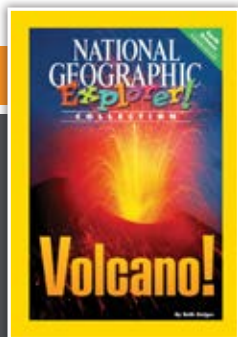
Then, think aloud to model how to use visual information: *The text discusses the eruption of Mount St. Helens. I will use the information in the photos on page 7 and the text to understand what happened. The text says:*

- *The volcano erupted. Hot ash and steam blasted out.*
- *The photographs and captions give me more information:*
- *At 8:27 A.M., the volcano looked peaceful.*
- *At 8:32 A.M., the volcano exploded, and ash spewed out of it.*
- *Seconds later, tons of ash had spilled out.*

*By using the information in the photos along with the facts in the text, I can understand and explain the eruption of Mount St. Helens.*

Have students use the visual information and the information from the text identified above to explain the eruption of Mount St. Helens. (Possible response: The volcano erupted on May 18, 1980. The eruption happened quickly. The mountain looked calm that morning. Then suddenly, at 8:32 A.M., it exploded. Hot ash and steam started to come out. Seconds later, tons of ash poured out of the mountain.)

**BL** BELOW LEVEL 480L



**PIONEER EDITION**

Lexile: 480L | GR: P

**Content Connection:** Volcanoes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*erupt lava magma Ring of Fire*

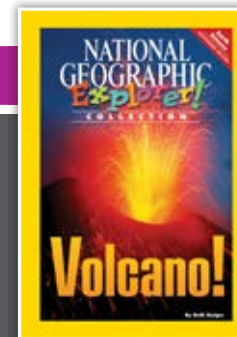
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** What is a volcano? (It is an opening in the Earth. Magma, or hot rock, rises out of it to Earth's surface.)
- Details** How is magma different from lava? (Magma is the hot rock inside a volcano. When the hot rock reaches the top of the volcano and flows out, it is called lava.)
- Use Visuals to Comprehend Text** What is the Ring of Fire? (It is the circle of volcanoes around the Pacific Ocean where Earth's plates bump together. Most volcanoes form near it.)
- Make Inferences** Why might it be dangerous to live near Mount St. Helens? (Possible response: The volcano can erupt at any time. It will not give any warning that it is going to explode.)
- Describe** How did Hawaii form? (Hawaii formed when a very hot area on the ocean's floor burned a hole through Earth's surface. Then lava poured onto the ocean floor. After a long time, this lava formed a big mound of rock. Finally, part of the rock stuck up above the water. The first part to stick up became the island of Kauai. As more parts poked out of the water, they became other Hawaiian Islands.)

**OL** ON LEVEL 640L



**PATHFINDER EDITION**

Lexile: 640L | GR: R

**Content Connection:** Volcanoes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*caldera lava magma vent volcanologist*

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 a volcanologist? (A volcanologist is a scientist who studies volcanoes.)
- Details** How is magma different from lava? (Magma is the molten rock inside a volcano. When the molten rock reaches the top of the volcano and flows out, it is called lava.)
- Use Visuals to Comprehend Text** Why do so many volcanoes form along the Ring of Fire? (The Ring of Fire is an area where some of the plates of Earth's surface meet. When one plate moves under another one, the lower one melts. This forms magma that begins to form a new volcano.)
- Describe** Describe what happened when Mount St. Helens erupted. (Possible response: Hot ash and steam erupted from it. A lot of land was destroyed. Also, more than 1,000 feet of the top of the mountain was blown away.)
- Contrast** What are the differences between extinct, dormant, and active volcanoes? (Extinct volcanoes will never erupt again. Dormant volcanoes haven't erupted in a long time, and they may or may not erupt again. Active volcanoes can erupt at any time.)

**Check & Reteach**

**OBJECTIVE:** Use Visuals to Comprehend Text

Have partners use the text and diagram on pages 8–9 to explain how a volcano erupts. (Possible response: A volcano starts as melted rock deep beneath Earth's surface. When pressure forces this melted rock through cracks in Earth's crust, a volcano forms.)

For students who cannot use visual information, reteach with the photo on pages 2–3. Remind students that the text says that Joanne Green has to be careful where she walks. Say: *The photograph shows a river of lava. What does this tell you about the dangers of Green's job?* Have students look at the photo. Make a class list of information students gather from the photo. (Possible response: Hot lava is everywhere; this area is very dangerous.) Have students use this information from the photo and the text to explain why Green has to walk carefully. (Possible response: There is a lot of hot lava everywhere. It would be really easy to step in it and be injured.)

**BL** BELOW LEVEL 340L



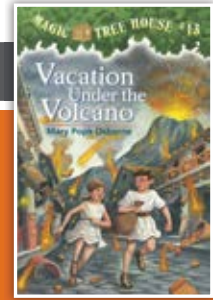
**Pompeii...Buried Alive!**

by Edith Kunhardt

Content Connection:  
**Historical Eruptions**

Historical Fiction | Pages: 48 | Lexile: 340L

**BL** BELOW LEVEL 410L



**Vacation Under the Volcano**

by Mary Pope Osborne

Content Connection:  
**Historical Eruptions**

Fantasy | Pages: 80 | Lexile: 410L | GR: L

**OBJECTIVES**

**Thematic Connection: Volcanic Eruptions**

Read and Comprehend Literature

- Draw Conclusions to Comprehend Text
- Imagery

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG7.1, page SG28
- Practice Master SG7.2, page SG29
- Practice Master SG7.3, page SG30
- Practice Master SG7.7, page SG34

**TECHNOLOGY ONLY**

Digital Library: Map of Pompeii

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–23
- DAY 3 Read pages 24–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Almost two thousand years ago, a normal day begins in Pompeii. Suddenly, the nearby volcano, Vesuvius, erupts. Some people escape by sea, but others are trapped, buried under hot ash. A boy named Pliny watches across the bay. When he is older, he writes about what he saw that day. Years later, the ashes change to soil and a new town is built there. People read Pliny's description, but no one knows where Pompeii was. One day, workers find part of an old wall. Scientists dig there to find out about life in ancient Italy. They find holes and fill them with plaster. These casts show how people died in Pompeii.

**Activate Prior Knowledge** Ask: *When did a major event take you and others by surprise? What happened?*

**Build Background** Display the map of Pompeii from the **Digital Library**. Say: *Pompeii was a city in ancient Rome. It was near a volcano named Mount Vesuvius, which erupted in AD 79. The town was buried and forgotten for almost two thousand years.*

**Story Words** Use **Practice Master SG7.1** to extend vocabulary.

- destroy, page 5
- famous, page 46
- mixture, page 6
- protect, page 22
- tool, page 42

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG7.1, page SG28
- Practice Master SG7.2, page SG29
- Practice Master SG7.4, page SG31
- Practice Master SG7.7, page SG34

**TECHNOLOGY ONLY**

Digital Library: Map of Pompeii

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–20
- DAY 3 Read pages 21–53
- DAY 4 Read pages 54–80 and discuss
- DAY 5 Connect across texts

**Summary** Morgan le Fay sends Jack and Annie on a mission to find a story from a library in ancient Rome. The Magic Tree House carries them back in time to Pompeii on the very day the city is going to be destroyed by Mount Vesuvius. When Jack and Annie realize what is going to happen, they hurry to find the story, which they discover on a scroll in the house of Brutus. When the volcano erupts, they protect themselves with pillows and run for the tree house. When they get stuck, they call for help and a giant gladiator—who turns out to be Hercules—rescues them just in time.

**Activate Prior Knowledge** Ask: *When have you taken a vacation that was an adventure?*

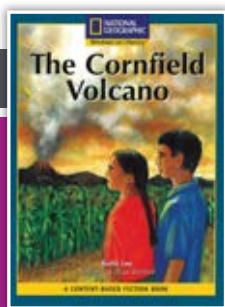
**Build Background** Display map of Pompeii from the **Digital Library**. Explain that Pompeii was a city in ancient Rome that was built near a volcano named Mount Vesuvius, which erupted in AD 79. The city was buried by ash and later rediscovered.

**Story Words** Use **Practice Master SG7.1** to extend vocabulary.

- ancient, page 6
- exactly, page 3
- offer, page 25
- section, page 40
- surface, page 48



**OL** ON LEVEL 540L

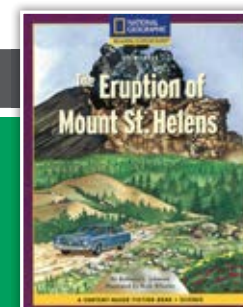


**The Cornfield Volcano**  
by Audie Lee

Content Connection:  
**Eruptions in Modern Times**

**Historical Fiction** | Pages: 32 | Lexile: 540L

**AL** ABOVE LEVEL 700L



**The Eruption of Mount St. Helens**  
by Rebecca L. Johnson

Content Connection:  
**Eruptions in Modern Times**

**Historical Fiction** | Pages: 68 | Lexile: 700L

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature CC.3.Rlit.10  
Determine Meanings of Words and Phrases CC.3.Rlit.4  
Summarize CC.3.Rlit.2

**Writing**

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

**Speaking and Listening**

Draw on Preparation to Explore Ideas CC.3.SL.1.a

**Language and Vocabulary**

Acquire and Use Academic Words CC.3.L.6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG7.1, page SG28**  
**Practice Master SG7.2, page SG29**  
**Practice Master SG7.5, page SG32**  
**Practice Master SG7.7, page SG34**

**TECHNOLOGY ONLY**

**Digital Library: Map of Paricutín**

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–8  
DAY 3 Read pages 9–19  
DAY 4 Read pages 20–32 and discuss  
DAY 5 Connect across texts

**Summary** One Saturday after Antonio and Dominica’s class studies volcanoes, the two friends are helping do work in the cornfield. They go for a walk and find a burning crack in the ground. Lava pours out and they race back to town to tell others. People stay away from the cornfields and, the next day, the volcano erupts, forming a mountain. The people have to leave San Juan to stay safe. Both Antonio and Dominica’s families move to San Bernardo.

**Activate Prior Knowledge** Ask: *When were you the first person to see something interesting? Who did you tell?*

**Build Background** Display the map of Paricutín from the **Digital Library**. Explain that in 1943, this volcano erupted in a flat Mexican cornfield. It formed a mountain.

**Story Words** Use **Practice Master SG7.1** to extend vocabulary.

*certain*, page 7      *destroy*, page 22      *expect*, page 17  
*surface*, page 5      *surround*, page 23

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG7.1, page SG28**  
**Practice Master SG7.2, page SG29**  
**Practice Master SG7.6, page SG33**  
**Practice Master SG7.7, page SG34**

**TECHNOLOGY ONLY**

**Digital Library: Mount St. Helens**

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–19  
DAY 3 Read pages 20–45  
DAY 4 Read pages 46–68 and discuss  
DAY 5 Connect across texts

**Summary** Helen Crenshaw has felt unsure of herself since her mother died a year ago. When Helen’s class studies volcanoes, she wonders if the nearby Mount St. Helens could erupt, even though most people think it is harmless. Then an earthquake shakes the land, and Mount St. Helens begins to change. Nearby land is evacuated. When the volcano does not erupt, people want to return. When Helen figures out that her brother Chad is planning to climb the mountain, she finds her courage and rushes to the mountain with her father to save Chad and his friend. They escape by car as the volcano erupts.

**Activate Prior Knowledge** Ask: *When did you have to convince someone that you were correct? What did you do?*

**Build Background** Display the photo of a steam erupting from Mount St. Helens from the **Digital Library**. Say: *By 1980, Mount St. Helens had not erupted for almost 150 years.*

**Story Words** Use **Practice Master SG7.1** to extend vocabulary.

*constant*, page 9      *distance*, page 15      *gain*, page 52  
*regularly*, page 21      *surround*, page 7

## BL > BELOW LEVEL 340L

### Pompeii...Buried Alive!

by Edith Kunhardt

#### Build Comprehension

- **Explain** *Why did people forget where Pompeii was?* (Possible response: The town was buried by ash from Vesuvius. Then the ash turned to soil and a new town was built. No one remembered where the town had been.)
- **Compare and Contrast** *How did Pompeii change after Vesuvius erupted?* (Possible response: Before the eruption, it was a busy town; afterwards, everyone was buried.)

#### Writing Options

- **Interview Questions** When he was a boy, Pliny watched Vesuvius from across the bay. Have students write a list of questions they would like to ask Pliny about what he saw. Remind students to begin with a variety of question words: *who, what, where, when, why, and how.*
- **Travel Brochure** Why do people like to visit Pompeii today? Have students create a travel brochure for Pompeii. Brochures can tell people about why they should visit Pompeii, explain its history, and describe what they will see there.
- **Journal Entry** Invite students to write about a place they visited where they learned about history. Students can also explain why they would like to visit Pompeii.

## BL > BELOW LEVEL 410L

### Vacation Under the Volcano

by Mary Pope Osborne

#### Build Comprehension

- **Goal and Outcome** *What makes it hard for Jack and Annie to reach their goal in Pompeii?* (Possible responses: First, they have to find the story, and they don't know where it is; then, they have to escape from the volcano to return home safely.)
- **Analyze Characters** *How does the soothsayer help Jack and Annie?* (She warns them about the volcano; she tells them to look for the story in the library of Brutus's home.)

#### Writing Options

- **News Brief** Have students write a news brief describing what happened on the day Jack and Annie visited Pompeii. Remind them that a good news brief answers the questions *who, what, where, when, why, and how.*
- **Thank You Note** Both the soothsayer and the giant gladiator help Jack and Annie when they are in Pompeii. Suggest that students choose one of these characters and write a thank you note from Jack and Annie. The note should explain how the character helped and say thank you in a polite way.
- **Journal Entry** Have students share a place they would like to visit in the Magic Tree House. Students might also explain whether or not they would like to visit ancient Pompeii.

### Check & Reteach

Ask students to talk about imagery in the book they read.

If students have difficulty identifying images, refer them to their imagery chart. Ask: *What word pictures describe places? How do these pictures tell how places look, sound, smell, taste, and feel? What word pictures describe people? What word pictures describe things?*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Imagery Chart**  
**Imagery**  
Use the imagery chart to take notes about your book as you read.

Place	Person	Thing

Use your imagery chart to tell a partner about the book.

For use with TE pp. 546-549 **SG7.2** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**Pompeii...Buried Alive!**  
Review the story words with your group. Then discuss these questions together.

**Story Words**  
destroy  
famous  
mixture  
protect  
total

1. **Analyze Setting** Review Chapter 1. What kinds of things happened on a normal day in Pompeii?
2. **Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review pages 18-22. What word pictures help you understand what happened in Pompeii?
  - **Person** Review pages 22 and 27. What imagery helps you understand what happened to the people of Pompeii?
  - **Thing** Review page 5. What words describe the volcano?
3. **Draw Conclusions** Review Chapter 3. Why is Mt. Vesuvius the most famous volcano in the world?
4. **Think Question Generalize** How can a volcano like Mt. Vesuvius change the land?

For use with TE pp. 546-549 **SG7.3** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**Vacation Under the Volcano**  
Review the story words with your group. Then discuss these questions together.

**Story Words**  
ancient  
exactly  
offer  
section  
surface

1. **Analyze Setting** Review Chapters 2 and 3. What do Jack and Annie learn about daily life in ancient Pompeii?
2. **Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review Chapter 7. What words help you understand what happened when Vesuvius erupted?
  - **Person** Review page 20. What words help to paint a picture of the soothsayer?
  - **Thing** Review page 32. What words helped you know that the soothsayer knew Annie's library card was special when she looked at it?
3. **Draw Conclusions** Review pages 71-73. Do you agree with Annie's conclusion about the giant gladiator? Why or why not?
4. **Think Question Generalize** How can a volcano like Mt. Vesuvius change how we remember history?

For use with TE pp. 546-549 **SG7.4** Unit 7 | Blast! Crash! Splash!

**OL** ON LEVEL 540L

**The Cornfield Volcano**  
by Audie Lee

**Build Comprehension**

- **Evaluate** *Did the people of San Juan have to leave when the volcano erupted? Why or why not?* (Yes; they had to leave in order to be safe. The area was covered in burning ash.)
- **Make Comparisons** *Antonio and Dominica visit San Juan two years later. How is the town the same and different?* (Possible responses: The volcano is still erupting. The streets are covered in hardened lava. The cornfields are gone.)

**Writing Options**

- **Interview Questions and Answers** Have students imagine that they could interview Antonio or Dominica. Suggest that they write at least five questions, using *who, what, where, when, why, and how*. Then encourage students to write how Antonio or Dominica might respond to each question.
- **Poem** Invite students to write a poem about the beginning of the cornfield volcano. Explain that a poem uses imagery to help readers understand ideas and events. Suggest that students use imagery from their imagery chart in their poems.
- **Journal Entry** Invite students to write about who they would tell and why, if they made a discovery like Antonio and Dominica made. Encourage them to describe how they might feel.

**AL** ABOVE LEVEL 700L

**The Eruption of Mount St. Helens**  
by Rebecca L. Johnson

**Build Comprehension**

- **Explain** *Why were so many people convinced that Mount St. Helens could not be dangerous?* (Possible response: People like Harry Truman had lived long lives near the volcano and never seen it erupt; it had not been active for almost 150 years.)
- **Analyze Conflict** *What is the problem between Helen and her brother Chad? How is it resolved?* (Chad does not treat Helen seriously; he does not show that he cares about her. When Helen saves his life, Chad is grateful.)

**Writing Options**

- **Speech** How might Helen describe what happened to her and her family on the day Mount St. Helens erupted? Have students write a speech that Helen might have given to her school. Remind students to use details from the story.
- **Dialogue** Have students write a dialogue between Helen and another character one year after the volcano erupted. Students might choose Helen's brother, father, or the visiting scientist. In the dialogue, characters can share their memories of that day or discuss what may happen in the future.
- **Journal Entry** Invite students to recommend this book to someone they think would enjoy it and tell why they think so.



**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 SG7.7** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Cornfield Volcano**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
certain  
destroy  
expect  
surface  
surround

1. **Analyze Setting** Review Chapters 1 and 2. Why don't people expect a volcano to grow in this place?
2. **Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review Chapter 2. What words help you understand what the beginning of the volcano is like?
  - **Person** What images in Chapter 4 show how people reacted to the volcano?
  - **Thing** How do images in Chapter 4 help you understand the sights, sound, and smell of a volcano?
3. **Draw Conclusions** What can people do to stay safe when a volcano begins?
4. **Generalize** How can magma change the Earth's surface?

For use with TE pp. 545–549 **SG7.5** Unit 7 | Blast! Crash! Splash!

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Eruption of Mount St. Helens**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
constant  
distance  
gain  
regularly  
surround

1. **Analyze Setting** Review Chapter 1 and Chapter 4. How does the setting of Mount St. Helens change? What causes the changes?
2. **Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review Chapter 7. What are some phrases that describe what the valley looked like after Mount St. Helens erupted?
  - **Person** Choose one of the characters introduced in Chapter 1 or Chapter 2. What are some phrases used to describe what that character looks like?
  - **Thing** How do the scientist's photographs of Mount St. Helens help show how the volcano changed before it erupted?
3. **Draw Conclusions** How does Helen gain confidence by the end of the story?
4. **Generalize** How can the magma inside volcanoes like Mount St. Helens change Earth's surface?

For use with TE pp. 545–549 **SG7.6** Unit 7 | Blast! Crash! Splash!

**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.

Pompeii...Buried Alive!
Vacation Under the Volcano
The Cornfield Volcano
The Eruption of Mount St. Helens

Compare and contrast the books you have read. Discuss these questions with your group.

1. Are all volcanic eruptions the same? Why or why not?
2. How are these stories the same? How are they different?
3. **Question** How can volcanoes change Earth?

For use with TE pp. 545–549 **SG7.7** Unit 7 | Blast! Crash! Splash!

### OBJECTIVES

#### Thematic Connection: Studying Earth's Forces

Read and Comprehend Informational Text

Use Visuals to Comprehend Text

## Wicked Weather

by Beth Geiger

**Summary** *Wicked Weather* explores how tornadoes form, why they are dangerous, and the scale used to measure them. It also presents a weather map. In “Wicked Weather,” Beth Geiger explains that scientists drive into tornadoes to study them. Geiger points out that tornadoes are columns of air that rotate violently. They form when a funnel of air stretches from a thundercloud to the ground. Many tornadoes form in Tornado Alley, eight states (including Oklahoma) where hot and cold air often collide. “Tornado Ratings” presents the rating system used to measure tornadoes. The ratings are based on wind speed and amount of damage caused. Students can use the scale to rate four tornadoes that are described in firsthand accounts. “Mapping Weather” is a weather map of the U.S. A key explains the map’s symbols.



**Activate Prior Knowledge** Display the front cover and read the title aloud. Ask: *What bad things can storms do?* (Possible response: They can destroy houses or whole towns, and they can hurt or kill people.)

**Build Background** Explain that tornadoes are dangerous storms with winds that can reach over 300 miles an hour. Scientists study tornadoes, hoping to someday predict them and save lives. Use the chart on page 8 to explain how scientists measure tornadoes. Have volunteers point to and identify the levels, winds speeds, and types and amount of damage.

### PROGRAM RESOURCES

#### PRINT ONLY

*Wicked Weather*, Pioneer Edition

*Wicked Weather*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Twister

### COMMON CORE STANDARDS

#### Reading

Use Illustrations

CC.3.Rinf.7

Read and Comprehend Informational Text

CC.3.Rinf.10

#### Language

Acquire and Use Domain-Specific Words

CC.3.L.6

### Mini Lesson

#### Use Visuals to Comprehend Text

Explain: *Often, scientific texts present information in a visual way to explain key points in the text and to add information. Such visual information can appear in maps, photos, or diagrams.* Point out that good readers know how to use visuals to understand a text.

Read aloud the following text from page 6 of the Pioneer Edition of *Wicked Weather* as students listen.

#### Twisted Weather

A tornado is a powerful, twisting cloud. Sometimes, it is called a twister. It has a funnel. The funnel stretches down to the ground.

#### Text from Pioneer Edition

Then, think aloud to model how to use visual information: *The text discusses the kind of storm called a tornado and says it has a funnel. I will use the information in the text and in the diagram on page 5 to understand what a funnel is and how it forms. The text says:*

- *A tornado is a powerful, twisting cloud. It has a funnel. The funnel stretches down to the ground.*

*The diagram gives me more information:*

- *1) Circular winds develop deep inside a storm cloud.*
- *2) The circular winds move downward. They form a funnel.*

*The arrows in the diagram show how the winds form the funnel and how it stretches to the ground.*

*By using the information in the diagram along with the facts in the text, I can understand and explain what a funnel is and how it forms.*

Have students use the visual information and the information from the text identified above to explain how a funnel forms. (Possible response: Circular winds start inside a storm cloud. Then these winds move downward. They form a funnel. The funnel stretches down toward the ground.)

**BL** BELOW LEVEL 500L



**PIONEER EDITION**

Lexile: 500L | GR: Q

**Content Connection:** Tornadoes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*Doppler radar      meteorologist      Tornado Alley*

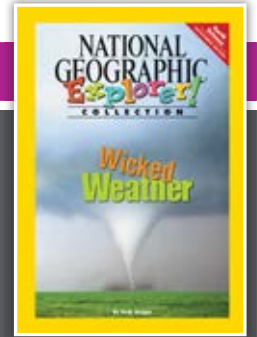
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

1. **Explain** Why do tornado chasers drive toward storms? (They drive toward tornadoes to study them. They want to find out when and where tornadoes form.)
2. **Evaluate** How does Doppler radar help people study tornadoes? (Doppler radar helps people track the storms.)
3. **Details** Why are tornadoes dangerous? (Tornadoes are dangerous because they have very strong winds that can pick up houses and cars.)
4. **Use Visuals to Comprehend Text** Why do some tornadoes form in Tornado Alley? (Warm air from the ocean and cold air from the mountains blow over the states in Tornado Alley. These states lie in the middle of the United States. When the warm air crashes into the cold air, tornadoes can form.)
5. **Describe** How do scientists rate tornadoes? (Scientists use a special scale that measures a tornado's speed and the amount of damage it causes.)

**OL** ON LEVEL 670L



**PATHFINDER EDITION**

Lexile: 670L | GR: R

**Content Connection:** Tornadoes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*Doppler radar      meteorologist      Tornado Alley*

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.

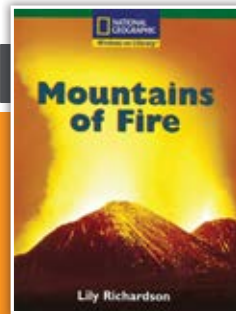
1. **Explain** Why do tornado chasers drive into storms? (They drive toward tornadoes to track them and study them.)
2. **Analyze** Why are meteorologists interested in tornadoes? (Meteorologists study weather. They hope that someday they will be able to predict these storms.)
3. **Evaluate** How does Doppler radar help people study tornadoes? (Doppler radar helps people track the storms over hundreds of miles.)
4. **Use Visuals to Comprehend Text** Why do so many tornadoes form in Tornado Alley? (Warm air from the Gulf of Mexico and cold air from the Rocky Mountains blow over the states in Tornado Alley, which lies in the middle of the country. Warm air colliding with the cold air can cause tornadoes to form.)
5. **Details** What does the rating scale tell about a tornado? (The rating scale tells the speed of the wind and how much damage the storm caused.)

**Check & Reteach**

**OBJECTIVE:** Use Visuals to Comprehend Text

Have partners use the text and map on pages 10–11 to find areas of the country that are snowy. (Possible response: [Text] The key tells what each symbol means. Use the key to tell what kind of weather the map shows. [Map] Alaska, Minnesota, Wisconsin, and Michigan have snowy weather.) For students who cannot use visual information, reteach with the photo on page 6. Remind students that the text says that tornadoes can pick up cars and trees. Say: *The photo shows destruction after a tornado. What does the photo tell you about the damage a tornado can cause?* Make a class list. (Possible response: Trees are down; a car is turned over; parts of a house are on the ground.) Have students use information from the photo and the text to explain damage a tornado causes. (Possible response: A tornado picks up trees and turns over cars. It causes serious damage.)

**BL** BELOW LEVEL



## Mountains of Fire

by Lily Richardson

Content Connection:  
**Volcanic Formation and Eruption**

Expository Nonfiction | Pages: 16

**BL** BELOW LEVEL 550L



## Volcanoes

by Joelle Riley

Content Connection:  
**Volcano Characteristics**

Expository Nonfiction | Pages: 32 | Lexile: 550L | GR: N

### OBJECTIVES

#### Thematic Connection: Studying Earth's Forces

Read and Comprehend Literature

- Synthesize: Draw Conclusions
- Explain the Relationship Between ideas: Sequence

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG7.8, page SG35
- Practice Master SG7.9, page SG36
- Practice Master SG7.10, page SG37
- Practice Master SG7.14, page SG41

#### TECHNOLOGY ONLY

Digital Library: Mountains, Volcano

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–16 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Volcanoes look like mountains of fire when they erupt. They form when magma rises through gaps in Earth's crust. Hot rocks, ash, and gases can shoot high into the sky. Magma that comes out of the vent of the volcano is called lava when it pours out onto Earth's surface. When the lava cools, it gets hard. Layers of hard lava build up around the outside of the vent and form the shape of the volcano.

**Activate Prior Knowledge** Say: *What have you touched that is very hot?* (Possible responses: hot water; hot metal in the sun)

**Build Background** Display the **Digital Library** photo of mountains and a volcano. Tell students that volcanoes are a special kind of mountain. Not all mountains are volcanoes. Volcanoes often have the shape of a cone because of the way they form. Volcanoes form when hot, melted rock comes out of the Earth. This melted rock is called magma when it is inside the Earth, and it is called lava when it comes out onto Earth's surface.

**Story Words** Use **Practice Master SG7.8** to extend vocabulary.

- form, page 3
- gap, page 6
- layer, page 4
- rise, page 6
- surface, page 10

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG7.8, page SG35
- Practice Master SG7.9, page SG36
- Practice Master SG7.11, page SG38
- Practice Master SG7.14, page SG41

#### TECHNOLOGY ONLY

Digital Library: Volcano with Labels

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–21
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

**Summary** Volcanoes are openings in the ground out of which come steam, bits of rock, or melted rock. Volcanoes on land form mountains when erupting lava cools and hardens. Underwater volcanoes can create islands when the lava builds up and reaches the surface of the water. Scientists study volcanoes to predict when they will erupt. They classify volcanoes as active (erupting), dormant (likely to erupt again), or extinct (not likely to erupt again). While volcanoes can be dangerous, they can also help nearby land. Soil made from lava is good for growing plants.

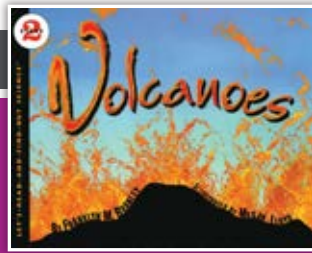
**Activate Prior Knowledge** Ask: *When have you heard someone predict a weather event? Was the person correct?*

**Build Background** Use the labeled photo of a volcano from the **Digital Library**. Tell students that a crater is the mouth of a volcano. Gases and lava come out. Gases spread to fill a space—they are not solid, like rock. Lava is hot, melted rock from inside Earth. When lava cools, it hardens and forms hard rock.

**Story Words** Use **Practice Master SG7.8** to extend vocabulary.

- base, page 29
- form, page 28
- study, page 23
- surface, page 17
- usually, page 21

**OL** ON LEVEL 590L



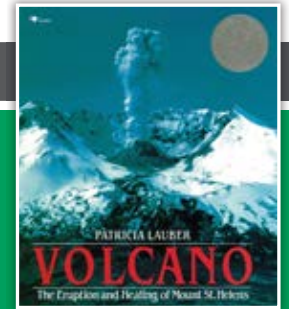
**Volcanoes**

by Franklyn M. Branley

Content Connection:  
**Volcano Research**

**Expository Nonfiction** | Pages: 32 | Lexile: 590L | GR: O

**AL** ABOVE LEVEL 830L



**Volcano**

by Patricia Lauber

Content Connection:  
**Volcanoes and Ecosystems**

**Photo Essay** | Pages: 60 | Lexile: 830L | GR: T

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature	CC.3.Rinf.2
Describe Connections in a Text (first/second/third)	CC.3.Rlit.8
Summarize	CC.3.Rinf.2

**Writing**

Write Over Shorter Time for Specific Tasks	CC.3.W.10
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**Speaking and Listening**

Draw on Preparation to Explore Ideas	CC.3.SL.1.a
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**Language and Vocabulary**

Acquire and Use Academic Words	CC.3.L.6
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**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG7.8, page SG35
- Practice Master SG7.9, page SG36
- Practice Master SG7.12, page SG39
- Practice Master SG7.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Volcano  
with Labels

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–7
- DAY 3 Read pages 8–21
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

**Summary** From Mount Vesuvius to Mount St. Helens, volcanoes have changed the Earth. In 1815, a volcano in Indonesia created a dark cloud that affected weather around the world for a year. Geologists study the movements of Earth's plates, which are huge layers of solid rock under the upper layer of soil and broken rocks. Plates move slowly above soft, hot rock called magma. When plates move together or apart, magma may come to the surface, creating a volcano. Other volcanoes form when magma pushes up through a weak spot in a plate.

**Activate Prior Knowledge** Ask: *What information do you know about volcanoes?*

**Build Background** Use the labeled photo of a volcano from the **Digital Library**. Explain that a crater is the mouth of a volcano, from which gases and lava erupt.

**Story Words** Use **Practice Master SG7.8** to extend vocabulary.

<i>bound</i> , page 12	<i>layer</i> , page 14	<i>occur</i> , page 14
<i>region</i> , page 12	<i>section</i> , page 14	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG7.8, page SG35
- Practice Master SG7.9, page SG36
- Practice Master SG7.13, page SG40
- Practice Master SG7.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Mount St. Helens

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–25
- DAY 3 Read pages 26–49
- DAY 4 Read pages 50–60 and discuss
- DAY 5 Connect across texts

**Summary** In May of 1980, Mount St. Helens erupted, destroying miles of nearby forests, as well as bridges and animals. Geologists studying the volcano learned that the pressure of superheated water building up inside the rock caused the eruption. After the explosion, scientists studied the area to learn about the small species that survived—such as bacteria and fungi. Soon, colonizers moved into the area and began to rebuild a thriving ecosystem. Larger plants and animals return to the region as the natural cycle of regrowth continues.

**Activate Prior Knowledge** Ask: *What kinds of weather or natural events can damage or harm an area of land?* (Possible responses: fire, flood, hurricane, lightning, drought, volcano)

**Build Background** Display the photos of Mount St. Helens from the **Digital Library**. Say: *Mount St. Helens is a volcano in Washington State. It erupted in 1980, causing more damage than any volcano in U.S. history.*

**Story Words** Use **Practice Master SG7.8** to extend vocabulary.

<i>force</i> , page 4	<i>pattern</i> , page 21	<i>predict</i> , page 4
<i>rate</i> , page 5	<i>record</i> , page 5	

## BL BELOW LEVEL

### Mountains of Fire

by Lily Richardson

#### Build Comprehension

- **Make Comparisons** *What is the difference between magma and lava?* (Lava is magma that reaches Earth's surface. Lava on Earth's surface will cool and harden. Magma in the mantle stays hot and melted.)
- **Draw Conclusions** *How do volcanoes change more than one layer of Earth?* (Some magma leaves the mantle and comes out onto the Earth's surface, where it hardens and becomes part of the crust.)

#### Writing Options

- **List** Have students list three facts they learned about volcanoes. Suggest that they use their sequence chains to include facts from all stages in the birth of a volcano.
- **Puzzle** Have students write sentences using words from the glossary on page 16. Then have them copy their sentences, but leave a blank for each glossary term. Invite them to read their sentences aloud and have listeners guess the missing word.
- **Journal Entry** Invite students to describe which fact about volcanoes they found most surprising or interesting and tell why.

## BL BELOW LEVEL 550L

### Volcanoes

by Joelle Riley

#### Build Comprehension

- **Make Comparisons** *What is the difference between an active volcano and an extinct volcano?* (An active volcano is erupting. An extinct volcano will probably never erupt again.)
- **Evaluate** *Why might people choose to live near a dormant volcano?* (Possible response: The soil near the volcano might be good for growing plants. The volcano may not erupt for many years.)

#### Writing Options

- **Description** Have students write a description of one of the photos from the book. Encourage them to use words from the glossary on page 31.
- **Dialogue** Suggest that students write a dialogue between two scientists who are studying a volcano. Remind students that a dialogue tells the words that each person says. Encourage students to include the terms *active*, *dormant*, and *extinct* in their dialogue.
- **Journal Entry** Point out that scientists can study active volcanoes from a safe distance. Invite students to tell whether or not they would like to see an active volcano in person.

### Check & Reteach

Ask students to tell the sequence of events in the book they read. If students have difficulty identifying the sequence, refer them to their sequence chains. Ask: *What happens first? What happens second? What happens third? Is that the last thing that happens?*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Sequence Chain**

**Sequence**

Use the sequence chain to take notes about your book as you read.

First

Second

Third

Use your sequence chain to tell a partner about the book.

For use with TE pp. 5012-5019 **SG7.9** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Mountains of Fire**

Review the story words with your group. Then discuss these questions together.

**1. Explain** Review pages 4–5. What layers form Earth? What are they made of?

**2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.

- **First** Review pages 6–7. How does magma move when a volcano begins?
- **Second** Review pages 8–11. What happens when a volcano erupts?
- **Third** Review pages 12–13. How does lava form the shape of a volcano?

**3. Form Generalizations** Review pages 14–15. Why are scientists interested in volcanoes?

**4. Question Generalize** How can a volcano change Earth?

**Story Words**

form
gap
layer
rise
surface

For use with TE pp. 5012-5019 **SG7.10** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Volcanoes (Riley)**

Review the story words with your group. Then discuss these questions together.

**1. Explain** Review pages 16–17. How can a volcano form an island?

**2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.

- **First** Review page 5. What is the first thing that happens when a volcano erupts?
- **Second** Review pages 6–7. What happens to lava after it comes out of a volcano?
- **Third** Review pages 11–13. Can volcanoes erupt more than once?

**3. Form Generalizations** How can lava be both harmful and helpful?

**4. Question Generalize** How can volcanoes change Earth's surface, on land and underwater?

**Story Words**

base
form
study
surface
usually

For use with TE pp. 5012-5019 **SG7.11** Unit 7 | Blast! Crash! Splash!



**OL** ON LEVEL 590L

**Volcanoes**

by Franklyn M. Branley

**Build Comprehension**

- **Draw Conclusions** *Why are most volcanoes along the shores of the Pacific Ocean?* (This is where the Earth's plates meet.)
- **Make Comparisons** *How was the summer of 1816 different from most summers?* (It was very cold and snowed in the summer in New England.)

**Writing Options**

- **News Brief** Suggest that students write a news article about one of the volcanoes described in the book. Remind students that a good news story should answer the questions *who, what, where, when, why, and how.*
- **Interview Questions and Answers** Remind students that a volcano grew out of Dionisio Pulido's field in Mexico in 1943 (page 26). Have them write questions they would like to ask Pulido and then suggest how he might have answered.
- **Journal Entry** Have students choose a favorite illustration from the book and describe what it shows about volcanoes.

**AL** ABOVE LEVEL 830L

**Volcano**

by Patricia Lauber

**Build Comprehension**

- **Identify Theme** *How does this book show that Earth can recover after a natural disaster?* (Possible response: In time, plants begin to grow again and animals return.)
- **Make Judgments** *Is it important for scientists to keep studying Mount St. Helens? Why or why not?* (Possible response: Yes, it is important for learning how places recover after volcanic eruptions and for predicting when future eruptions may occur.)

**Writing Options**

- **Travel Brochure** Have students create a travel brochure to attract visitors to Mount St. Helens. Encourage them to give readers an idea of what they will see in the area, and why it is important to visit this region.
- **Poem** How can you use poetry to describe a volcano? Suggest that students choose one photo from the book and write a poem that describes it. Remind students that poetry can rhyme or not.
- **Journal Entry** Invite students to name someone they think would enjoy reading this book and explain why.



**Connect Across Texts**

**AFTER READING** Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG7.14** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Volcanoes (Branley)**

Review the story words with your group. Then discuss these questions together.

Story Words
bound
layer
occur
region
section

- 1. Explain** Review pages 14–17. How do Earth plates move to create volcanoes?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.
  - **First** Review pages 26–27. What was the first thing that happened when a volcano started in Paricutin?
  - **Second** What was the next thing that happened?
  - **Third** Review pages 28–29. What were the last things that happened in Paricutin?
- 3. Form Generalizations** Review pages 6–11. How can volcanoes affect the weather?
- 4. Question Generalize** How do volcanoes make new mountains and islands on Earth's surface?

For use with TE pp. 5022–5029 **SG7.12** Unit 7 | Blast! Crash! Splash!

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Volcano: The Eruption and Healing of Mount St. Helens**

Review the story words with your group. Then discuss these questions together.

Story Words
force
pattern
predict
rate
record

- 1. Explain** Review Chapter 2. How did water play an important role in the 1980 eruption of Mount St. Helens?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.
  - **First** Review Chapter 2. How did the eruption of Mount St. Helens affect living things in the area?
  - **Second** Review Chapter 3. What living things were found near Mount St. Helens shortly after the blast?
  - **Third** Review Chapter 4. How did other living things return to the area?
- 3. Form Generalizations** Are volcanoes bad for the Earth? Explain your answer.
- 4. Question Generalize** How can a volcanic eruption like Mount St. Helens change the nearby land?

For use with TE pp. 5022–5029 **SG7.13** Unit 7 | Blast! Crash! Splash!

**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.

Mountains of Fire
Volcanoes (Riley)
Volcanoes (Branley)
Volcano: The Eruption and Healing of Mount St. Helens

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each of these books show us why we should study Earth's forces, like volcanoes?
2. How do volcanoes cause both fast and slow changes?
3. **Question** What forces create volcanoes? How do these forces change Earth?

For use with TE pp. 5022–5029 **SG7.14** Unit 7 | Blast! Crash! Splash!

### OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

Read and Comprehend Informational Text

Compare Points and Details

## Lightning Strikes

by Lesley J. MacDonald

**Summary** *Lightning Strikes* explores lightning, its causes, and dangers. It also discusses how scientists work to keep people safe from this powerful phenomenon and presents ways for people to protect themselves from lightning. In "Lightning Strikes," Lesley J. MacDonald explains that lightning causes forest fires and damages houses and buildings. It kills 70 people per year and injures 300 others. Benjamin Franklin invented the lightning rod to protect buildings and people. When lightning hits the rod, electricity travels safely along a wire running from the rod to the ground. Scientists today are experimenting with rockets and laser beams that they hope will also work as lightning rods. "What Makes Lightning?" tells how lightning flashes between clouds and the ground. In "Lightning Safety," students get tips on how to protect themselves from lightning both outside and inside.



**Activate Prior Knowledge** Display the front cover and ask: *When do you see lightning?* (during a storm; when it's really hot) *Why can it be dangerous?* (Possible response: It can hit people; it can start fires.)

**Build Background** Explain that lightning is electricity and that one bolt can make more electricity than all the power plants in the U.S. Tell students that lightning can start fires in forests and buildings. Use the photos on page 9 to point out different kinds of lightning. Have volunteers trace or point to each form and share their ideas about the names of each kind of lightning.

### PROGRAM RESOURCES

#### PRINT ONLY

*Lightning Strikes*, Pioneer Edition

*Lightning Strikes*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

### COMMON CORE STANDARDS

#### Reading

Compare Important Points and Details in Two Texts

CC.3.Rinf.9

Read and Comprehend Informational Text

CC.3.Rinf.10

#### Language

Acquire and Use Domain-Specific Words

CC.3.L.6

### Mini Lesson

#### Compare Points and Details

Explain: *When two texts discuss the same topic, some important points and key details may be similar. However, some may be different.* Point out that good readers know how to compare and contrast points and details from two texts on the same topic.

Read aloud the following text from pages 6 and 10 of the Pioneer Edition of *Lightning Strikes* as students listen.

#### Laser Power (page 6)

Today, some people are looking for new ways to stay safe. A scientist named Jean-Claude Diels has an idea. He thinks **lasers** could help.

(page 10) Scientists are looking for new ways to keep people safe from lightning. You can also take steps to protect yourself.

Text from Pioneer Edition

Then, think aloud to model how to identify similarities and differences in two texts: *Both paragraphs discuss how to stay safe from lightning. Some important points are the same:*

- *The text from page 6 explains that scientists like Diels have new ideas about how to stay safe.*
- *The text from page 10 also says that scientists are looking for ways to keep people safe.*

*However, some important points are different:*

- *The text from page 10 also says that people can do things to protect themselves.*

Have students compare and contrast important points in the two texts. (Possible response: Both texts include the point that scientists are looking for new ways to keep people safe from lightning. The second text makes the point that there are things people can do to keep themselves safe. So, the texts make a similar point, but the second text states an additional point.)

**BL** BELOW LEVEL 480L



**PIONEER EDITION**

Lexile: 480L | GR: P

**Content Connection:** Lightning

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*attract electricity laser lightning rod*

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.

- 1. Compare Points and Details** What makes lightning? (“Lightning Strikes” says that lightning is a bolt of electricity. “What Makes Lightning?” explains that wind blows dust and water droplets around in clouds. This causes a positive charge to form at the top of clouds and a negative charge to form at the bottom. The ground has a positive charge, too. When positive and negative charges get strong enough, lightning flashes between the clouds and the ground.)
- 2. Explain** Why is lightning dangerous? (It can start fires in forests and buildings. It can hurt or even kill people.)
- 3. Details** How does a lightning rod work? (If lightning strikes, a lightning rod carries the lightning’s energy from the top of a building to the ground, keeping the building and people safe.)
- 4. Evaluate** How might a laser protect people? (It might work like a lightning rod. Lightning may travel along a laser beam. Lightning might follow the beam safely to the ground.)
- 5. Describe** How can you stay safe during a thunderstorm? (Possible response: If possible, go inside but stay away from windows. If outside, crouch down. Avoid metal objects.)

**OL** ON LEVEL 660L



**PATHFINDER EDITION**

Lexile: 660L | GR: R

**Content Connection:** Lightning

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*electrical charge femtosecond laser meteorologist molecule*

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.

- 1. Compare Points and Details** What causes lightning? (“Lightning Strikes” says that lightning is a bolt of electricity. “What Makes Lightning?” explains that wind blows dust and water droplets around in clouds. This causes a positive charge to form at the top of clouds and a negative charge to form at the bottom. The ground has a positive electrical charge, too. When positive and negative charges get strong enough, lightning flashes from the clouds to the ground.)
- 2. Details** How often does lightning strike Earth? (Lightning strikes Earth about a hundred times each second.)
- 3. Explain** Explain how a lightning rod works. (After a strike, a lightning rod carries the lightning’s energy from the top of a building to the ground, keeping the building and people safe.)
- 4. Evaluate** How might a laser protect people from lightning? (Lightning may travel along the laser’s concentrated beam of light, following the beam to a safe place on the ground.)
- 5. Make Inferences** Why shouldn’t you stand under a tree during a thunderstorm? (Possible response: Trees are tall. Therefore, they can attract and be hit by lightning.)

**Check & Reteach**

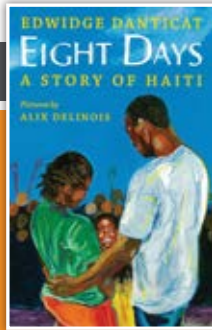
**OBJECTIVE:** Compare Points and Details

Have partners compare points and details from “Staying Safe” on page 4 and “Staying Safe Inside” on page 11. (Students should point out that lightning rods use a wire to carry lightning safely to the ground, but phone lines and electrical cords can be dangerous.)

For students who cannot compare points and details, reteach using text on page 3 and “Kinds of Lightning” on page 9. Have students scan each text. Say: *Both texts discuss lightning strikes. Text on page 3 explains how often strikes occur. Text on page 9 describes specific kinds of strikes.*

List information in each text, and help students compare important points and key details. (Possible response: The first text describes lightning strikes and gives numbers for how often they occurs. The second text gives details about different kinds of lightning strikes and forms they take.)

### BL BELOW LEVEL 820L



#### **Eight Days: A Story of Haiti**

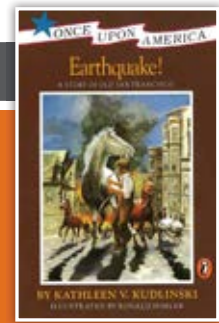
by Edwidge Danticat

Content Connection:

**Earthquakes in Modern Times**

Realistic Fiction | Pages: 28 | Lexile: 820L | GR: S

### BL BELOW LEVEL 540L



#### **Earthquake! A Story of Old San Francisco**

by Kathleen Kudlinski

Content Connection: **Earthquakes in History**

Historical Fiction | Pages: 56 | Lexile: 540L | GR: N

### OBJECTIVES

**Thematic Connection: Earthquakes, Tsunamis, and Storms**

Read and Comprehend Literature

Cause and Effect

Synthesize: Form Generalizations

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Practice Master SG7.15, page SG42

Practice Master SG7.16, page SG43

Practice Master SG7.17, page SG44

Practice Master SG7.21, page SG48

#### TECHNOLOGY ONLY

Digital Library: Map of Haiti

### SUGGESTED PACING

DAY 2 Introduce and read pages 1–13

DAY 3 Read pages 14–28 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** When an earthquake strikes Port-au-Prince, Haiti, seven-year old Junior and his friend Oscar are trapped beneath Junior's house. Each day they are buried under the fallen building, Junior uses his strong imagination to survive the frightening situation. He imagines the ways he plays with his friends and spends time with his family in his beloved neighborhood. Junior's memories give him strength. On the fifth day, his friend Oscar dies. That is the day he cries. On the eighth day, he is finally rescued and joyously hugs his family.

**Activate Prior Knowledge** Ask: *When have you used your imagination to pretend you were somewhere else?*

**Build Background** Display the map of Haiti from the **Digital Library**. Say: *Haiti is part of an island in the Caribbean Sea. The other part of the island is the Dominican Republic. On January 12, 2010, a strong earthquake shook the island. Many buildings in the capital city of Port-au-Prince fell down.*

**Story Words** Use **Practice Master SG7.15** to extend vocabulary.

afterward, page 13

entire, page 8

invite, page 8

recite, page 23

usually, page 13

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Practice Master SG7.15, page SG42

Practice Master SG7.16, page SG43

Practice Master SG7.18, page SG45

Practice Master SG7.21, page SG48

#### TECHNOLOGY ONLY

Digital Library: Map of California

### SUGGESTED PACING

DAY 2 Introduce and read pages 1–13

DAY 3 Read pages 14–42

DAY 4 Read pages 43–56 and discuss

DAY 5 Connect across texts

**Summary** Philip wakes up before dawn on April 18, 1906, because his family's horses and dogs are frightened. Moments later, an earthquake strikes. Philip's family survives, but their house is damaged and some of the horses are hurt. Philip's parents drive his brother to safety while Philip stays behind to take care of the horses. Bobby Hunt joins Philip, even though the two were not friends before the earthquake. Philip's father returns and tells Philip to release the horses, which are terrified and begin to stampede. Philip calms them down and leads them safely out of the city.

**Activate Prior Knowledge** Ask: *When have you cared for animals? What did you do to keep them safe and healthy?* (Possible responses: grooming, feeding, providing water and affection)

**Build Background** Use the map of California from the **Digital Library**. Say: *In 1906, a strong earthquake struck San Francisco. It lasted only a minute, but many buildings fell down. Fires started and water pipes broke, so there was little water to put out the fires.*

**Story Words** Use **Practice Master SG7.15** to extend vocabulary.

appear, page 16

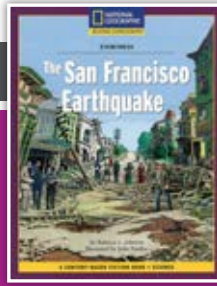
distant, page 35

practice, page 14

serious, page 29

sudden, page 39

**OL** ON LEVEL 720L



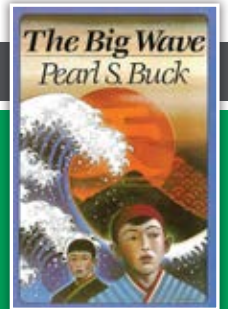
**The San Francisco Earthquake**

by Rebecca L. Johnson

Content Connection:  
**Earthquakes in History**

**Historical Fiction** | Pages: 68 | Lexile: 720L | GR: Q

**AL** ABOVE LEVEL 790L



**The Big Wave**

by Pearl S. Buck

Content Connection:  
**Tsunamis in Historical Times**

**Historical Fiction** | Pages: 58 | Lexile: 790L | GR: S

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature	CC.3.Rlit.10
Determine Meanings of Words and Phrases	CC.3.Rlit.4
Describe Connections in a Text (cause and effect)	CC.3.Rlit.8
Summarize	CC.3.Rlit.2

**Writing**

Write Over Shorter Time for Specific Tasks	CC.3.W.10
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**Speaking and Listening**

Draw on Preparation to Explore Ideas	CC.3.SL.1.a
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**Language and Vocabulary**

Acquire and Use Academic Words	CC.3.L.6
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**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG7.15, page SG42
- Practice Master SG7.16, page SG43
- Practice Master SG7.19, page SG46
- Practice Master SG7.21, page SG48

**TECHNOLOGY ONLY**

Digital Library: Map of California

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–12
- DAY 3 Read pages 13–48
- DAY 4 Read pages 49–68 and discuss
- DAY 5 Connect across texts

**Summary** Jack Coulter dreams of being a singer, against his father’s wishes. After an earthquake strikes San Francisco in 1906, Jack and his family struggle to stay safe and help the injured. Jack hurries to Chinatown, where he rescues his friend Chin and Chin’s mother, who are trapped beneath their fallen home. As fires roar through the city, Jack, his friends, and his family safely leave. Jack saves a record by the singer Enrico Caruso. When Jack plays the record at the refugee camp, his father accepts Jack’s love of music.

**Activate Prior Knowledge** Ask: *What is something you would love to be when you are adult?*

**Build Background** Use the map of California from the **Digital Library**. Say: *In 1906, a strong earthquake struck San Francisco. Many buildings fell down. Fires started and water pipes broke, so there was little water to put out the fires.*

**Story Words** Use **Practice Master SG7.15** to extend vocabulary.

admit, page 27	cautiously, page 28	examine, page 32
gather, page 28	situation, page 33	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG7.15, page SG42
- Practice Master SG7.16, page SG43
- Practice Master SG7.20, page SG47
- Practice Master SG7.21, page SG48

**TECHNOLOGY ONLY**

Digital Library: Map of California

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–24
- DAY 3 Read pages 25–46
- DAY 4 Read pages 47–57 and discuss
- DAY 5 Connect across texts

**Summary** Kino and Jiya live in different parts of a Japanese community. Kino’s family farms in the mountains, and Jiya’s family lives by the sea where they fish. When a tsunami wipes out the fishing village and kills Jiya’s parents, Jiya goes to live with Kino’s family. A wealthy Old Gentleman offers to adopt Jiya and raise him to be a gentleman, but Jiya decides to stay with his friend’s family who loves him, even though they are poor. As time goes on, Jiya overcomes his sorrow and learns to appreciate life again. Finally, he marries Kino’s sister, Setsu, and they rebuild a home on the beach together.

**Activate Prior Knowledge** Ask: *What kinds of work do people in your family do? Do people in your friends’ families do similar work?*

**Build Background** Display the map of Japan from the **Digital Library**. Say: *Japan is an island country in the Pacific Ocean. Earthquakes and tsunamis often affect areas here. Disaster can strike without warning and destroy villages and cities.*

**Story Words** Use **Practice Master SG7.15** to extend vocabulary.

careless, page 54	generation, page 16	sorrow, page 31
valuable, page 26	willing, page 6	

## BL > BELOW LEVEL 820L

### Eight Days: A Story of Haiti

by Edwidge Danticat

#### Build Comprehension

- **Make Comparisons** *How are the places Junior goes in his mind different from the place he really is?* (Possible response: In his mind, he runs, plays, and spends time with people he cares about. In reality, he is frightened and trapped beneath a house.)
- **Identify Theme** *How can your imagination help you when you are in a difficult situation?* (Possible response: You can imagine that you are somewhere else. This will help you stay strong.)

#### Writing Options

- **List** Have students make a list of things that Junior likes to do in his home in Haiti. Suggest that they list at least one thing that Junior thinks about on each day he is trapped.
- **Interview Questions** Remind students that the book begins when Junior is rescued and reporters ask him a lot of questions. Suggest that students write questions they would like to ask Junior. Remind them to use different question words: *who, what, where, when, why, and how.*
- **Journal Entry** Invite students to write about what they would think about if they were trapped like Junior.

## BL > BELOW LEVEL 540L

### Earthquake! A Story of Old San Francisco

by Kathleen Kudlinski

#### Build Comprehension

- **Identify Problem and Solution** *What happens to the horses during the earthquake? How does Phillip help them?* (Possible response: The horses are injured, frightened, and thirsty. Phillip cares for the injured horses and gets them the water they need; he keeps them from stampeding when they are released.)
- **Character's Traits** *What traits help Phillip care for the horses?* (Possible responses: Phillip's love for and understanding of animals helps him to care for them; he is calm and careful, which helps keep the horses from stampeding.)

#### Writing Options

- **Dialogue** Have students write a dialogue between Phillip and Bobby that takes place one or two weeks after the earthquake. Explain that a dialogue tells the words each character says. Students may wish to act out their dialogues for the class.
- **Character Sketch** Have students write a character sketch of Phillip. Point out that a good sketch will include details about what Phillip does and what he is like.
- **Journal Entry** Invite students to describe which scene in the novel they think is most exciting and tell why.

### Check & Reteach

Ask students to name causes and effects in the book they read. If students have difficulty identifying causes or effects, refer them to their cause-and-effect diagram. Say: *Tell why something happened. That is the cause of the event. Tell what happens because of an event. That is an effect of the event.*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause and Effect Diagram**

**Cause and Effect**

Use the cause-and-effect diagram to take notes about your book as you read.

Cause	Effect

Use your cause-and-effect diagram to tell a partner about the book.

For use with TE pp. 5218–5221 **SG7.16** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Eight Days: A Story of Haiti**

Review the story words with your group. Then discuss these questions together.

Story Words
afterward
entire
invite
recite
usually

1. **Character's Feelings** Tell what happens on the fifth day and how this makes Junior feel. How do you know he feels this way?
2. **Cause and Effect** Use these questions and the notes in your cause-and-effect diagram to talk about events in the book and what happened as a result of them.
  - **Cause** Why are Junior and Oscar trapped beneath the house?
  - **Effect** What happens to Junior? What happens to Oscar?
3. **Form Generalizations** How does Junior show one way people can be brave in hard times?
4. **Life Question** **Generalize** How can an earthquake change people's lives, like Junior's?

For use with TE pp. 5218–5221 **SG7.17** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Earthquake! A Story of Old San Francisco**

Review the story words with your group. Then discuss these questions together.

Story Words
appear
distant
practice
serious
oudden

1. **Character's Feelings** Review "Howling in the Night" (pages 1–7). How does Phillip feel about animals?
2. **Cause and Effect** Use these questions and the notes in the cause-and-effect diagram to talk about events in the book and what happens as a result of them.
  - **Cause** Review "Alone!" (pages 34–42). What causes Phillip and Bobby Hunt to become friends?
  - **Effect** What are some of the serious effects of the earthquake?
3. **Form Generalizations** What does Phillip's story tell about how to be strong in an emergency?
4. **Life Question** **Generalize** How can an earthquake change a city like San Francisco?

For use with TE pp. 5218–5221 **SG7.18** Unit 7 | Blast! Crash! Splash!

**OL** ON LEVEL 720L

**The San Francisco Earthquake**  
by Rebecca L. Johnson

**Build Comprehension**

- **Make Comparisons** *How is reading a story about the San Francisco earthquake different from reading a nonfiction book about it?* (Possible responses: Reading a story shows how characters acted and felt during the event. It helps you see what it was like to experience an earthquake in 1906.)
- **Make Inferences** *How does the earthquake help Jack's father accept Jack's wishes to be a singer?* (Possible responses: Jack's father is so happy Jack is alive, he realizes it's not important what Jack does, only that he is happy and healthy.)

**Writing Options**

- **Interview Questions** Have students imagine that they could interview Jack after the earthquake. Ask them to write six questions they would like to ask, using *who, what, where, when, why, and how* to start their questions.
- **Thank You Note** Remind students that Jack plays a record by the singer Enrico Caruso after the earthquake. What might Jack like to say to this great singer? Have students write a letter from Jack to Caruso, thanking him for his music.
- **Journal Entry** Invite students to describe something they love as much as Jack loves music and singing.

**AL** ABOVE LEVEL 790L

**The Big Wave**  
by Pearl S. Buck

**Build Comprehension**

- **Character's Motivation** *Why did Jiya decide to live with Kino's family instead of the rich Old Gentleman?* (Possible response: Jiya felt deeply loved and supported by Kino's family. He felt that love was more important than wealth.)
- **Form Opinions** *Do you think Jiya was right to build a new house on the beach? Why or why not?* (Possible responses: Yes, he was right because it is a way to honor his family traditions and be true to his past. No, it is too dangerous to live there.)

**Writing Options**

- **Speech** Point out that Kino's father does not allow Kino to try to persuade Jiya to live with them instead of the Old Gentleman. What might Kino have said to persuade Jiya? Have students write the speech that Kino would like to have given to persuade Jiya to live with his family.
- **Sequel** Remind students that Jiya and Kino's sister marry and return to the beach to live. Invite them to write a story that Jiya and Kino might tell their own children about the ocean.
- **Journal Entry** Invite students to write about how they feel when they think about the ocean or the mountains.



**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 SG7.21** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The San Francisco Earthquake**

Review the story words with your group. Then discuss these questions together.

Story Words
admit
cautiously
examine
gather
situation

1. **Character's Feelings** How does Jack's father feel about him becoming a singer? Why?
2. **Cause and Effect** Use these questions and the notes in the cause-and-effect diagram to talk about events in the book and what happened as a result of them.
  - **Cause** Review Chapter 3. What causes Jack to disobey his brother Frank and go to Chinatown alone?
  - **Effect** What are some of the effects of the earthquake on Jack, his family, and his friends?
3. **Form Generalizations** Review page 61. What are some reasons that music is important?
4. **Think/Write Question** **Generalize** How can an earthquake change a city like San Francisco in good ways and bad ways?

For use with TE pp. 5218-5221 **SG7.19** Unit 7 | Blast! Crash! Splash!

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Big Wave**

Review the story words with your group. Then discuss these questions together.

Story Words
careless
generation
sorrow
valuable
willing

1. **Character's Feelings** What causes Jiya's sorrow? What helps Jiya get over his sorrow?
2. **Cause and Effect** Use these questions and the notes in the cause-and-effect diagram to talk about events in the book and what happens as a result of them.
  - **Cause** What causes life to change for both Kino and Jiya?
  - **Effect** What happens as a result of Jiya's decision about where to live?
3. **Form Generalizations** What do Jiya and Kino learn about why people are willing to live in dangerous places?
4. **Think/Write Question** **Generalize** How can a tsunami change where people choose to build their homes? Does everyone feel the same way? Explain.

For use with TE pp. 5218-5221 **SG7.20** Unit 7 | Blast! Crash! Splash!

**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.

Eight Days: A Story of Haiti
Earthquake! A Story of Old San Francisco
The San Francisco Earthquake
The Big Wave

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do earthquakes, tsunamis, and storms have in common?
2. What are some ways that people can find the strength to continue when disaster strikes?
3. **Think/Write Question** How do forces like earthquakes and tsunamis change people's lives in bad ways? What good things do they help people understand?

For use with TE pp. 5218-5221 **SG7.21** Unit 7 | Blast! Crash! Splash!

### OBJECTIVES

#### Thematic Connection: Earth's Shifting Surface

Read and Comprehend Informational Text

Explain Text Structure: Sequence

## Kaboom!

by Michael E. Ruque and Beth Geiger

**Summary** *Kaboom!* describes the 2010 eruption of the Eyja volcano in Iceland and explains how eruptions occur. It also explores Iceland's hot springs and glaciers. In "Kaboom!" by Michael E. Ruque, students learn that Eyja had been inactive since 1821. Then pressure below the volcano built up and magma, or molten rock, rose to Earth's surface and erupted. The explosion caused flooding, as ice atop the volcano was melted by the volcano's heat. It also created a dark, foul-smelling cloud of ash that was dangerous to breathe. The ash cloud spread across Europe, causing airports to close. "Incredible Iceland" by Beth Geiger reveals that Iceland is covered with steam vents, hot springs, and glaciers. The steam comes from naturally heated rocks and seawater beneath Earth's surface. Because volcanoes lie under icecaps, flooding occurs when the volcanoes erupt.



**Activate Prior Knowledge** Display the front cover and ask: *What does this photo show?* (a volcano exploding) *Why are volcanoes dangerous?* (Hot materials shoot out that can hurt people and the environment.)

**Build Background** Tell students that in 2010, a volcano in Iceland erupted for the first time in almost 200 years. The eruption of ash and magma, or hot melted rock, caused serious damage, affecting people worldwide. Use the diagram on page 5 to point out that magma comes from Earth's mantle. Have volunteers point to and describe other layers.

### PROGRAM RESOURCES

#### PRINT ONLY

*Kaboom!* Pioneer Edition

*Kaboom!* Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Incredible Iceland

### COMMON CORE STANDARDS

#### Reading

Describe Text Structure CC.3.Rinf.8

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

#### Language

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

### Mini Lesson

#### Explain Text Structure: Sequence

Explain: *Authors use connections in a text to organize information. Often, authors describe events in a sequence, or in the order they happen. Authors may include time order words such as first and second.* Point out that good readers know how to explain the sequence connections in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Kaboom!* as students listen.

#### Lava and Floods

Why does a volcano erupt? First, pressure inside Earth makes magma rise up into a channel. The channel is inside a volcano. Second, the magma reaches the surface, and the volcano erupts.

Text from Pioneer Edition

Then, think aloud to model how to identify sequence connections in a text: *In this text, the author explains the events that take place when a volcano erupts. I see the time order words first and second. These are clues that the events are being described in the order they happen:*

- *First, pressure inside Earth makes magma rise up into a channel.*
- *Second, the magma reaches the surface, and the volcano erupts.*

*The author is using sequence to make connections between the events in the text.*

Have students explain how the sentences of the text are connected in a sequence. (The author uses the time order words *first* and *second* to describe the events that take place when a volcano erupts. The events take place in a sequence. The author describes the events in the order they happen.)



**BL** BELOW LEVEL



**PIONEER EDITION**

GR: P

**Content Connection:** Geology of Iceland

**Science Vocabulary**

Use Wordwise on page 9 to introduce new words:

*ash crust glacier mantle*

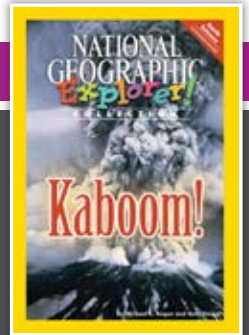
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What are volcanoes? (They are openings in the Earth's mantle.) What happens when a volcano erupts? (Pressure inside Earth makes magma rise inside a volcano. When the magma reaches the surface, the volcano erupts.)
- Explain** Why did Hannah worry more about flooding than the erupting lava? (The flooding could wash away her farm.)
- Visualize** What did the erupting volcano look, sound, and smell like? (The fire, lava, and lightning were bright. The ash cloud looked dark, like smoke. It made rumbling sounds. Gases smelling like rotten eggs filled the air.)
- Describe** How did the ash cloud affect people in Iceland? (Ash filled the air and made it difficult to see. The air was dangerous to breathe. People had to wear masks.) How did it affect people in other countries? (Planes stopped flying because the ash could damage the engines. People were stuck. Mail and food shipments were delayed.)
- Explain Text Structure: Sequence** What happens when a volcano erupts under an icecap? List events in order. (Melted water forms a lake. Then, the lake grows under the icecap. Then, water bursts out from under the icecap, causing a flood.)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: R

**Content Connection:** Geology of Iceland

**Science Vocabulary**

Use Wordwise on page 9 to introduce new words:

*ash crust glacier mantle*

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** Why do volcanoes form where Earth's plates meet? (Plates pull apart, making a gap where an opening forms. Then, pressure builds and magma pushes upward, forming a volcano, which becomes a channel for magma to rise to Earth's surface.)
- Visualize** What did the erupting volcano look, sound, and smell like? (Fire, lava, and lightning were bright. The ash cloud was dark. It made deep rumbling sounds. Gases smelling like rotten eggs filled the air.)
- Explain** Why did Hannah worry more about flooding than the erupting lava? (The flooding could wash away her farm.)
- Describe** How did the ash cloud affect people in Iceland? (Ash filled the air and made it difficult to see. Its gases made the air dangerous to breathe. People wore masks.) How did it affect people in other countries? (Airports closed. People were stuck. Mail, clothing orders, and food shipments were delayed.)
- Explain Text Structure: Sequence** What happens when a volcano erupts under an icecap? List the events in order. (Water melts and forms a lake. Then, the melted water runs out of space and overflows. Then, the water bursts out from under the icecap and causes a flood.)

**Check & Reteach**

**OBJECTIVE:** Explain Text Structure: Sequence

Have partners explain how the sentences of "Homeward Bound" on page 8 are connected in a sequence. (The author uses time order words to make connections between events. Pioneer: *The next morning, At last*; Pathfinder: *Finally; For the next several days*)

For students who cannot explain sequence, reteach with the fourth paragraph of "Sizzling Sites" on page 10. Say: *This text describes the way steam forms and how people bring it up to the surface. How does the author present the events?* Have students skim and focus on connections between events. Have groups discuss connections and identify the order of events. Point out that there are no time order words. (Water seeps in from the Atlantic. Hot rock heats this water underground. People use pipes to pump water to the surface. The author uses sequence to connect events.)

**BL** BELOW LEVEL 350L



## Earthquakes

by Mari Schuh

Content Connection:  
**Surviving Earthquakes**

Expository Nonfiction | Pages: 24 | Lexile: 350L | GR: K

**BL** BELOW LEVEL



## Earthquakes

by Jennifer Dussling

Content Connection:  
**Causes and Effects of Earthquakes**

Expository Nonfiction | Pages: 48

### OBJECTIVES

#### Thematic Connection: Earth's Shifting Surface

Read and Comprehend Literature

- Synthesize: Form Generalizations
- Explain Main Ideas and Details

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG7.22, page SG49
- Practice Master SG7.23, page SG50
- Practice Master SG7.24, page SG51
- Practice Master SG7.28, page SG55

#### TECHNOLOGY ONLY

- Digital Library: Earthquake Damage

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–24 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Earthquakes are sudden movements of Earth's surface. They happen when huge pieces of rock that makes up Earth's crust push against each other. Most earthquakes happen at faults, which are places where two plates meet and rub together. Some earthquakes are stronger than others. A seismograph uses the Richter scale to compare earthquakes. To stay safe when an earthquake happens, stay away from buildings and trees, and drop to the ground if you are outside. If you are inside, stay away from windows. Drop to the floor, and stay under a desk or table.

**Activate Prior Knowledge** Ask: *When have you felt the ground rumble? What caused it?* (Possible responses: a passing truck, a train, a storm, fireworks, construction)

**Build Background** Display **Digital Library** photos of damage caused by earthquakes. Say: *Earthquakes happen without warning. Many earthquakes are not very strong. But some are dangerous because buildings, trees, and other things can fall.*

**Story Words** Use **Practice Master SG7.22** to extend vocabulary.

- compare, page 18
- movement, page 4
- record, page 16
- scale, page 18
- sudden, page 4

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG7.22, page SG49
- Practice Master SG7.23, page SG50
- Practice Master SG7.25, page SG52
- Practice Master SG7.28, page SG55

#### TECHNOLOGY ONLY

- Digital Library: Earthquake Damage

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–37
- DAY 4 Read pages 38–48 and discuss
- DAY 5 Connect across texts

**Summary** All over the world, earthquakes have happened because of changes below Earth's surface. Earth has three layers: a core of hot metal, a mantle of very hot rock, and a crust that floats on top. The crust is made of huge rock plates. When plates rub together, pressure builds up. Earthquakes occur when the pressure gives or snaps. Most earthquakes take place at faults where plates meet. A seismograph uses the Richter scale to measure the size of an earthquake. Strong earthquakes can cause damage, flooding, and dangerously big ocean waves.

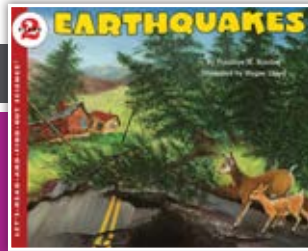
**Activate Prior Knowledge** Ask: *When has the weather been so strong that it made the news?* (Possible responses: Students may have experienced strong storms, blizzards, floods, or droughts.)

**Build Background** Display **Digital Library** photos of damage caused by earthquakes. Say: *Earthquakes happen without warning. Many earthquakes are not very strong. But some are dangerous because buildings, trees, and other things can fall.*

**Story Words** Use **Practice Master SG7.22** to extend vocabulary.

- cause, page 11
- either, page 21
- mild, page 48
- predict, page 41
- record, page 11

**OL** ON LEVEL 690L



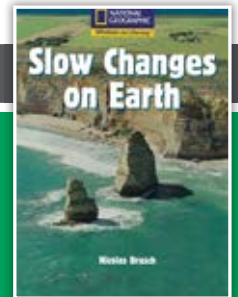
**Earthquakes**

by Franklyn M. Branley

Content Connection:  
**Causes and Effects of Earthquakes**

**Expository Nonfiction** | Pages: 33 | Lexile: 690L | GR: Q

**AL** ABOVE LEVEL 760L



**Slow Changes on Earth**

by Nicolas Brasch

Content Connection:  
**Erosion and Continental Drift**

**Expository Nonfiction** | Pages: 24 | Lexile: 760L | GR: R

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature CC.3.Rinf.2  
Explain Main Idea and Details CC.3.Rinf.2  
Summarize CC.3.Rinf.2

**Writing**

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

**Speaking and Listening**

Draw on Preparation to Explore Ideas CC.3.SL.1.a

**Language and Vocabulary**

Acquire and Use Academic Words CC.3.L.6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG7.22, page SG49**  
**Practice Master SG7.23, page SG50**  
**Practice Master SG7.26, page SG53**  
**Practice Master SG7.28, page SG55**

**TECHNOLOGY ONLY**

**Digital Library: Earthquake Damage**

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–11  
DAY 3 Read pages 12–27  
DAY 4 Read pages 28–33 and discuss  
DAY 5 Connect across texts

**Summary** Earthquakes happen when parts of Earth move very quickly. Large sections of Earth's crust are always moving. When these sections meet, the earth bends. When the bend releases suddenly, an earthquake happens. Seismic waves travel from the center of the quake. Earthquakes can damage buildings and cause fires, floods, landslides, and huge waves. Some basic rules can help people stay safe in an earthquake. New buildings use steel so they will not fall down.

**Activate Prior Knowledge** Ask: *How do you know your fingernails are growing? Can you watch them grow?*

**Build Background** Display **Digital Library** photos of earthquake damage. Say: *Parts of Earth are always moving. Usually, the movements are too slow to feel. Earthquakes happen when movements are strong and sudden.*

**Story Words** Use **Practice Master SG7.22** to extend vocabulary.

cause, page 29      occur, page 12      predict, page 26  
release, page 14      scale, page 7

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG7.22, page SG49**  
**Practice Master SG7.23, page SG50**  
**Practice Master SG7.27, page SG54**  
**Practice Master SG7.28, page SG55**

**TECHNOLOGY ONLY**

**Digital Library: Rock Eroded by Water**

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–9  
DAY 3 Read pages 10–19  
DAY 4 Read pages 20–24 and discuss  
DAY 5 Connect across texts

**Summary** Earth's surface constantly changes. Many of these changes happen very slowly, caused by the movement of landmasses, wind, water, and ice. The seven continents were once one huge continent that split into smaller pieces and moved apart over millions of years. Moving ice also shapes Earth's surface. Glaciers are huge, moving sheets of ice and snow. As they slide across the land, they carry soil and rocks, creating valleys and mountains. Wind shapes Earth when it blows sand into dunes on beaches and in deserts. Water shapes Earth when waves form cliffs and rivers form canyons.

**Activate Prior Knowledge** Ask: *What are some changes that happen too slowly to see?* (Possible responses: growing taller, a flower blooming, hair growing)

**Build Background** Display the photo of a rock eroded by water from the **Digital Library**. Say: *Some changes on Earth happen very slowly. Water wore away this rock over a long, long period of time.*

**Story Words** Use **Practice Master SG7.22** to extend vocabulary.

cause, page 3      constant, page 3      discover, page 9  
gradually, page 13      separate, page 4

## BL > BELOW LEVEL 350L

### Earthquakes

by Mari Schuh

#### Build Comprehension

- **Make Comparisons** *How can the Richter scale help scientists compare?* (The scale measures how strong an earthquake is. Scientists can use the Richter scale to compare the strength of different earthquakes.)
- **Explain** *How do people work to keep us safe in case an earthquake strikes?* (Builders are making stronger buildings and bridges.)

#### Writing Options

- **List** Have students make a list of things that can happen during an earthquake.
- **Thank You Note** Have students write a letter to Mari Schuh to thank her for writing the book. Encourage students to tell two or three things that they learned from the book. Remind them to use polite language when they write.
- **Journal Entry** Invite students to write about what they should do if an earthquake happens in their area. Suggest that students make plans for when they are inside or outside.

## BL > BELOW LEVEL

### Earthquakes

by Jennifer Dussling

#### Build Comprehension

- **Make Comparisons** *The earthquake in San Francisco and the earthquake in Chile each caused another disaster. How were those disasters different?* (The San Francisco earthquake caused fires. The earthquake in Chile caused giant waves.)
- **Identify Details** *What are some strange things we have seen animals do that meant an earthquake was on its way?* (Possible responses: A rabbit climbed on a roof; rats walked on telephone wires; snakes crawled out of their holes and froze in the snow.)

#### Writing Options

- **Label** Have students draw and label the layers of the Earth. Then have them write a sentence describing each layer.
- **Poster** Have students create posters that tell people how to stay safe during an earthquake. Remind students that a poster can use both words and pictures to send a clear message.
- **Journal Entry** Invite students to write about one of the major earthquakes from the book in their own words. Encourage students to include their opinions about what it would be like to live through this type of earthquake.

### Check & Reteach

Ask students to tell the main ideas in the book they read.

If students have difficulty identifying the main idea, refer them to their main idea diagrams. Ask: *What is the most important idea in the book? What details support this idea?*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Main Idea Diagram**

**Main Idea**  
Use the main idea diagram to take notes about your book as you read.

Main Idea:
Detail 1:
Detail 2:
Detail 3:

Use your main idea diagram to tell a partner about the book.

For use with TE pp. 5624-5627 **SG7.23** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Earthquakes (Schuh)**

Review the story words with your group. Then discuss these questions together.

Story Words
compare
movement
record
scale
survive

1. **Identify Cause and Effect** What causes earthquakes?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What are earthquakes?
  - **Detail** Review pages 6-9. When do earthquakes happen?
  - **Detail** Review pages 10-11. Where do most earthquakes happen?
  - **Detail** Review pages 12-15. How can you stay safe during an earthquake?
3. **Form Generalizations** Review pages 16-19. Why are seismographs useful?
4. **Question Generalize** What are some ways that an earthquake can change Earth?

For use with TE pp. 5624-5627 **SG7.24** Unit 7 | Blast! Crash! Splash!

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Earthquakes (Dussling)**

Review the story words with your group. Then discuss these questions together.

Story Words
cause
either
mild
predict
record

1. **Identify Cause and Effect** Review pages 13-15. How do Earth's plates cause earthquakes?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What is the main idea about all the earthquakes described in this book?
  - **Detail** Review pages 12-13. How is Earth made up of layers?
  - **Detail** Review pages 16-19. Where do most earthquakes happen?
  - **Detail** Review pages 22-25. What are two ways scientists can measure earthquakes?
3. **Form Generalizations** Review pages 25-35. Why are earthquakes dangerous?
4. **Question Generalize** What are some ways that an earthquake can change Earth?

For use with TE pp. 5624-5627 **SG7.25** Unit 7 | Blast! Crash! Splash!

**OL** ON LEVEL 690L

**Earthquakes**

by Franklyn M. Branley

**Build Comprehension**

- **Explain** *How can seismic waves cause earthquakes?* (Seismic waves move through rock. When they cause sudden movements in Earth's crust, an earthquake occurs.)
- **Make Comparisons** *According to the Richter scale, what is the difference between a small earthquake and a very large earthquake?* (Anything less than 2 is small. Anything more than 8 is very big.)

**Writing Options**

- **Dialogue** Have students write a dialogue between a reporter and someone who lived through one of the major earthquakes described in the book. Remind students to use details from the book to make their dialogue believable.
- **Blog Post** Have students write a blog post telling the public what they should and should not do if an earthquake occurs.
- **Journal Entry** Have students imagine that an earthquake struck while they were in school. Students should explain what everyone should do to stay safe and what important information about earthquakes they should keep in mind.

**AL** ABOVE LEVEL 760L

**Slow Changes on Earth**

by Nicolas Brasch

**Build Comprehension**

- **Form Generalizations** *Are slow changes the same as small changes? Explain.* (Possible response: No, even though the changes happen very slowly, they can be very large. For example, the continents split from a single mass and moved apart.)
- **Make Comparisons** *What do rivers and glaciers have in common?* (Both rivers and glaciers are made of water. They change the land by moving soil and rock under them.)

**Writing Options**

- **Word Web** Challenge students to create a word web for one of the terms from the glossary on page 24. Students should write five sentences that use the term. Remind students to include one sentence that gives a clear definition.
- **Description** Have students choose a photo from the book and describe what it shows. Then have them tell what the same place might look like many years in the future because of slow changes on Earth.
- **Journal Entry** Invite students to write about what the world would be like if continental drift never happened. Encourage them to use their imagination in their descriptions.



**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 SG7.28** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Earthquakes (Branley)**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
cause  
occur  
predict  
release  
scale

1. **Identify Cause and Effect** Review pages 14–15. What can happen when a bend in Earth's crust releases suddenly?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What causes earthquakes? How can they affect Earth?
  - **Detail** Review pages 12–14. How is Earth's crust different from the parts below it?
  - **Detail** Review pages 20–21. What can happen when an earthquake occurs underwater?
  - **Detail** Review pages 28–30. How can you be safe inside and outside during an earthquake?
3. **Form Generalizations** Review pages 20–26. What are some problems an earthquake can cause?
4. **Read Question** **Generalize** What are some ways that an earthquake can change Earth?

For use with TE pp. 5254–5257 **SG7.26** Unit 7 | Blast Crash Splash!

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Slow Changes on Earth**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
cause  
discover  
gradually  
separate

1. **Identify Cause and Effect** Review pages 20–21. What can cause cliffs to change shape gradually?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What causes slow changes on Earth?
  - **Detail** Review pages 4–9. How does Earth's land move slowly?
  - **Detail** Review pages 10–15. How can ice gradually change Earth's surface?
  - **Detail** Review pages 16–19. What did you discover about dunes?
3. **Form Generalizations** Why might Earth look very different millions of years from today?
4. **Read Question** **Generalize** How can water, wind, and ice change Earth?

For use with TE pp. 5254–5257 **SG7.27** Unit 7 | Blast Crash Splash!

**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.

Earthquakes (Schuh)
Earthquakes (Dussling)
Earthquakes (Branley)
Slow Changes on Earth

Compare and contrast the books you have read. Discuss these questions with your group.

1. What are some things that causes Earth's surface to move or shift?
2. What were the most interesting details you learned?
3. **Read Question** What forces create changes on Earth very suddenly? What forces create changes slowly?

For use with TE pp. 5254–5257 **SG7.28** Unit 7 | Blast Crash Splash!

Academic Vocabulary

# Story Words

## Pompeii... Buried Alive!

**destroy** (di-stroy) *verb*

To **destroy** means to ruin something. *The ocean waves will **destroy** our sand castle.*

**famous** (fā-mus) *adjective*

Someone **famous** is well known to many people. *The President of the United States is **famous**.*

**mixture** (miks-chur) *noun*

A **mixture** is something made by combining two or more things. *My favorite snack is a **mixture** of granola and nuts.*

**protect** (pru-tek) *verb*

You **protect** something when you guard it against harm. *A raincoat can help **protect** you during a storm.*

**tool** (tül) *noun*

A **tool** is something that helps you do a task. *A mop is a **tool** that helps you clean floors.*

## Vacation Under the Volcano

**ancient** (ān-shunt) *adjective*

When something is **ancient**, it is very old or it happened long ago. *That **ancient** wall fell more than 2,000 years ago.*

**exactly** (ig-zak-tlē) *adverb*

**Exactly** means perfectly correct. *I used **exactly** 1,789 plastic bricks to build a tower.*

**offer** (awf-ur) *verb*

To **offer** means to present something a person might want. *It is polite to **offer** your guests a drink when they arrive.*

**section** (sek-shun) *noun*

A **section** is a part of something. *My sister always reads the sports **section** of the newspaper first.*

**surface** (sur-fus) *noun*

The **surface** is the outside part of something. *The **surface** of the lake looks very calm today.*

## The Cornfield Volcano

**certain** (surt-un) *adjective*

If you are **certain**, you are sure something is true. *I am **certain** that two plus two equals four.*

**destroy** (di-stroy) *verb*

To **destroy** means to ruin something. *A big fire can **destroy** many trees in a forest.*

**expect** (ik-spekt) *verb*

When you **expect** something, you think it will happen. *I **expect** it will rain because the sky is very dark and cloudy.*

**surface** (sur-fus) *noun*

The **surface** is the outside of something. *The duck floats on the **surface** of the water.*

**surround** (su-rownd) *verb*

To **surround** means to be on every side of something. *Pretty, yellow flowers **surround** our mailbox.*

## The Eruption of Mount St. Helens

**constant** (kon-stunt) *adjective*

Something that is **constant** does not change. *We enjoyed the **constant** sun at the baseball game yesterday.*

**distance** (dis-tuns) *noun*

**Distance** is the amount of space between two things. *The **distance** from my house to my school is one mile.*

**gain** (gān) *verb*

If you **gain** on someone, you start to catch up with them. *During the race, Tom starts to **gain** on the leader.*

**regularly** (reg-yu-ler-lē) *adjective*

Something that happens **regularly** takes place often. *My aunt visits us **regularly**.*

**surround** (su-rownd) *verb*

To **surround** means to be on every side of something. *The soldiers **surround** the prisoner.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Imagery Chart**

# Imagery

Use the imagery chart to take notes about your book as you read.

Place	Person	Thing

**COPY READY**

 Use your imagery chart to tell a partner about the book.

## Discussion Guide

# Pompeii...Buried Alive!

Review the story words with your group. Then discuss these questions together.

## Story Words


destroy

famous

mixture

protect

tool

- 1. Analyze Setting** Review Chapter 1. What kinds of things happened on a normal day in Pompeii?
- 2. Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review pages 18–22. What word pictures help you understand what happened in Pompeii?
  - **Person** Review pages 22 and 27. What imagery helps you understand what happened to the people of Pompeii?
  - **Thing** Review page 5. What words describe the volcano?
- 3. Draw Conclusions** Review Chapter 3. Why is Mt. Vesuvius the most famous volcano in the world?
- 4.  BIG Question Generalize** How can a volcano like Mt. Vesuvius change the land?



## Discussion Guide

**Vacation Under the Volcano**

Review the story words with your group. Then discuss these questions together.

## Story Words

ancient

exactly

offer

section

surface

1. **Analyze Setting** Review Chapters 2 and 3. What do Jack and Annie learn about daily life in ancient Pompeii?
2. **Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review Chapter 7. What words help you understand what happened when Vesuvius erupted?
  - **Person** Review page 20. What words help to paint a picture of the soothsayer?
  - **Thing** Review page 32. What words helped you know that the soothsayer knew Annie's library card was special when she looked at it?
3. **Draw Conclusions** Review pages 71–73. Do you agree with Annie's conclusion about the giant gladiator? Why or why not?
4. **BIG Question** **Generalize** How can a volcano like Mt. Vesuvius change how we remember history?

## Discussion Guide

# The Cornfield Volcano

Review the story words with your group. Then discuss these questions together.

## Story Words


certain

destroy

expect

surface

surround

- 1. Analyze Setting** Review Chapters 1 and 2. Why don't people expect a volcano to grow in this place?
- 2. Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review Chapter 2. What words help you understand what the beginning of the volcano is like?
  - **Person** What images in Chapter 4 show how people reacted to the volcano?
  - **Thing** How do images in Chapter 4 help you understand the sights, sound, and smell of a volcano?
- 3. Draw Conclusions** What can people do to stay safe when a volcano begins?
- 4.  BIG Question Generalize** How can magma change the Earth's surface?

## Discussion Guide

# The Eruption of Mount St. Helens

## Story Words

constant


distance

gain

regularly

surround

Review the story words with your group. Then discuss these questions together.

- 1. Analyze Setting** Review Chapter 1 and Chapter 4. How does the setting of Mount St. Helens change? What causes the changes?
- 2. Imagery** Use these questions and the notes in the imagery chart to talk about word pictures in the book.
  - **Place** Review Chapter 7. What are some phrases that describe what the valley looked like after Mount St. Helens erupted?
  - **Person** Choose one of the characters introduced in Chapter 1 or Chapter 2. What are some phrases used to describe what that character looks like?
  - **Thing** How do the scientist's photographs of Mount St. Helens help show how the volcano changed before it erupted?
- 3. Draw Conclusions** How does Helen gain confidence by the end of the story?
- 4.  Question** **Generalize** How can the magma inside volcanoes like Mount St. Helens change Earth's surface?

**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Pompeii...Buried Alive!
Vacation Under the Volcano
The Cornfield Volcano
The Eruption of Mount St. Helens

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. Are all volcanic eruptions the same? Why or why not?
2. How are these stories the same? How are they different?
3. **BIG Question** How can volcanoes change Earth?

## Academic Vocabulary

## Story Words

*Mountains of Fire***form** (form) *verb*To **form** means to make up or create something. *Our class will form a wall out of wooden blocks.***gap** (gap) *noun*A **gap** is a space between things. *My dog got out of the yard because there is a gap in the fence.***layer** (lā-er) *noun*A **layer** is one thickness of something. *We put a layer of rocks under the dirt in our garden.***rise** (rīz) *verb*To **rise** means to go up. *The balloons rise when I let them go.***surface** (sur-fus) *noun*The **surface** of something is its top layer or cover. *The surface of the table is very smooth.**Volcanoes (Riley)***base** (bās) *noun*The **base** is the lowest part of something. *The hiking trail begins at the base of the mountain.***form** (form) *verb*To **form** means to make up or create something. *The artist will form a vase out of clay.***study** (stud-ē) *verb*When you **study**, you spend time learning about something. *We study reading and math every morning at school.***surface** (sur-fus) *noun*The **surface** of something is its top layer or cover. *In winter, the surface of the lake is often frozen.***usually** (yūzh-u-wu-lē) *adverb***Usually** means most of the time. *We usually go to the park on Sunday morning.**Volcanoes (Branley)***bound** (bownd) *verb***Bound** means likely to happen. *The dark clouds show that it is bound to rain.***layer** (lā-er) *noun*A **layer** is one thickness of something. *There is a thin layer of dust on everything in the room.***occur** (u-kur) *verb*To **occur** means to happen. *The science fair will occur in April this year.***region** (rē-jun) *noun*A **region** is an area of land. *The South is a warm region of the country.***section** (sek-shun) *noun*A **section** is a part of something. *One section of the new park is a playground.**Volcano: The Eruption and Healing of Mount St. Helens***force** (fors) *verb*To **force** means to make someone or something do something. *You can force the door open if you push hard.***pattern** (pa-turn) *noun*A **pattern** is a design or set of actions that repeats more than once. *My morning pattern is to wake up, make my bed, get dressed, and eat breakfast.***predict** (pri-dikt) *verb*When you **predict**, you say what you think will happen. *I predict that our soccer team will win our next game.***rate** (rāt) *noun***Rate** is the speed at which something happens. *My pet turtle moves at a very slow rate.***record** (ri-kord) *verb*To **record** means to write down information. *We plan to record how much it rains every day this month.*

**Sequence Chain**

# Sequence

Use the sequence chain to take notes about your book as you read.

**First**



**Second**



**Third**

**COPY READY**

 Use your sequence chain to tell a partner about the book.

## Discussion Guide

# Mountains of Fire

Review the story words with your group. Then discuss these questions together.

## Story Words

form


gap

layer

rise

surface

COPY READY

- 1. Explain** Review pages 4–5. What layers form Earth? What are they made of?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.
  - **First** Review pages 6–7. How does magma move when a volcano begins?
  - **Second** Review pages 8–11. What happens when a volcano erupts?
  - **Third** Review pages 12–13. How does lava form the shape of a volcano?
- 3. Form Generalizations** Review pages 14–15. Why are scientists interested in volcanoes?
- 4.  BIG Question** **Generalize** How can a volcano change Earth?

## Discussion Guide

# Volcanoes (Riley)

Review the story words with your group. Then discuss these questions together.

## Story Words


base

form

study

surface

usually

- 1. Explain** Review pages 16–17. How can a volcano form an island?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.
  - **First** Review page 5. What is the first thing that happens when a volcano erupts?
  - **Second** Review pages 6–7. What happens to lava after it comes out of a volcano?
  - **Third** Review pages 11–13. Can volcanoes erupt more than once?
- 3. Form Generalizations** How can lava be both harmful and helpful?
- 4.  BIG Question Generalize** How can volcanoes change Earth's surface, on land and underwater?



## Discussion Guide

# Volcanoes (Branley)

Review the story words with your group. Then discuss these questions together.

## Story Words

bound


layer

occur

region

section

COPY READY

- 1. Explain** Review pages 14–17. How do Earth plates move to create volcanoes?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.
  - **First** Review pages 26–27. What was the first thing that happened when a volcano started in Parícutin?
  - **Second** What was the next thing that happened?
  - **Third** Review pages 28–29. What were the last things that happened in Parícutin?
- 3. Form Generalizations** Review pages 6–11. How can volcanoes affect the weather?
- 4.  BIG Question Generalize** How do volcanoes make new mountains and islands on Earth's surface?

## Discussion Guide

# Volcano: The Eruption and Healing of Mount St. Helens

Review the story words with your group. Then discuss these questions together.

## Story Words


force

pattern

predict

rate

record

- 1. Explain** Review Chapter 2. How did water play an important role in the 1980 eruption of Mount St. Helens?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about the order of events in the book.
  - **First** Review Chapter 2. How did the eruption of Mount St. Helens affect living things in the area?
  - **Second** Review Chapter 3. What living things were found near Mount St. Helens shortly after the blast?
  - **Third** Review Chapter 4. How did other living things return to the area?
- 3. Form Generalizations** Are volcanoes bad for the Earth? Explain your answer.
- 4.  BIG Question** **Generalize** How can a volcanic eruption like Mount St. Helens change the nearby land?

**Discussion Guide****Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Mountains of Fire

Volcanoes (Riley)

Volcanoes (Branley)

Volcano: The Eruption and Healing of Mount St. Helens

Compare and contrast the books you have read. Discuss these questions with your group.

1. How does each of these books show us why we should study Earth's forces, like volcanoes?
2. How do volcanoes cause both fast and slow changes?
3. **Big Question** What forces create volcanoes? How do these forces change Earth?

Academic Vocabulary

# Story Words

## *Eight Days: A Story of Haiti*

**afterward** (af-tur-wurd) *adverb*  
**Afterward** means later. *We went for a swim and ate lunch afterward.*

**entire** (in-tī-ur) *adjective*  
**Entire** means whole. *My sister is the fastest runner in our entire school.*

**invite** (in-vit) *verb*  
 When you **invite** someone, you ask that person to do something or go somewhere. *I will invite you to my party.*

**recite** (ri-cīt) *verb*  
 To **recite** means to read aloud, often from memory. *Please recite your poem for the class.*

**usually** (yūzh-u-wu-lē) *adverb*  
 If you **usually** do something, you do it most of the time. *My family usually eats dinner at six o'clock.*

## *Earthquake! A Story of Old San Francisco*

**appear** (u-pēr) *verb*  
 When something **appears**, it comes into sight. *The stars appear after the sun goes down.*

**distant** (dis-tunt) *adjective*  
 Something **distant** is far away. *We can see lights from the distant city on a clear night.*

**practice** (prak-tus) *verb*  
 When you **practice**, you keep doing something to improve a skill. *I practice speaking Spanish every night.*

**serious** (sēr-ē-us) *adjective*  
**Serious** means very bad or dangerous. *My cousin is sick today, but it is not a serious illness.*

**sudden** (sud-un) *adjective*  
 Something **sudden** happens without warning. *The sudden rain surprised everyone.*

## *The San Francisco Earthquake*

**admit** (ud-mit) *verb*  
 To **admit** means to say something is true, often reluctantly. *My parents admit that they are not very good singers.*

**cautiously** (kaw-shus-lē) *adverb*  
 If you do something **cautiously**, you are trying to avoid danger or mistakes. *Ana walked cautiously on the ice so she would not fall.*

**examine** (ig-zam-un) *verb*  
 To **examine** means to look at carefully. *The doctor will examine my eyes tomorrow.*

**gather** (gath-ur) *verb*  
 To **gather** means to bring together. *I gather all of my toys and put them away before my grandparents visit.*

**situation** (sich-u-wā-shun) *noun*  
 A **situation** is the events and conditions at a certain moment. *When we got lost walking at night, we found ourselves in an unsafe situation.*

## *The Big Wave*

**careless** (kair-lus) *adjective*  
 If you are **careless**, you are not worried about many things. *The summer is a careless time for most kids.*

**generation** (jen-u-rā-shun) *noun*  
 A **generation** is the amount of time between the birth of parents and the birth of their children, about 30 years. *Her family has lived in China for many generations.*

**sorrow** (sär-ō) *noun*  
**Sorrow** is sadness. *We felt great sorrow when our cat ran away.*

**valuable** (val-yuh-bul) *adjective*  
 Something **valuable** is worth a lot of money or is very important. *We learned valuable information from the police officer that came to our class.*

**willing** (wil-ing) *adjective*  
**Willing** means ready and eager to offer help or do what is asked. *My friends are willing to help me finish my chores.*

COPY READY

Cause-and-Effect Diagram

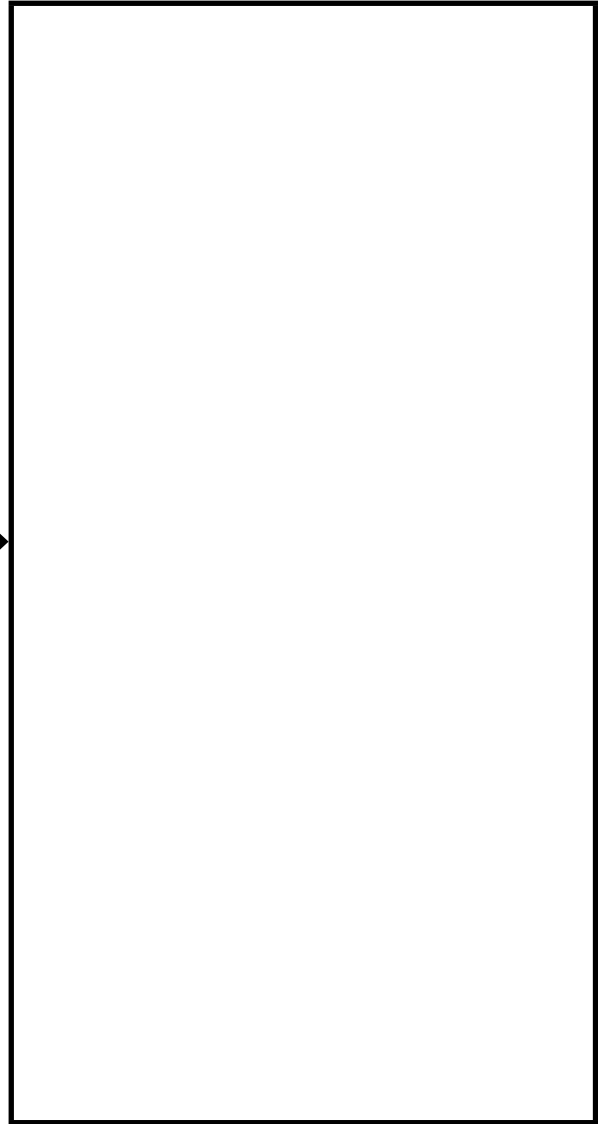
# Cause and Effect

Use the cause-and-effect diagram to take notes about your book as you read.

Cause



Effect



COPY READY

 Use your cause-and-effect diagram to tell a partner about the book.

## Discussion Guide

# Eight Days: A Story of Haiti

Review the story words with your group. Then discuss these questions together.

## Story Words


afterward

entire

invite

recite

usually

- 1. Character's Feelings** Tell what happens on the fifth day and how this makes Junior feel. How do you know he feels this way?
- 2. Cause and Effect** Use these questions and the notes in your cause-and-effect diagram to talk about events in the book and what happened as a result of them.
  - **Cause** Why are Junior and Oscar trapped beneath the house?
  - **Effect** What happens to Junior? What happens to Oscar?
- 3. Form Generalizations** How does Junior show one way people can be brave in hard times?
- 4.  BIG Question Generalize** How can an earthquake change people's lives, like Junior's?

## Discussion Guide

# Earthquake! A Story of Old San Francisco

## Story Words

appear

distant

practice

serious

sudden

Review the story words with your group. Then discuss these questions together.

1. **Character's Feelings** Review "Howling in the Night" (pages 1–7). How does Phillip feel about animals?
2. **Cause and Effect** Use these questions and the notes in the cause-and-effect diagram to talk about events in the book and what happens as a result of them.
  - **Cause** Review "Alone!" (pages 34–42). What causes Phillip and Bobby Hunt to become friends?
  - **Effect** What are some of the serious effects of the earthquake?
3. **Form Generalizations** What does Phillip's story tell about how to be strong in an emergency?
4. **BIG Question** **Generalize** How can an earthquake change a city like San Francisco?

## Discussion Guide

# The San Francisco Earthquake

Review the story words with your group. Then discuss these questions together.

## Story Words

admit

cautiously

examine

gather

situation

- 1. Character's Feelings** How does Jack's father feel about him becoming a singer? Why?
- 2. Cause and Effect** Use these questions and the notes in the cause-and-effect diagram to talk about events in the book and what happened as a result of them.
  - **Cause** Review Chapter 3. What causes Jack to disobey his brother Frank and go to Chinatown alone?
  - **Effect** What are some of the effects of the earthquake on Jack, his family, and his friends?
- 3. Form Generalizations** Review page 61. What are some reasons that music is important?
- 4. BIG Question** **Generalize** How can an earthquake change a city like San Francisco in good ways and bad ways?



## Discussion Guide

# The Big Wave

Review the story words with your group. Then discuss these questions together.

## Story Words

careless

generation

sorrow

valuable

willing

1. **Character's Feelings** What causes Jiya's sorrow? What helps Jiya get over his sorrow?
2. **Cause and Effect** Use these questions and the notes in the cause-and-effect diagram to talk about events in the book and what happens as a result of them.
  - **Cause** What causes life to change for both Kino and Jiya?
  - **Effect** What happens as a result of Jiya's decision about where to live?
3. **Form Generalizations** What do Jiya and Kino learn about why people are willing to live in dangerous places?
4. **BIG Question** **Generalize** How can a tsunami change where people choose to build their homes? Does everyone feel the same way? Explain.

**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Eight Days: A Story of Haiti
Earthquake! A Story of Old San Francisco
The San Francisco Earthquake
The Big Wave

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do earthquakes, tsunamis, and storms have in common?
2. What are some ways that people can find the strength to continue when disaster strikes?
3. **Big Question** How do forces like earthquakes and tsunamis change people’s lives in bad ways? What good things do they help people understand?

## Academic Vocabulary

## Story Words

COPY READY

## Earthquakes (Schuh)

**compare** (kum-pair) *verb*To **compare** means to look for ways things are the same or different. *I compare the prices, to see which is cheaper.***movement** (müv-munt) *noun*A **movement** is the act of going from one place to another. *I watch the movement of the leaves in the wind.***record** (ri-kord) *verb*To **record** means to write down information. *You record notes in a notebook.***scale** (skāl) *noun*A **scale** is a set of numbers or units used to measure. *I rate movies on a scale from one to ten.***sudden** (sud-un) *adjective*Something **sudden** happens without warning. *I jump when I hear a sudden noise.*

## Earthquakes (Branley)

**cause** (kawz) *verb*To **cause** means to make something happen. *Strong wind can cause tree branches to break.***occur** (u-kur) *verb*To **occur** means to happen. *Thanksgiving will always occur on Thursday.***predict** (pri-dikt) *verb*When you **predict**, you say what you think will happen. *The weatherman did not predict rain today.***release** (ri-lēs) *verb*To **release** means to free something or someone. *The farmer opens the gate to release the cows into the field.***scale** (skāl) *noun*A **scale** is a set of numbers or units used to measure. *The scale on this ruler is in inches.*

## Earthquakes (Dussling)

**cause** (kawz) *verb*To **cause** means to make something happen. *A good joke will cause people to laugh.***either** (ē-thur) *adjective***Either** means one or the other of two. *I like either chocolate or strawberry ice cream.***mild** (mild) *adjective*Something **mild** is not strong. *The rain is so mild that I do not use an umbrella.***predict** (pri-dikt) *verb*When you **predict**, you say what you think will happen. *The newspapers predict that there will be a storm tomorrow.***record** (ri-kord) *verb*To **record** means to write down information. *I use a notebook to record the names of my favorite books.*

## Slow Changes on Earth

**cause** (kawz) *verb*To **cause** means to make something happen. *Heavy rain will cause the water in the river to move more quickly.***constant** (kon-stunt) *adjective*Something **constant** almost never changes. *The traffic on the corner makes constant noise during the day.***discover** (dis-ku-vur) *verb*To **discover** means to find something. *I discover an old photo album in the attic.***gradually** (graj-u-wul-lē) *adverb*Something that happens **gradually** happens slowly, but steadily. *The sun gradually sets behind the mountains.***separate** (sep-u-rut) *adjective***Separate** means not together. *My sister and I sleep in separate rooms.*

**Main Idea Diagram**

# Main Idea

Use the main idea diagram to take notes about your book as you read.

<b>Main Idea:</b>   	
<b>Detail 1:</b>   	
<b>Detail 2:</b>   	
<b>Detail 3:</b>   	

COPY READY

 Use your main idea diagram to tell a partner about the book.

## Discussion Guide

**Earthquakes (Schuh)**

Review the story words with your group. Then discuss these questions together.

## Story Words

compare

movement

record

scale

sudden

COPY READY

1. **Identify Cause and Effect** What causes earthquakes?
  
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What are earthquakes?
  - **Detail** Review pages 6–9. When do earthquakes happen?
  - **Detail** Review pages 10–11. Where do most earthquakes happen?
  - **Detail** Review pages 12–15. How can you stay safe during an earthquake?
  
3. **Form Generalizations** Review pages 16–19. Why are seismographs useful?
  
4. **BIG Question** **Generalize** What are some ways that an earthquake can change Earth?

## Discussion Guide

# Earthquakes (Dussling)

Review the story words with your group. Then discuss these questions together.

## Story Words


cause

either

mild

predict

record

- 1. Identify Cause and Effect** Review pages 13–15.  
How do Earth’s plates cause earthquakes?
- 2. Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What is the main idea about all the earthquakes described in this book?
  - **Detail** Review pages 12–13. How is Earth made up of layers?
  - **Detail** Review pages 16–19. Where do most earthquakes happen?
  - **Detail** Review pages 22–25. What are two ways scientists can measure earthquakes?
- 3. Form Generalizations** Review pages 25–35. Why are earthquakes dangerous?
- 4.  BIG Question Generalize** What are some ways that an earthquake can change Earth?

## Discussion Guide

# Earthquakes (Branley)

Review the story words with your group. Then discuss these questions together.

## Story Words

cause

occur

predict

release

scale

COPY READY

- 1. Identify Cause and Effect** Review pages 14–15. What can happen when a bend in Earth’s crust releases suddenly?
- 2. Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What causes earthquakes? How can they affect Earth?
  - **Detail** Review pages 12–14. How is Earth’s crust different from the parts below it?
  - **Detail** Review pages 20–21. What can happen when an earthquake occurs underwater?
  - **Detail** Review pages 28–30. How can you be safe inside and outside during an earthquake?
- 3. Form Generalizations** Review pages 20–26. What are some problems an earthquake can cause?
- 4. ? BIG Question** **Generalize** What are some ways that an earthquake can change Earth?

## Discussion Guide

# Slow Changes on Earth

Review the story words with your group. Then discuss these questions together.

## Story Words


cause

constant

discover

gradually

separate

- 1. Identify Cause and Effect** Review pages 20–21.  
What can cause cliffs to change shape gradually?
- 2. Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the main idea and details in the book.
  - **Main Idea** What causes slow changes on Earth?
  - **Detail** Review pages 4–9. How does Earth’s land move slowly?
  - **Detail** Review pages 10–15. How can ice gradually change Earth’s surface?
  - **Detail** Review pages 16–19. What did you discover about dunes?
- 3. Form Generalizations** Why might Earth look very different millions of years from today?
- 4.  BIG Question Generalize** How can water, wind, and ice change Earth?



**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Earthquakes (Schuh)

Earthquakes (Dussling)

Earthquakes (Branley)

Slow Changes on Earth

Compare and contrast the books you have read. Discuss these questions with your group.

1. What are some things that causes Earth's surface to move or shift?
2. What were the most interesting details you learned?
3. **Big Question** What forces create changes on Earth very suddenly? What forces create changes slowly?



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 7

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"> <li>• <i>What did you do before you started reading the book?</i></li> <li>• <i>When you were reading, did you go back and reread any part of the book for better understanding?</i></li> <li>• <i>When you didn't understand, what did you do?</i></li> <li>• <i>How did the meaning become clear to you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What questions did you have when you were reading?</i></li> <li>• <i>Did you find answers to the questions?</i></li> <li>• <i>Can you tell me some examples of these kinds of questions and what you learned?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you infer, or figure out, something in the book that was not stated directly?</i></li> <li>• <i>Were there details in the book that helped you figure this out?</i></li> <li>• <i>What did you already know about those details that helped you make this inference?</i></li> </ul>	
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

**SG7.30**

Unit 7 | Blast! Crash! Splash!

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 7

## Reading Strategy Rubrics

Determine Importance				Make Connections				Visualize				Synthesize (Unit Focus)			
4 3 2 1				4 3 2 1				4 3 2 1				4 3 2 1			
<ul style="list-style-type: none"> <li>• What is an important idea in the book you chose?</li> <li>• Why do you think that is important?</li> <li>• How would you summarize this book for someone who has not read it?</li> </ul>				<ul style="list-style-type: none"> <li>• Did you read anything in the book that connects to your life? What was that, and how does it connect?</li> <li>• Did you read anything that reminded you of something else you read? What was that, and how does it connect?</li> <li>• Did you read anything you already knew about in the world around you? What was that, and how does it connect?</li> </ul>				<ul style="list-style-type: none"> <li>• Was there a part of the book that made you visualize (see pictures in your mind)?</li> <li>• How did this help you understand what you were reading?</li> <li>• Are there particular words that helped you visualize?</li> </ul>				<ul style="list-style-type: none"> <li>• Tell me about the book you read. What about the book can you generalize, or say is true most of the time?</li> <li>• What can you conclude from these parts?</li> <li>• Based on this book and what you know about (topic), what do you think is probably true about (topic)?</li> </ul>			
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:

\_\_\_\_\_

\_\_\_\_\_

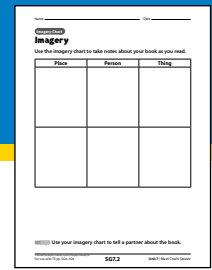
\_\_\_\_\_

\_\_\_\_\_

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 SG7.2

## Imagery Chart Practice Master SG7.2

### BL Pompeii...Buried Alive!

Place	Person	Thing
Carts rumbled through the narrow gates (p. 9); noisy carts woke up people (p. 10); huge cloud of dust and ash came pouring out (pp. 18–19); the cloud hid the sun (p. 22); horrible smell like rotten eggs (p. 24)	Everyone began to scream (p. 21); everyone running and pushing, shoving and shouting (p. 22)	Vesuvius: sleeping giant (p. 5); the giant was waking up (p. 18); the sea: huge crashing waves; fish left flopping on the beach (p. 25)

### BL Vacation Under the Volcano

Place	Person	Thing
Gentle-looking mountain; town sparkled in the sunlight (p. 10); grove was strangely silent (p. 14); smell of freshly baked flat bread (p. 18); thick, black cloud like an umbrella (p. 50); flash of fire lit the dusty darkness; ground shakes and speaks (p. 31); lava like burning mud (p. 49)	Soothsayer's gray hair was tangled and wild, missing teeth, bony finger; voice cackled behind them (pp. 20); raspy, hissing voice (p. 30); biggest, strongest man; the gladiator boomed (p. 64)	Card with shimmering letters (p. 32)

### OL The Cornfield Volcano

Place	Person	Thing
Red, hot lava was bubbling out of the ground (pp. 12–13); spitting sparks and masses of fiery lava (p. 24); smell of sulfur (p. 22); belching ash and lava (p. 26); streets covered with hardened lava (p. 27)	People ran from their homes; everyone stopped and stared (p. 18); many people upset (p. 20)	Long, hissing crack in the ground (p. 13); ash that rained down like gray snow (p. 17)

### AL The Eruption of Mount St. Helens

Place	Person	Thing
Snowcapped peak gleamed pure white against the blue sky (p. 7); sea of mud, logs, and debris (p. 56); chunks of ice went screaming through the air; looked like the surface of the moon (p. 57)	Helen: long, brown hair, tall for her age; Tom: 6' 4" (p. 8); Chad is tall for his age (p. 12); Grandma Rae: small, slim woman with short, gray hair (p. 15)	Photograph: a big spot on the side of the mountain growing larger; it was a huge bulge...it gets bigger and sticks out further in each picture (p. 37)

# Discussion Guides

## Analyze Books

### **BL** Pompeii...Buried Alive!

#### Practice Master SG7.3

1. **Analyze Setting** People sell many things at the market. Some men go to a bathhouse. Lawmakers meet to make new laws. Some women pray at the temple.
2. **Imagery**
  - **Place** A huge cloud of dust pours out of Vesuvius. The cloud hides the sun, and it gets dark. Hot pebbles fall.
  - **Person** People try to protect themselves from the hot rocks. Some try to escape by sea, others run home. People in the town are buried by hot ash.
  - **Thing** "It was like a sleeping giant. If it woke up, it could destroy the town."
3. **Draw Conclusions** Vesuvius is famous because it destroyed the town of Pompeii.
4. **Generalize** Volcanoes can destroy things on the surface of the land and change the shape of land. Mt. Vesuvius covered the entire city of Pompeii in ashes. Grass and trees grew over it. People built houses on top of it.

### **OL** The Cornfield Volcano

#### Practice Master SG7.5

1. **Analyze Setting** The cornfield is flat and people do not expect a mountain will grow there.
2. **Imagery**
  - **Place** The beginning of the volcano is a crack in the ground. Ash like moths is in the air. Hot lava is bubbling out of the ground.
  - **Person** Some people, like policemen, scientists, and reporters, come to help or see what is happening. People who live there have to leave.
  - **Thing** The thick smoke and ash is strong and destroys corn plants. The smell of sulfur is strong.
3. **Draw Conclusions** People can stay safe by leaving the area when a volcano is erupting.
4. **Generalize** Magma can create a volcano in an area that was flat.

### **BL** Vacation Under the Volcano

#### Practice Master SG7.4

1. **Analyze Setting** Jack and Annie see people buying and selling many different things in the forum; they see people going into the public baths and the Temple of Jupiter, as well as into the arena to watch gladiators fight (children are not allowed inside).
2. **Imagery**
  - **Place** The ground trembles, and a rumbling sound comes from the ground. Then a giant cloud covers the sky, and burning ash and rock rain down on Pompeii.
  - **Person** Her hair was gray and wild. She was missing teeth. She had a raspy, hissing voice.
  - **Thing** The card had shimmering letters on it.
3. **Draw Conclusions** Many students will agree with Annie's conclusion that the giant gladiator was Hercules, who was real during Roman times because people believed in him then.
4. **Generalize** Mt. Vesuvius destroyed the entire city of Pompeii. So we lost all the libraries and books inside of them.

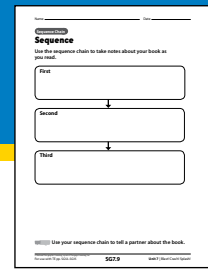
### **AL** The Eruption of Mount St. Helens

#### Practice Master SG7.6

1. **Analyze Setting** At the beginning of the story, Mount St. Helens is calm and still. At the end, it erupts and spews smoke and ash. The changes are caused by the eruption of lava from under the surface of the Earth.
2. **Imagery**
  - **Place** sea of mud, logs and debris; the surface of the moon; tree trunks scattered like straw
  - **Person** Helen has long, brown hair and is tall for her age. Tom is 6' 4". Chad is tall for his age like his sister. Grandma Rae is a small, slim woman with short, gray hair.
  - **Thing** The volcano looked like it had a giant bulge that grew larger in each picture.
3. **Draw Conclusions** Helen gains confidence because she finds out a lot about volcanoes and saves her brother.
4. **Generalize** Magma can cause bulges in Earth's surface. When the volcano erupts, it can cover the landscape.

## Connect Across Texts Practice Master SG7.7

1. Not all volcano eruptions are the same. Some eruptions, like Pompeii and Mount St. Helens, are from existing mountains. Others, like the volcano in *The Cornfield Volcano*, rise from flat land to create a mountain.
2. Each book is about a volcanic eruption. In *Pompeii...Buried Alive!* and *Vacation Under the Volcano*, Pompeii is destroyed and all the people die. In *The Cornfield Volcano* and *The Eruption of Mount St. Helens*, the people in the towns escape.
3. Volcanoes can change land rapidly, and also destroy towns and kill people. *Pompeii...Buried Alive!* and *Vacation Under the Volcano* both show how a volcano buried an ancient Roman city. *The Cornfield Volcano* shows how a volcano created a mountain. *The Eruption of Mount St. Helens* shows how a seemingly dormant volcano erupted and changed the land.



Practice Master SG7.9

## Sequence Chain Practice Master SG7.9

### BL Mountains of Fire

**First**

Magma rises through gaps in Earth's crust.



**Second**

Magma flows out of a vent when a volcano erupts.



**Third**

Hot rocks, ash, and gases shoot high in the sky. Lava pours out and hardens around the vent.

### BL Volcanoes (Riley)

**First**

The volcano rumbles and erupts. Steam and ash or lava comes out.



**Second**

The lava cools and hardens into a rock. Underwater volcanoes harden quickly and the lava rock piles up.



**Third**

Active volcanoes will erupt again. Dormant volcanoes might erupt again. Extinct volcanoes will not erupt again.

### OL Volcanoes (Branley)

**First**

Earth's plates move above magma. Plates sometimes move apart.



**Second**

Magma pushes up between the plates and comes to the surface, where it is called lava.



**Third**

Lava cools and becomes solid rock.

### AL Volcano

**First**

Mount St. Helens erupted and destroyed forests and killed many animals.



**Second**

Some small and strong living things survived the eruption, including many bacteria and fungi.



**Third**

Larger plants and animals returned to the area after a while, as the cycle of regrowth continued.



# Discussion Guides

## Analyze Books

### BL Mountains of Fire

#### Practice Master SG7.10

- Explain** The outer layer of Earth is the crust and is made of hard rock. The middle layer is the mantle and is made of melted rock called magma. The inner layer is the core and is made of very hot metals.
- Sequence**
  - First** Magma rises from the mantle through gaps in Earth's crust.
  - Second** Magma comes out through a vent. Hot rocks, ash, and gases shoot into the sky. Lava pours out onto Earth's surface.
  - Third** The lava hardens when it cools. Layers of hard lava build up around the outside of the volcano.
- Form Generalizations** Scientists study volcanoes to predict when they will erupt again.
- Generalize** A volcano can change the shape of Earth's crust. Magma from the mantle comes to the surface and cools.

### OL Volcanoes (Branley)

#### Practice Master SG7.12

- Explain** Earth's plates can move together or apart, allowing magma underneath to reach Earth's surface.
- Sequence**
  - First** Dionisio Pulido's field became warmer, and then it cracked open and steam and molten rock spurted out.
  - Second** The field became a hill that grew hotter and hotter as rocks, steam, lava, and ash erupted from the volcano.
  - Third** Ash covers the region. Pulido's farm was buried under a new volcano that was almost a quarter of a mile high.
- Form Generalizations** The clouds of ash created by volcanoes can affect weather in the region and around the world by creating weather that is cooler than usual. Lightning may come from the clouds.
- Generalize** When one plate digs beneath another plate, it can form a new volcano that gets bigger and bigger until it's the size of a mountain. Underwater volcanoes can form new islands when lava rock piles up underwater until it reaches the surface.

## Connect Across Texts Practice Master SG7.14

- Each book talks about volcanoes. Eruptions can destroy living things. By studying volcanoes, scientists can predict eruptions. This can help people who live near volcanoes to stay safe. Studying Earth's forces can also help us understand how things on Earth's surface are formed.
- A fast change can happen when a sudden eruption destroys an area of land and the living things on it. A slow change can happen when lava

### BL Volcanoes (Riley)

#### Practice Master SG7.11

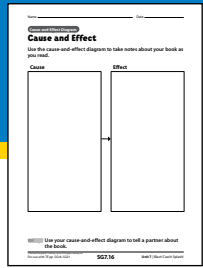
- Explain** A volcano can erupt under the ocean. Lava comes out and hardens quickly. The lava builds up and finally reaches the surface of the water and forms an island.
- Sequence**
- First** It rumbles, and ash and steam or lava comes out.
- Second** It cools and hardens?
- Third** Some volcanoes will erupt again. Others will not.
- Form Generalizations** Lava can be harmful because it can burn buildings, plants, and animals. Lava can be helpful because soil made from lava is good for growing plants.
- Generalize** When volcanoes erupt on land, they create mountains. They can also harm plants and animals and created good soil. When they erupt underwater, they can form islands.

### AL Volcano

#### Practice Master SG7.13

- Explain** Water inside the mountain was heated far beyond the boiling point. It did not turn into gas because it was trapped. When it finally changed to steam, an explosion occurred.
- Sequence**
  - First** Trees and most large plants for many miles were destroyed, as were most large animals.
  - Second** Survivors included small living things, like bacteria and fungi, as well as some small, strong plants.
  - Third** Seeds were carried to the region by wind, birds, and animals. These seeds began to grow into trees and other large plants. Larger animals came to the area in search of food.
- Form Generalizations** They seem bad because they kill living things. But they are not bad because they are part of the Earth and add gases to the atmosphere and waters to the oceans.
- Generalize** It can change the shape of the volcano, and it can also destroy forests and all the plants and animals that live there.

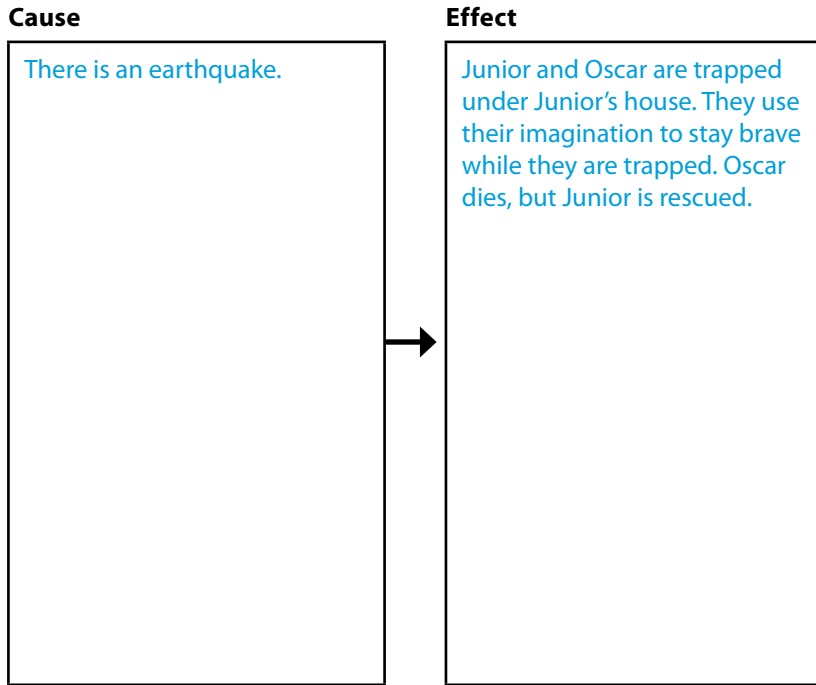
- from underwater volcanoes slowly piles up and forms an island.
- Volcanoes are created by forces of movement under the Earth's surface. Earth's plates move slowly on magma, which comes up through gaps between plates or weak areas during an eruption. Lava can destroy living things, but it can also add new gases to the air and water to the oceans or create new islands and mountains.



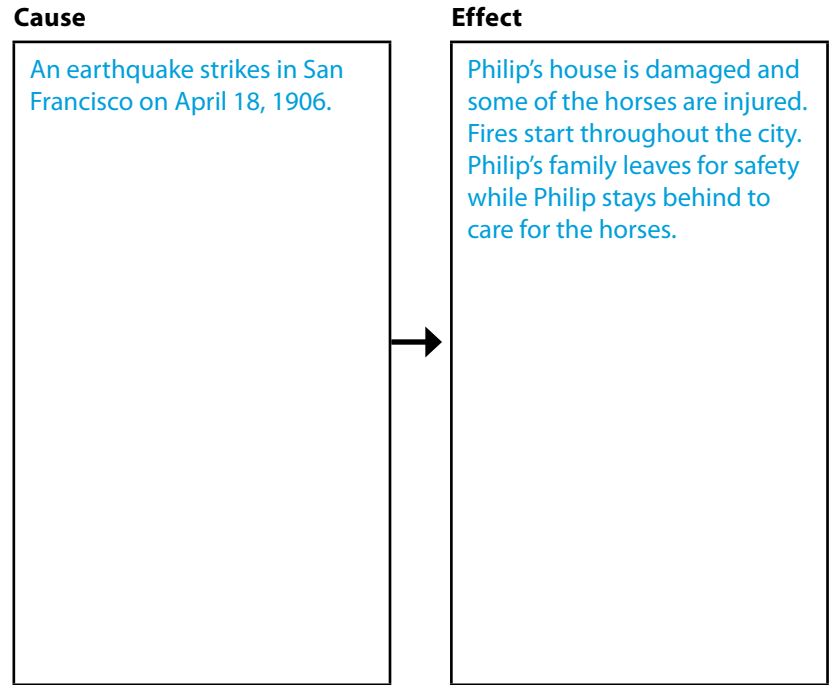
Practice Master SG7.16

## Cause-and-Effect Diagram Practice Master SG7.16

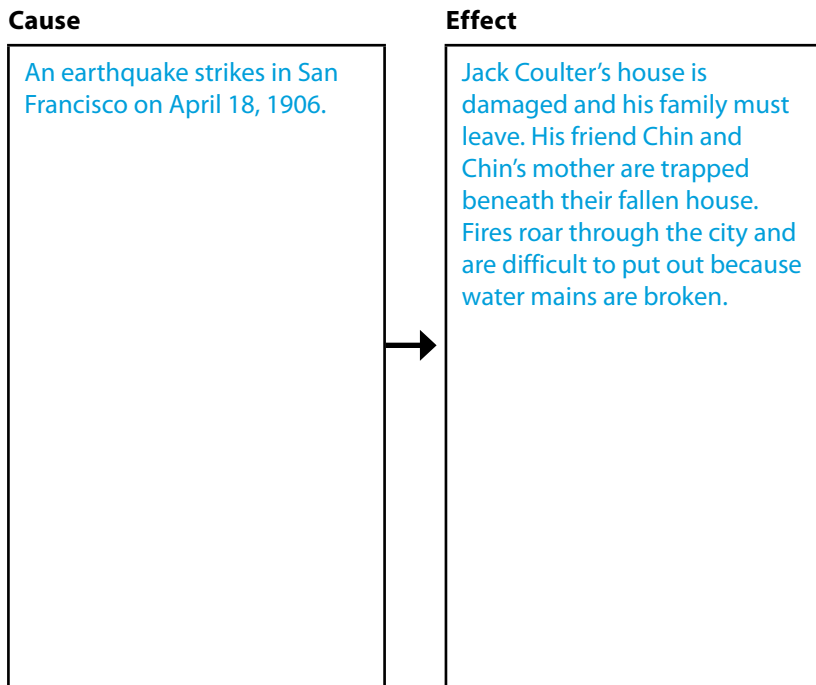
### BL Eight Days: A Story of Haiti



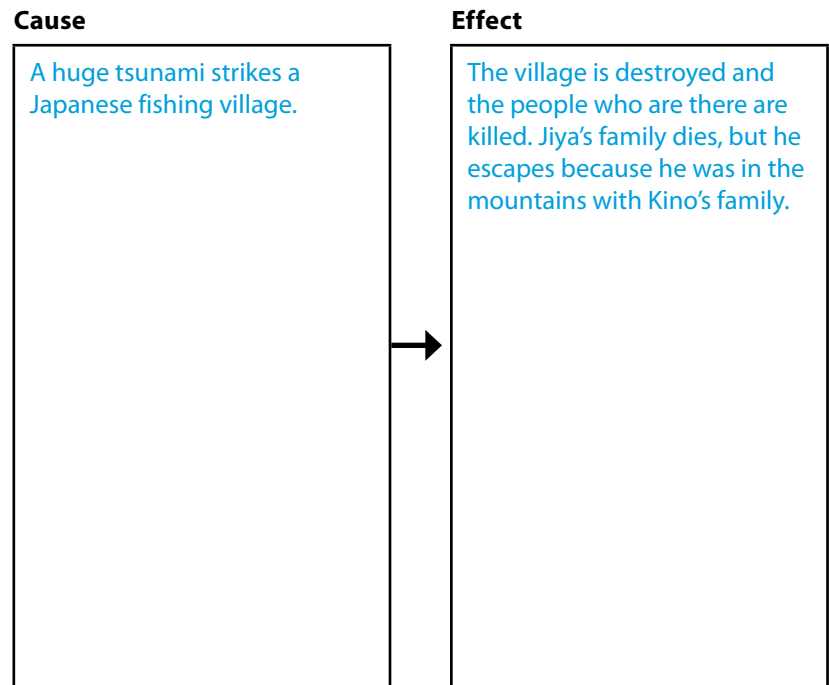
### BL Earthquake! A Story of Old San Francisco



### OL The San Francisco Earthquake



### AL The Big Wave



# Discussion Guides

## Analyze Books

### **BL** *Eight Days: A Story of Haiti* Practice Master SG7.17

1. **Character's Feelings** Oscar dies, and Junior feels sad. I know this because he cries.
2. **Cause and Effect**
  - **Cause** There is an earthquake, and the house falls on them.
  - **Effect** Junior is rescued on the eighth day. Oscar dies after five days.
3. **Form Generalizations** People can use their imaginations, like Junior did, to help them feel brave during hard times.
4. **Generalize** An earthquake can cause people to lose their homes and loved ones. It can also teach people how to be brave by putting them in frightening situations.

### **OL** *The San Francisco Earthquake* Practice Master SG7.19

1. **Character's Feelings** He does not want Jack to become a singer. He says Jack will waste his life if he becomes a singer. Jack's singing reminds him of Jack's mother.
2. **Cause and Effect**
  - **Cause** He was worried that Chin and his mother were injured in the earthquake. He wanted to help them.
  - **Effect** Jack's house is ruined, and his family has to leave. His father is a doctor who cares for some of the people hurt during the earthquake. Jack's brother Frank is a policeman who works to help others stay safe after the earthquake. Chin and Chin's mother are trapped beneath their fallen house.
3. **Form Generalizations** Music makes people, such as Jack, happy. Music is an important part of being happy. A city is more than just buildings. It's music, too.
4. **Generalize** An earthquake can destroy a city. But a city can also change in good ways when it is rebuilt.

### Connect Across Texts Practice Master SG7.21

1. Earthquakes, tsunamis, and storms can cause damage and create dangerous situations. But they are also part of nature, and people and the Earth can recover from them.
2. People can find the strength to survive disasters by remaining calm, being careful, being brave, and using their imagination.

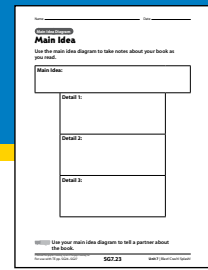
### **BL** *Earthquake! A Story of Old San . . .* Practice Master SG7.18

1. **Character's Feelings** Phillip feels a strong connection with animals. He understands both horses and dogs and is worried when they appear to be frightened.
2. **Cause and Effect**
  - **Cause** Phillip and Bobby become friends because of the earthquake. They are both alone and enjoy one another's company rather than staying alone.
  - **Effect** Some effects of the earthquake include fallen buildings, fires, broken water pipes, and injured people and animals.
3. **Form Generalizations** Phillip's story shows that you should be calm and careful during an emergency. His friendship with Bobby Hunt also shows that working together can help you survive.
4. **Generalize** It can destroy buildings and neighborhoods and injure or kill the people and animals that live there.

### **AL** *The Big Wave* Practice Master SG7.20

1. **Character's Feelings** Losing his family causes Jiya's sorrow. Time helps Jiya get over his sorrow and appreciate life. Kino's family loves and supports Jiya as he recovers.
2. **Cause and Effect**
  - **Cause** A tsunami wipes out the fishing village where Kino and Jiya live. Jiya loses his family and goes to live with Kino.
  - **Effect** He is loved by a family again and eventually marries Kino's sister. Together, they return to the shore and build a house, so they can continue his family's tradition of fishing.
3. **Form Generalizations** They learn that danger is a natural part of life and that it is necessary to live with the possibility of danger in order to appreciate life.
4. **Generalize** Tsunamis can make a lot people afraid to live near water. But some people decide that it's worth the risk in order to live the way they want to live.

3. Earthquakes and tsunamis can destroy towns and cities. They can destroy people's homes and sometimes take away their loved ones. But these events also teach people how to be brave, and they can help people to understand what is important in life. Bad things can help people appreciate the good things.



Practice Master SG7.23

## Main Idea Diagram Practice Master SG7.23

### BL Earthquakes (Schuh)

<p><b>Main Idea:</b> Earthquakes are sudden movements of Earth's surface and can be dangerous.</p>
<p><b>Detail 1:</b> Earthquakes happen when Earth's plates push against each other.</p>
<p><b>Detail 2:</b> Most earthquakes happen near faults, which are places where two plates meet.</p>
<p><b>Detail 3:</b> To stay safe during an earthquake, stay away from buildings and trees if you are outside. Stay away from windows and hide under a table if you are inside.</p>

### BL Earthquakes (Dussling)

<p><b>Main Idea:</b> Earthquakes have happened around the world because of changes under Earth's surface.</p>
<p><b>Detail 1:</b> Earth is made of three layers: the core, the mantle, and the crust. The crust is made of huge rock plates.</p>
<p><b>Detail 2:</b> The plates move on top of the mantle. When plates rub together, pressure builds up. When it snaps, an earthquake is the result.</p>
<p><b>Detail 3:</b> Earthquakes can cause a lot of damage because buildings and trees fall down. They can also create huge, dangerous waves.</p>

### OL Earthquakes (Branley)

<p><b>Main Idea:</b> Seismic waves in Earth's crust can cause both large and small earthquakes.</p>
<p><b>Detail 1:</b> Seismic waves can travel through rock the way sound waves travel.</p>
<p><b>Detail 2:</b> When sections of Earth's crust rub together, they bend and buckle. When the bend releases suddenly, an earthquake occurs.</p>
<p><b>Detail 3:</b> Most earthquakes occur along the shores of the Pacific Ocean.</p>

### AL Slow Changes on Earth

<p><b>Main Idea:</b> Ice, wind, water, and the movement of tectonic plates cause slow changes on Earth.</p>
<p><b>Detail 1:</b> The continents were once one huge continent. They split and moved apart.</p>
<p><b>Detail 2:</b> Glaciers carry soil and form valleys and mountains.</p>
<p><b>Detail 3:</b> Wind can create dunes by blowing sand.</p>

# Discussion Guides

## Analyze Books

### BL Earthquakes (Schuh)

Practice Master SG7.24

- Identify Cause and Effect** Movements of Earth's plates cause earthquakes. Plates can rub against each other, or one plate can move under another plate.
- Main Idea and Details**
  - Main Idea** Earthquakes are sudden movements of Earth's surface.
  - Detail** Earthquakes happen when Earth's plates rub against each other or move suddenly.
  - Detail** Most earthquakes happen near faults, which are places where two plates meet.
  - Detail** If you are outside, stay away from buildings and trees, and drop to the ground. If you are inside, stay away from windows, and hide under a desk or table.
- Form Generalizations** Seismographs measure the strength of an earthquake. They help scientists compare earthquakes.
- Generalize** Earthquakes can destroy trees and buildings. They can change Earth's surface.

### OL Earthquakes (Branley)

Practice Master SG7.26

- Identify Cause and Effect** When a bend in Earth's crust suddenly releases, a large section can move four or five feet at once. This causes an earthquake.
- Main Idea and Details**
  - Main Idea** Earthquakes occur when sections of Earth's crust move suddenly. They can cause buildings to fall, as well as causing floods, fires, and tsunamis.
  - Detail** Earth's crust is very thin and solid, not as hot as layers below it.
  - Detail** An underwater earthquake can cause tsunamis and landslides.
  - Detail** If you are outside, stay away from anything that could fall. Go to an open space. If you are inside, stay away from windows. Go under a strong table or bed.
- Form Generalizations** Earthquakes can cause buildings, trees, and other large things to fall. They can also cause landslides, floods, fires, and tsunamis.
- Generalize** Earthquakes can change Earth when they move sections of the crust quickly and cause damage on the surface.

## Connect Across Texts Practice Master SG7.28

- The movement of Earth's plates causes earthquakes and makes the ground shift. Glaciers can carry soil and earth and make valleys and mountains. Wind can carry sand and create dunes.
- (Students should identify specific, interesting details in each book. Earth's plates usually move about as fast as fingernails grow.)

### BL Earthquakes (Dussling)

Practice Master SG7.25

- Identify Cause and Effect** Earth's plates move very slowly. When they rub against each other, pressure builds up. When it gives, rock snaps and causes an earthquake.
- Main Idea and Details**
  - Main Idea** The movement of Earth's plates causes earthquakes.
  - Detail** The inner core is made of hot metal. The middle mantle is hot rock. The outer crust is made of huge rocky plates that float and move very slowly on the mantle.
  - Detail** Most earthquakes happen at faults, which are places where plates meet.
  - Detail** Scientists can use a seismograph to measure the strength of an earthquake. They can also measure an earthquake by looking at how much damage it causes.
- Form Generalizations** Earthquakes can make buildings fall, break water pipes, and cause fires. They can also cause flooding and huge waves that travel across the ocean.
- Generalize** Earthquakes change Earth when they damage trees and buildings, as well as when they cause fires and floods.

### AL Slow Changes on Earth

Practice Master SG7.27

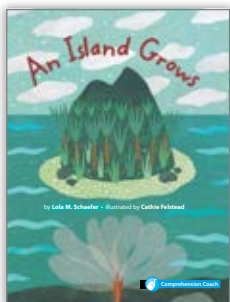
- Identify Cause and Effect** Waves crash against cliffs, washing away tiny pieces of rock and earth. They change the shape of the cliffs gradually over time.
- Main Idea and Details**
  - Main Idea** Wind, water, ice, and the movement of tectonic plates cause slow changes on Earth.
  - Detail** Tectonic plates move slowly on top of melted rock called magma.
  - Detail** Glaciers made of ice carry soil and earth to create valleys and mountains.
  - Detail** Wind can create dunes by blowing sand near coasts and in deserts.
- Form Generalizations** Earth may look very different because landmasses will continue to move. Ice, wind, and water will also change the shapes of land on Earth.
- Generalize** Wind can create dunes along coasts and in deserts. Water can change cliffs and form canyons and caves. Ice in glaciers can move soil and rocks to form valleys and mountains.

- Earthquakes are a sudden change. The movements of tectonic plates and the actions of ice, wind, and water are gradual changes.



## Recommended Books

	Fiction About Nature's Power	Nonfiction About Nature's Power
BL	<p>Gail, Herman. <b>Earthquake: The Magic School Bus to the Rescue.</b> Scholastic, Inc., 2003.</p> <p>Osborne, Mary Pope. <b>Earthquake in the Early Morning.</b> Random House, 2001.</p> <p>Osborne, Mary Pope. <b>Twister on Tuesday.</b> Random House, 2001.</p> <p>Wood, Don. <b>Into the Volcano.</b> Scholastic, Inc., 2008.</p>	<p>Brannon, Barbara. <b>Discover Erosion.</b> Benchmark Education Company, 2005.</p> <p>Mayer, Cassie. <b>Volcanoes.</b> Heinemann-Raintree, 2006.</p> <p>Simon, Seymour. <b>Danger! Earthquake.</b> Chronicle Books, 2002.</p> <p>Trumbauer, Lisa. <b>Earthquake!</b> Benchmark Education Company, 2005.</p>
BL	<p>Cole, Joanna. <b>The Magic School Bus Inside a Hurricane.</b> Scholastic, Inc., 1996.</p> <p>George, Jean Craighead. <b>Dear Katie, The Volcano Is a Girl.</b> Hyperion Books, 1998.</p> <p>Uhlberg, Myron. <b>A Storm Called Katrina.</b> Peachtree Publishers, 2011.</p> <p>Wetterer, Margaret K. <b>Kate Shelley and the Midnight Express.</b> Lerner Publishing Group, 1991.</p>	<p>Dussling, Jennifer. <b>Lightning: It's Electrifying.</b> Penguin Group, 2002.</p> <p>Mezzanotte, Jim. <b>Thunderstorms.</b> Weekly Reader Early Learning, 2009.</p> <p>Putnam, Jeff. <b>Tsunami! Deadly Wall of Water.</b> Coughlan Publishing, 2005.</p> <p>Schreiber, Anne. <b>Volcanoes!</b> National Geographic Society, 2008.</p>
OL	<p>Barasch, Lynne. <b>Radio Rescue.</b> Farrar, Straus and Giroux, 2000.</p> <p>Hopping, Jane. <b>Avalanche!</b> Cartwheel, 2002.</p> <p>Kehret, Peg. <b>Earthquake Terror.</b> Penguin Group, 1998.</p> <p>Levithan, David. <b>In the Eye of the Tornado.</b> Scholastic, Inc., 1998.</p>	<p>Koponen, Libby. <b>Floods.</b> Scholastic Library Publishing, 2009.</p> <p>Lindeen, Mary. <b>Anatomy of a Volcano.</b> Children's Press, 2007.</p> <p>Markovics, Joyce L. <b>Saving Animals After Earthquakes.</b> Bearport Publishing Company, 2011.</p> <p>Stiefel, Chana. <b>Tsunamis.</b> Scholastic Library Publishing, 2009.</p>
AL	<p>George, Jean Craighead. <b>One Day in the Prairie.</b> HarperCollins Publishers, 1998.</p> <p>Gregory, Kristiana. <b>Earthquake at Dawn.</b> Houghton Mifflin Harcourt, 1994.</p> <p>Karwoski, Gail Langer. <b>Quake! Disaster in San Francisco, 1906.</b> Peachtree, 2004.</p> <p>Richards, Jame. <b>Three Rivers Rising: A Novel of the Johnstown Flood.</b> Random House, 2010.</p>	<p>Berger, Melvin and Gilda. <b>Why Do Volcanoes Blow Their Tops? Questions and Answers About Volcanoes and Earthquakes.</b> Scholastic, Inc., 2000.</p> <p>Carson, Mary Kay. <b>Inside Tornadoes.</b> Sterling Publishing, 2010.</p> <p>Lauber, Patricia. <b>Hurricanes: Earth's Mightiest Storms.</b> Scholastic, 1996.</p> <p> <b>COMMON CORE EXEMPLAR</b></p> <p>Simon, Seymour. <b>Volcanoes.</b> HarperCollins Publishers, 1988.</p> <p> <b>COMMON CORE EXEMPLAR</b></p>



**Author Study:** Lola M. Schaefer  
**Arrowhawk.** Henry Holt and Company, 2004.  
**Just One Bite.** Chronicle Books, 2010.  
**Pick, Pull, Snap! Where Once a Flower Bloomed.** Greenwillow Books, 2003.  
**This Is the Sunflower.** Greenwillow Books, 2000.



**Author Study:** Virginia Kroll  
**Especially Heroes.** Eerdmans Publishing, 2003.  
**Mosquito.** Pelican Publishing, 2011.  
**MotherLove.** Dawn Publications, 1998.  
**With Love, To Earth's Endangered Peoples.** Dawn Publications, 1998.





## Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
<b>Oral Reading Assessments</b>	Oral Reading Assessments	✓	✓		
<b>Progress Monitoring Assessments</b>	<b>Weekly Tests</b>				
	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Spelling	✓			
	Phonics*	✓	✓		
<b>Unit Tests</b>	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	<b>Reading Strategy Assessments</b>	✓	✓		
<b>Benchmark Assessments</b>	<b>Benchmark Assessments*</b>	✓	✓	✓	
<b>Scoring and Reporting Tools</b>	<b>Rubrics</b>	✓	✓		
	<b>Student Profiles</b>	✓	✓		
	<b>Strengths and Needs Summary</b>	✓	✓		
	<b>Oral Reading Progress Tracker</b>	✓	✓		
	<b>Class Profiles</b>	✓	✓	✓	
	<b>School and District Reports</b>			✓	
<b>Additional Assessment Tools</b>	<b>Speaking and Listening Observation Log</b>	✓	✓		
	<b>Reader Reflections</b>	✓	✓		
	<b>Unit Self-Assessments</b>	✓	✓		
	<b>Affective and Metacognitive Measures</b>		✓		
	<b>Test-Taking Strategies</b>		✓		
<b>Reteaching</b>	<b>Reteaching Masters</b>	✓	✓		

\* Available in separate books.

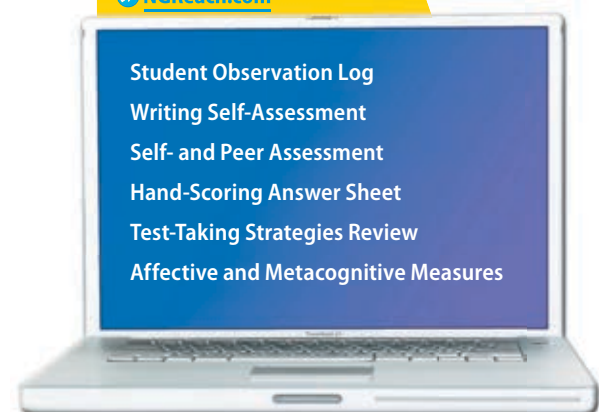


## Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
<b>Week 1</b>			
Reading Comprehension Test .....	A7.4	Comprehension: Analyze Imagery .....	RT7.1
Vocabulary Test .....	A7.6	Comprehension: Synthesize (Draw Conclusions) .....	RT7.2
Writing, Revising, and Editing Test .....	A7.9	Writing Trait: Word Choice .....	RT7.3
<b>Week 2</b>			
Reading Comprehension Test .....	A7.11	Comprehension: Explain the Relationship Between Ideas .....	RT7.4
Vocabulary Test .....	A7.15	Comprehension: Synthesize .....	RT7.5
Writing, Revising, and Editing Test .....	A7.16		
<b>Week 3</b>			
Reading Comprehension Test .....	A7.19	Comprehension: Cause and Effect .....	RT7.6
Vocabulary Test .....	A7.21	Comprehension: Synthesize .....	RT7.7
Writing, Revising, and Editing Test .....	A7.23	Writing Trait: Voice .....	RT7.8
<b>Week 4</b>			
Reading Comprehension Unit Test .....	A7.25	Comprehension: Explain Main Ideas and Details .....	RT7.9
Vocabulary Unit Test .....	A7.33	Comprehension: Author's Purpose .....	RT7.10
Writing, Revising, and Editing Unit Test .....	A7.35	Comprehension: Synthesize .....	RT7.11
		Writing Trait: Organization .....	RT7.12
		(Also see prior weeks.)	
<b>Oral Reading Assessment</b> .....	A7.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
<b>Profiles</b>			
Student Profile: Weekly and Unit Assessments .....	A7.39		
Class Profile: Weekly and Unit Assessments .....	A7.41		
Student Profile: Strengths and Needs Summary .....	A7.42		
<b>Writing Rubric</b> .....	A7.43		
<b>Research Project Rubric</b> .....	A7.44		
<b>Unit Self-Assessment</b> .....	A7.45		
<b>Answer Keys and Rubrics</b> .....	A7.46		
<b>Small Group Reading Assessments</b>			
Speaking and Listening Observation Log .....	SG7.29		
Reading Strategy Assessment .....	SG7.30		
Reader Reflection .....	SG7.32		

### Online Assessment Resources

[NGReach.com](http://NGReach.com)



# Oral Reading Assessment

**Unit 7**

Earthquakes are daily events on our planet. Scientists think that about half a million earthquakes take place each year. Earthquakes happen everywhere in the world, in all seasons, and at all hours of the day. In the United States, Alaska and California have the most earthquakes. Florida and North Dakota have the fewest. Most of the time, no one is hurt and nothing is broken. In really strong earthquakes, people can be hurt or killed, and buildings can fall down.

How does an earthquake happen? The outer layers of the Earth are like pieces of a puzzle that keep moving slowly. The pieces are called plates. Sometimes the edge of a plate gets stuck against another plate. The pressure builds. When the stuck edges finally come loose, it causes waves that shake the ground.

How can we prepare for earthquakes? Scientists don't know exactly when an earthquake is going to happen. Some people say that animals act very strangely just before these shock waves happen. The best approach is to be ready at all times. Have supplies ready in case you do not have electricity, food, or water. You should also know what to do while the ground is shaking.

If you are in an earthquake, stay calm. If you are inside, get under a desk or a heavy table so that things will not fall on you. Or stand against an inside wall. Stay away from glass and windows that might break. If you are outside, move away from buildings or streetlights. Most important, when the earthquake is over, be ready to help people in need.

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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
<b>Circle Score</b>	4 3 2 1	4 3 2 1	4 3 2 1
<b>4</b>	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
			<b>Expression</b>
			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 7

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:

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## 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 7, Week 1

Directions: Read the story. Then answer the questions about the story.



Kalei and his father were on an island near their home buying fresh vegetables. The colorful market was full of interesting things, and neighbors enjoyed the chance to see each other.

Suddenly, the ground began to shake. There was a booming sound, and thick smoke rose from the center of the island. The volcano was starting to erupt! Villagers shouted and ran past them as Father grabbed Kalei by the arm and pulled him toward their boat. The volcano boomed even louder.

Kalei and his father rowed as hard as they could. Huge waves crashed around them. Finally they were far enough away to raise the sail. With hearts pounding, they headed for home and safety.

- |   |  |
|---|--|
| <p><b>1</b> Which words from the story tell how the sea looked?</p> <ul style="list-style-type: none"><li>(A) toward their boat</li><li>(B) booming sound</li><li>(C) interesting things</li><li>(D) huge waves crashed</li></ul> | <p><b>2</b> Which words from the story help you know how Kalei and his father felt?</p> <ul style="list-style-type: none"><li>(A) ran past them</li><li>(B) colorful market</li><li>(C) began to shake</li><li>(D) hearts pounding</li></ul> |
|---|--|

GO ON 

**Reading Comprehension Test**

Unit 7, Week 1

**Directions:** Read the article. Then answer the questions about the article.

# Ring of Fire

Ring of Fire sounds as if it should be in an adventure movie, but this ring is real. It's not really a circle of fire, though. It's a ring of volcanoes in the Pacific Ocean. More than half of Earth's volcanoes are part of the Ring of Fire.

Earth's crust is made of large moving plates. One large plate is under the Pacific Ocean. It bumps and pushes against the other plates. When two plates bump, one plate can be shoved down. This allows melted rock to push up through the crust. Sometimes it explodes. The lava is so hot that it burns everything it touches. That's why Ring of Fire is a good nickname for this circle of volcanoes.

- 3** From the article, you can conclude that —
- Ⓐ volcanoes are dangerous.
  - Ⓑ the Earth's crust is very hot.
  - Ⓒ all volcanoes form under an ocean.
  - Ⓓ someone will make a movie called "The Ring of Fire."

- 4** From the article, you can conclude that —
- Ⓐ the Pacific Ocean is warmer than other oceans.
  - Ⓑ volcanoes in other places are more active.
  - Ⓒ there are many active volcanoes in the Ring of Fire.
  - Ⓓ the plates in the Pacific Ocean are no longer moving.

Score

\_\_\_\_\_/4

DONE!

# Vocabulary Test

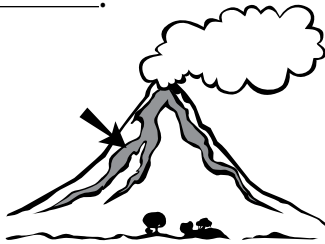
Unit 7, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

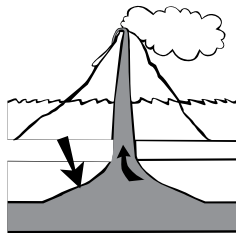
1 This is \_\_\_\_\_.

- (A) lava
- (B) sand
- (C) wood
- (D) music



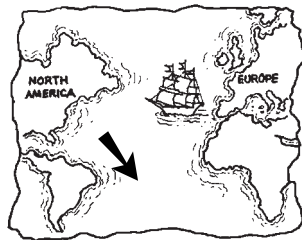
2 This is \_\_\_\_\_.

- (A) balance
- (B) rhythm
- (C) magma
- (D) conservation



3 This is an \_\_\_\_\_.

- (A) artist
- (B) ocean
- (C) identity
- (D) alternative



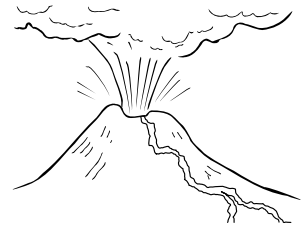
4 This is a \_\_\_\_\_.

- (A) volunteer
- (B) mixture
- (C) style
- (D) rock



5 This is a \_\_\_\_\_.

- (A) market
- (B) volcano
- (C) wetland
- (D) temperature



6 This is an \_\_\_\_\_.

- (A) action
- (B) island
- (C) amount
- (D) individual



GO ON

# Vocabulary Test

Unit 7, Week 1

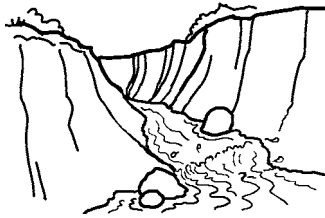
7 The volcano will \_\_\_\_\_ soon.

- (A) depend
- (B) control
- (C) erupt
- (D) drive



8 The water \_\_\_\_\_ down the stream.

- (A) protects
- (B) values
- (C) alters
- (D) flows



9 When one thing pushes against another, it makes \_\_\_\_\_.

- (A) tradition
- (B) pressure
- (C) nature
- (D) water

10 When something has \_\_\_\_\_, it has power or strength.

- (A) force
- (B) method
- (C) reward
- (D) organism

COPY READY

GO ON 



## Vocabulary Test

Unit 7, Week 1

**11** When you \_\_\_\_\_ something, you make something new.

- Ⓐ create
- Ⓑ control
- Ⓒ represent
- Ⓓ understand

**12** The \_\_\_\_\_ is the middle part of something.

- Ⓐ ground
- Ⓑ weed
- Ⓒ artist
- Ⓓ core

**13** When something \_\_\_\_\_, it grows over time.

- Ⓐ freezes
- Ⓑ depends
- Ⓒ develops
- Ⓓ communicates

COPY READY

Score
_____/13

DONE!

# Writing, Revising, and Editing Test

Unit 7, Week 1

**Directions:** Read the paragraphs. Then answer the questions.

In 1988, Yellowstone National Park had a very bad summer. Fires burned   1   in Yellowstone. Not enough snow or rain fell the winter before. Then lightning struck the trees in the forest and started many fires. The fires grew   2  . They spread   3   than expected.   4   the park was not safe for visitors. Thousands of firefighters went to Yellowstone to stop the fires, but the fires burned   5   than they could be put out.

After summer, the cold, wet weather of autumn helped stop the fires. The flames were   6   out. The fires changed Yellowstone, but not forever. Today, the forests are growing back. Visitors still enjoy the park's amazing beauty.

**1** Choose the answer that goes in Blank 1.

- Ⓐ soon
- Ⓑ under
- Ⓒ brightly

**2** Choose the answer that goes in Blank 2.

- Ⓐ over
- Ⓑ quickly
- Ⓒ yesterday



## Writing, Revising, and Editing Test

Unit 7, Week 1

COPY READY

**3** Choose the answer that goes in Blank 3.

- Ⓐ rapidly
- Ⓑ more rapidly
- Ⓒ most rapidest

**4** Choose the answer that goes in Blank 4.

- Ⓐ Soon
- Ⓑ Down
- Ⓒ Lightly

**5** Choose the answer that goes in Blank 5.

- Ⓐ faster
- Ⓑ fastest
- Ⓒ most fastly

**6** Choose the answer that goes in Blank 6.

- Ⓐ up
- Ⓑ softly
- Ⓒ finally

**7** Your class is creating a poetry wall. Write a short poem about a force in nature. Use words that tell how the force looks, feels, and sounds.

Score
_____/6 multiple-choice
_____/4 writing

**DONE!**

# Reading Comprehension Test

Unit 7, Week 2

**Directions:** Read the article. Then answer the questions about the article.

## The Power of Water

Tap your foot on the ground. It feels solid, right? Actually, the surface of the Earth is always changing. An earthquake can make those changes very quickly, but most of the Earth's changes are very small and very slow.

These changes can start with one little raindrop. When a raindrop falls, it splashes onto the ground. The water shifts tiny bits of dirt. As more raindrops fall, more tiny bits of dirt are moved. Each raindrop makes only a small change. Over time, though, all of those small changes can really matter.

The raindrops collect into puddles. As more rain is added, these turn into tiny streams that run downhill. The faster the water flows, the larger the things it can move. Sand, pebbles, and sticks might be carried off. This is called erosion.

Streams flow into larger rivers. As a river's current moves, it erodes the sand, rocks, and dirt around it. This means that the banks of the river slowly get worn away. The bottom of the river, or riverbed, also gets eroded.

The Colorado River is a good example. For thousands of years, this river dug deeper into the ground. Its riverbed became a valley. It grew so deep it became a canyon. Today, this canyon, the Grand Canyon, is 18 miles wide and over a mile deep. It's amazing to think that even the Grand Canyon started with a raindrop.

GO ON 

**Reading Comprehension Test****Unit 7, Week 2****COPY READY**

- 1** What is the first thing that happens for water to change the Earth?
- Ⓐ A raindrop falls.
  - Ⓑ A stream runs into a river.
  - Ⓒ A riverbed gets eroded.
  - Ⓓ A valley becomes a canyon.
- 2** According to this article, which of these happens as a river's current moves?
- Ⓐ The water flows to a stream.
  - Ⓑ Raindrops collect into puddles.
  - Ⓒ Sand and rocks are worn away.
  - Ⓓ The water is slowed by the dirt in it.
- 3** What can you conclude about the Colorado River?
- Ⓐ It is making a brand new canyon.
  - Ⓑ It is making the Grand Canyon deeper.
  - Ⓒ It has worn away all of the dirt around it.
  - Ⓓ It is the biggest river in the United States.
- 4** What can you conclude about erosion?
- Ⓐ It makes water flow faster.
  - Ⓑ It can cause an earthquake.
  - Ⓒ It only happens in river valleys.
  - Ⓓ It happens slowly over time.

**GO ON** 

## Reading Comprehension Test

Unit 7, Week 2

**Directions:** Read the article. Then answer the questions about the article.

# GLACIERS

Glaciers are huge masses of ice. They are usually found high up in the mountains where the air is cold all year long. Glaciers change constantly. They grow and shrink, and they move downhill.

The largest glacier left in Europe is the Jostedal Glacier. It is over 37 miles long. The glacier was formed over 10,000 years ago. Snow fell high in the mountains of Norway. As it piled up, the snow's weight pushed down. This crushed the snow into a huge piece of ice, and a glacier was formed.

The Jostedal Glacier started moving downhill right away. It has moved up to a half mile a year. While it moves, the Jostedal lifts blocks of rock. It also rubs like sandpaper on the mountains around it. So the Jostedal's movement has carved out a long, deep valley.

Changes in the weather affect glaciers. About 7,000 years ago, the Jostedal shrank because of warm air. But it grew back, and in the 1600s, the glacier crept down and beyond the mountains. Some of Norway's farms were covered by the ice!

By 1900, the Jostedal had retreated back into the mountains. To protect it, Norway made the glacier into a national park in 1991. Today, scientists study this ancient glacier to learn more about climate change.

GO ON 

## Reading Comprehension Test

Unit 7, Week 2

COPY READY

- 5** Which of these events would come last on a timeline?
- Ⓐ Jostedal Glacier carved a valley.
  - Ⓑ Scientists began to study Jostedal Glacier.
  - Ⓒ Jostedal Glacier grew and covered some farms.
  - Ⓓ Warm weather caused Jostedal Glacier to shrink.
- 6** What happens as the Jostedal Glacier moves?
- Ⓐ The air gets warmer.
  - Ⓑ Snow is crushed into ice.
  - Ⓒ Blocks of rock are moved.
  - Ⓓ The water starts to freeze.
- 7** Between 1600 and 1900, what did the Jostedal Glacier do?
- Ⓐ got smaller
  - Ⓑ formed a lake
  - Ⓒ grew bigger
  - Ⓓ stopped moving
- 8** What happened to Jostedal Glacier in 1991?
- Ⓐ It melted into a lake.
  - Ⓑ It formed a new valley.
  - Ⓒ It became a national park.
  - Ⓓ It grew beyond the mountains.

<b>Score</b>
_____/8

**DONE!**

# Vocabulary Test

Unit 7, Week 2

Directions: Read the sentences. Choose the best answer.

- 1 The word actions comes from the Latin root act. What does actions most likely mean in this sentence?

The hero's actions were always brave.

- (A) moving quickly
- (B) showing courage
- (C) what someone does
- (D) what someone says

- 2 The word telegraph comes from the Greek root graph. What does telegraph most likely mean in this sentence?

A long time ago, people used a telegraph to communicate.

- (A) an old movie
- (B) something close by
- (C) a machine that helps see objects
- (D) a machine used to send written messages

- 3 The word photosensitive comes from the Greek root photo. What does photosensitive most likely mean in this sentence?

Some people's eyes are photosensitive.

- (A) react to light
  - (B) can see clearly
  - (C) are wide open
  - (D) are covered up
- 4 The word vision comes from the Latin root vis. What does vision most likely mean in this sentence?

Her vision is better when she wears glasses.

- (A) firm tone
- (B) clear speech
- (C) ability to see
- (D) helpful nature

COPY READY

Score
_____/4

DONE!



# Writing, Revising, and Editing Test

Unit 7, Week 2

**Directions:** Read the paragraph. Then answer the questions.

I am reading the   1   illustrated book about famous volcanoes! It has great photos, but what I really love are the drawings. There are interesting paintings of volcanoes erupting in ancient times. What the artist does   2  , though, are the diagrams that show how a volcano erupts. At first, I was so interested in the pictures that I didn't read the text very carefully. I understood how volcanoes work from the diagrams, but I still had other questions. Which of the famous volcanoes erupted   3  ? Was it Vesuvius, Krakatoa, or Mount Saint Helens? Which one had erupted   4  ? Which one was the   5  ? I went back and read the text again more slowly. I paid more attention the second time. Now I understand it much   6  . Sometimes illustrations can be too good!

**1** Choose the answer that goes in Blank 1.

- (A) mostly wonderfullest
- (B) mostest wonderful
- (C) most wonderfully
- (D) more wonderfuller

**2** Choose the answer that goes in Blank 2.

- (A) best
- (B) wellest
- (C) most well
- (D) most better



## Writing, Revising, and Editing Test

Unit 7, Week 2

**3** Choose the answer that goes in Blank 3.

- Ⓐ earlier
- Ⓑ earliest
- Ⓒ most early
- Ⓓ more earliest

**4** Choose the answer that goes in Blank 4.

- Ⓐ recentliest
- Ⓑ more recent
- Ⓒ most recent
- Ⓓ most recently

**5** Choose the answer that goes in Blank 5.

- Ⓐ largest
- Ⓑ most largest
- Ⓒ more largest
- Ⓓ mostest largest

**6** Choose the answer that goes in Blank 6.

- Ⓐ more good
- Ⓑ more well
- Ⓒ gooder
- Ⓓ better

COPY READY

GO ON 

## Writing, Revising, and Editing Test

Unit 7, Week 2

- 7** Below are two sources of information about volcanic eruptions. Read the two sources. Write a paragraph using information from both sources to answer the question “What comes out of a volcano during an eruption?” Underline key words or phrases in your paragraph that support your answer.

COPY READY

### Source 1

#### What Makes a Volcano?

Deep inside Earth, it is so hot that rocks melt into a liquid. This liquid is called **magma**. There is a lot of gas dissolved in the magma. The gas makes the magma “light,” so it floats to Earth’s surface.

### Source 2

#### Volcanic Materials

- **Lava** The liquid magma that flows on Earth’s surface is called **lava**. Once it cools, it becomes solid rock again.
- **Tephra** Rocks called **tephra** form when magma explodes into pieces and cools quickly. Very small pieces of tephra are called volcanic dust or volcanic ash.
- **Gases** A lot of steam (water vapor) escapes from the magma. Other gases, such as carbon dioxide, are also given off.

Score	
_____ /6	multiple-choice
_____ /4	writing

**DONE!**

# Reading Comprehension Test

Unit 7, Week 3

**Directions:** Read the story. Then answer the questions about the story.



Kristy and her dad were at Yellowstone National Park. Old Faithful, the famous geyser, had drawn a crowd. Kristy noticed right away that there were no plants near the geyser. A few small pine trees stood on the far side of the steaming field.

“Plants can’t grow too close to the geyser,” Kristy’s dad explained. “Red-hot magma is only five miles under the ground. It heats the water in the soil.”

Kristy thought the steaming geyser looked like a mini volcano. She felt a rumble beneath her feet. “When that water gets too hot, it will boil and shoot into the air,” her dad said.

Just then, a jet of hot water sprayed from the geyser’s hole. Everyone yelled and pointed. “Wow!” exclaimed Kristy. “It looks like a giant tea kettle!”

- |  |  |
|--|--|
| <p><b>1</b> The water in the geyser gets very hot. As a result —</p> <ul style="list-style-type: none"> <li>Ⓐ the hole in the geyser closes.</li> <li>Ⓑ the geyser turns into a volcano.</li> <li>Ⓒ the magma rises into the geyser.</li> <li>Ⓓ the water shoots from the geyser.</li> </ul> | <p><b>2</b> Plants cannot grow near the geyser because of the —</p> <ul style="list-style-type: none"> <li>Ⓐ crowds of visitors.</li> <li>Ⓑ hot water in the soil.</li> <li>Ⓒ rumbling in the ground.</li> <li>Ⓓ shade from the pine trees.</li> </ul> |
|--|--|

**GO ON**

**Reading Comprehension Test****Unit 7, Week 3****Directions:** Read the article. Then answer the questions about the article.

## Where the Wind Blows

The wind can be a powerful force. A tornado, for example, can uproot whole trees. But what about more “average” winds?

Picture yourself at a sandy beach. Rock cliffs are behind you, and the wind is blowing. Some grains of sand are picked up by the wind and thrown against the cliffs. To your eyes, nothing seems to be changing. After all, a bit of sand cannot affect a rock cliff.

Now suppose that you could see the beach hundreds of years from now. The rock cliff would look different. The sand would have polished the rock in some places, and in other spots, it would have carved new shapes into the stone. Over time, the face of our planet changes!

- 3** What generalization can you make about changes to the Earth’s surface?
- (A) Natural forces change the Earth over time.
  - (B) Changes to the Earth happen because of storms.
  - (C) Most of the changes to the Earth happen at beaches.
  - (D) Most of the changes to the Earth are caused by uprooted trees.
- 4** What generalization can you make about wind and sand?
- (A) Wind and sand can cause big storms.
  - (B) Wind and sand can change rocks wherever they are.
  - (C) Wind and sand are the strongest forces on Earth.
  - (D) Wind and sand can only make changes at beaches.

Score

\_\_\_\_\_/4

**DONE!**

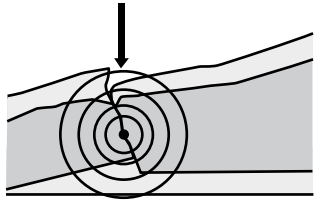
# Vocabulary Test

Unit 7, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 This is an \_\_\_\_\_.

- (A) offer
- (B) amount
- (C) individual
- (D) earthquake



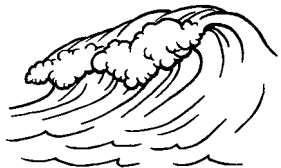
2 This is a \_\_\_\_\_.

- (A) tale
- (B) shore
- (C) business
- (D) generation



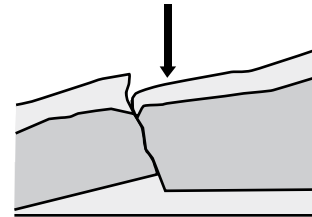
3 This is a \_\_\_\_\_.

- (A) color
- (B) wave
- (C) band
- (D) mixture



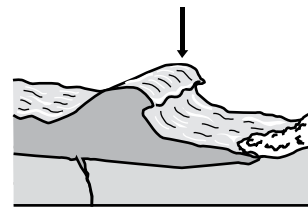
4 This is a \_\_\_\_\_.

- (A) size
- (B) seller
- (C) plate
- (D) reward



5 This is a \_\_\_\_\_.

- (A) tsunami
- (B) wetland
- (C) desert
- (D) supply



COPY READY

GO ON

## Vocabulary Test

Unit 7, Week 3

COPY READY

- 6** If something has \_\_\_\_\_, it is strong.
- (A) behavior
  - (B) rhythm
  - (C) power
  - (D) style
- 7** A \_\_\_\_\_ is something that tells you what to do.
- (A) crop
  - (B) surface
  - (C) region
  - (D) signal
- 8** When you \_\_\_\_\_ someone, you save the person.
- (A) increase
  - (B) rescue
  - (C) need
  - (D) pay
- 9** When you \_\_\_\_\_ people, you tell them that something bad may happen.
- (A) combine
  - (B) sustain
  - (C) warn
  - (D) alter
- 10** When you \_\_\_\_\_ something, you know it without being told.
- (A) sense
  - (B) carve
  - (C) plow
  - (D) trap

Score
_____/10

DONE!

# Writing, Revising, and Editing Test

Unit 7, Week 3

**Directions:** Read the paragraph. Then answer the questions.

Jason and his little brother Ricky were taking a walk. Ricky had just started walking, and he toddled along holding Jason's hand. The sun went behind a cloud, and the sky grew 1. A storm was moving in 2. Suddenly there was a flash! The whole sky lit up with the 3 lightning Jason had ever seen. Big drops of rain began to fall. There was another flash, and the thunder roared with a 4 boom. Jason picked up his little brother and raced home. It was the 5 he had ever run. When they got home, their mother met them at the door. Jason's heart was pounding, but his little brother was grinning 6 than he had all day.

**1** Choose the answer that goes in Blank 1.

- Ⓐ later
- Ⓑ darker
- Ⓒ more coldly
- Ⓓ more quietly

**2** Choose the answer that goes in Blank 2.

- Ⓐ brisk
- Ⓑ rapid
- Ⓒ speedy
- Ⓓ quickly





## Writing, Revising, and Editing Test

Unit 7, Week 3

COPY READY

**3** Choose the answer that goes in Blank 3.

- (A) soonest
- (B) brightest
- (C) most clearly
- (D) most sharply

**4** Choose the answer that goes in Blank 4.

- (A) loud
- (B) now
- (C) terribly
- (D) strangely

**5** Choose the answer that goes in Blank 5.

- (A) fastest
- (B) strongest
- (C) most difficult
- (D) most powerful

**6** Choose the answer that goes in Blank 6.

- (A) more cute
- (B) more funny
- (C) more happily
- (D) more complete

**7** You are writing a fiction story about a rescue for a student magazine. Write a short dialogue between a rescue worker and the boy she has just rescued. Include details that show what each character is like.

Score	
_____ /6	multiple-choice
_____ /4	writing

**DONE!**

## Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

# THE ICE AGE

The temperature of the Earth has gone up and down many times. About two million years ago, huge masses of ice called glaciers began growing in North America. As the glaciers spread, they connected with each other. Over time, much of the continent was taken over by these superglaciers. This time period is called the Ice Age.

The glaciers changed the face of the Earth. They shifted huge boulders. They scraped out valleys. The glaciers even crushed mountains!

Then, starting about 15,000 years ago, these giant glaciers began to melt. This led to great amounts of water moving downhill. Next, flooding happened across North America. The floods were so big, that today they are called megafloods or superfloods.

Just as ice had changed the face of the Earth, so did the water. As the megafloods flowed forward, they moved huge amounts of dirt and rocks. Forests and hills were washed away, and new valleys and hills were dug.

Our last Ice Age ended about 15,000 years ago. Still, its effects can be seen today. For example, Minnesota has many lakes, ridges, and hills. These were carved by the glaciers of long ago.

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

- 1** What is the main idea of this article?
- Ⓐ Minnesota's lakes and hills were carved by ice.
  - Ⓑ North America was once covered by glaciers.
  - Ⓒ Earth's temperatures go up and down.
  - Ⓓ Melting glaciers caused megafloods.
- 2** What is the author's purpose in writing about the Ice Age?
- Ⓐ to tell an adventure story about the Ice Age
  - Ⓑ to explain what caused the last Ice Age to end
  - Ⓒ to persuade readers to prepare for the next Ice Age
  - Ⓓ to give information about how the Ice Age changed the Earth
- 3** Which of these events happened first during the Ice Age?
- Ⓐ Huge masses of ice began growing.
  - Ⓑ Glaciers connected to each other.
  - Ⓒ Forests and hills washed away.
  - Ⓓ Great amounts of water caused flooding.
- 4** From the article, you can conclude that —
- Ⓐ the floods lasted for 15,000 years.
  - Ⓑ the glaciers were only in North America.
  - Ⓒ the Ice Age affected living things on Earth.
  - Ⓓ the Ice Age was worse on other continents.
- 5** Most people in Minnesota can —
- Ⓐ imagine life during the Ice Age.
  - Ⓑ tell if another Ice Age is coming.
  - Ⓒ see the effects of the last Ice Age.
  - Ⓓ understand what caused the Ice Age.

**GO ON** 

## Reading Comprehension Test

Unit Test

**Directions:** Read the article. Then answer the questions about the article.

# When the Earth Moves

### California's Fault

The year was 1906. People in San Francisco were surprised by a rumble beneath their feet. It was a big earthquake! Buildings fell down, fires broke out, and the ground shifted. In one spot, a road moved 20 feet.

In 1989, San Francisco was hosting a World Series baseball game. Minutes before the opening pitch, a strong earthquake hit the area. Buildings were damaged, and part of a large bridge broke apart. What caused these quakes?

Scientists believe that the Earth's surface is broken into slabs called plates. Part of California is on the Pacific Plate. The rest is on the North American Plate. The San Andreas fault is the place where the two plates meet. The land to one side of the fault pushes north, toward Alaska. The land to the other side moves south, toward Mexico.

The movements average about two inches a year, but sometimes the San Andreas Fault becomes more active. Then there is a violent shake—an earthquake. Usually there's more than just one at a time.

### A Series of Quakes

Earthquakes happen in a series, or chain, of events. The first shake is called the "foreshock." It is an earthquake that arrives before a major one.

The middle and biggest earthquake is called the "mainshock." This is when the most damage occurs. After the mainshock, there are smaller quakes called "aftershocks." Hopefully, the day will come when we can predict earthquakes before they rumble under our feet.

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

- 6** What is the author's purpose for writing this article?
- Ⓐ to give information about earthquakes
  - Ⓑ to compare two very different earthquakes
  - Ⓒ to tell an exciting story about an earthquake
  - Ⓓ to persuade readers to prepare for earthquakes
- 7** The first heading in this article is "California's Fault." What is the main idea of this part of the article?
- Ⓐ Earthquakes are common all over the world.
  - Ⓑ San Francisco had a big earthquake in 1906.
  - Ⓒ Moving plates caused California's earthquakes.
  - Ⓓ An earthquake happened during a World Series game.
- 8** According to the article, what happened in 1989?
- Ⓐ There was an earthquake during a World Series game.
  - Ⓑ A new fault was discovered near San Francisco.
  - Ⓒ There were earthquakes in both Alaska and Mexico.
  - Ⓓ Scientists discovered the San Andreas fault.
- 9** What happens right after the mainshock of an earthquake?
- Ⓐ The foreshock follows.
  - Ⓑ Smaller quakes follow.
  - Ⓒ Major quakes follow.
  - Ⓓ The rumble follows.
- 10** In the middle of an earthquake, most people probably feel —
- Ⓐ tired.
  - Ⓑ angry.
  - Ⓒ lonely.
  - Ⓓ fearful.

**GO ON** 

## Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

### *The Dust Bowl*

In the 1930s, terrible winds swept through the middle of the United States. Huge black clouds of dirt and dust filled the air, and it was impossible to see. Farms were wiped out. One in four people had to move away just to survive.

The Dust Bowl was partly caused by farming. Millions of acres of land had been plowed in the Midwest. The grasses that had grown there for years were gone. Once the land was cleared, farmers usually planted wheat, but sometimes they left the fields bare.

Then a drought came. Without rain, the soil became really dry. The wheat crops died. Without the roots of the grasses or the wheat, there was nothing to keep the top layer of soil in place. The strong winds blew this rich topsoil right up into the air. What had been good farmland became a dry desert where nothing could live.

The wearing away of soil is called erosion. It can be caused by things like water or wind. Humans can make erosion worse. For example, more soil was lost in Dust Bowl windstorms than the Mississippi River carries downstream.

The Dust Bowl taught farmers to be much more careful. It's a valuable lesson for the whole planet.

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

- 11** What is the main idea of the article?  
In the 1930s —
- Ⓐ there were windstorms followed by a drought.
  - Ⓑ farmers did not understand how erosion happened.
  - Ⓒ many people had to leave the Midwest because of the Dust Bowl.
  - Ⓓ the weather and farming methods combined to cause the Dust Bowl.
- 12** Which of these supports the main idea?
- Ⓐ The wind blew the dry topsoil into the air.
  - Ⓑ The Mississippi River carries soil downstream.
  - Ⓒ The Dust Bowl taught farmers to be more careful.
  - Ⓓ It was impossible to see through the clouds of black dust.
- 13** More than one thing happened to cause the Dust Bowl. Which of these happened last?
- Ⓐ Farmers cleared the land.
  - Ⓑ The topsoil blew away.
  - Ⓒ There was a drought.
  - Ⓓ Strong winds came.
- 14** From the article, you can conclude that —
- Ⓐ wheat is a difficult crop to grow.
  - Ⓑ there are few deserts in the United States.
  - Ⓒ the water in the Mississippi River moves slowly.
  - Ⓓ the Dust Bowl changed the lives of many people.
- 15** What is the author's purpose in telling about the Dust Bowl?
- Ⓐ to explain what caused it to happen
  - Ⓑ to give information about safe farming
  - Ⓒ to persuade farmers to plant their bare fields
  - Ⓓ to tell a story about people who had to move to survive

**GO ON** 

# Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

## An Amazing Rescue

Alana was watching the news on television when a reporter started talking about an earthquake that had shaken a small island. Many trees and buildings in the island's largest city had fallen down. Now, a rescue team was hard at work. Alana was worried. She hoped the people who were trapped would be saved.

The story on television was changing with each moment that passed. A young girl was discovered in a fallen building. People could hear her voice inside. The rescue team called to the girl, "We will get you out!" They carefully dug through the pieces of broken wood and metal. Finally, they pulled her out, and she was safe! Everyone clapped and cheered. The look on the girl's face told a wonderful story.

As Alana watched the event unfold, she made a promise to herself. One day, she would be part of a rescue team like the one she had seen on the island. She admired their courage and the fact that they never gave up. The idea brought a huge smile to Alana's face.

GO ON 

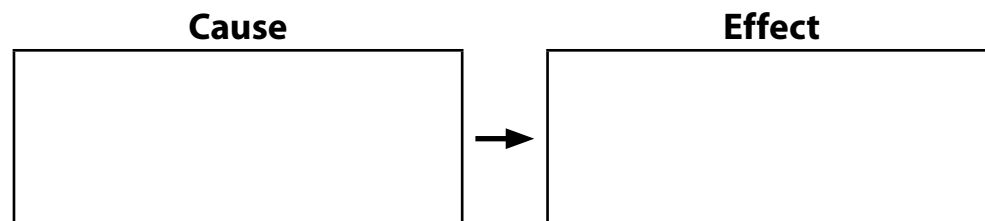


## Reading Comprehension Test

Unit Test

- 16** Which words from the story tell how the island looked?
- (A) watching the news on television
  - (B) a reporter started talking
  - (C) trees and buildings had fallen down
  - (D) a rescue team was hard at work
- 17** Which words from the story help you know how Alana felt about being on a rescue team?
- (A) changing with each moment
  - (B) watched the event unfold
  - (C) made a promise
  - (D) brought a huge smile

- 18** Choose an event that causes something to happen. Write the cause and effect in the chart.



Score
_____/20

DONE!

# Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

1 What does the word doorbell mean?

- Ⓐ a bell next to a door
- Ⓑ a door that sounds like a bell
- Ⓒ a door that needs a bell to open

2 What does the word toolkit mean?

- Ⓐ a tool to fix kits
- Ⓑ a kit that fixes tools
- Ⓒ a kit to keep tools in

3 What does the word bedroom mean?

- Ⓐ a bed that is in a room
- Ⓑ a room to keep a bed in
- Ⓒ a bed that has lots of room

4 What does the word coatrack mean?

- Ⓐ a rack to hang coats on
- Ⓑ a rack that comes with a coat
- Ⓒ a coat that is hung on a rack

5 The word graphic comes from the Greek root graph. What does graphic most likely mean in this sentence?

The weatherman showed a graphic of the storm.

- Ⓐ a tool
- Ⓑ a light
- Ⓒ a picture

6 The word imports comes from the Latin root port. What does imports most likely mean in this sentence?

The store imports food from other countries.

- Ⓐ carries in
- Ⓑ sells a lot of
- Ⓒ eats and drinks



# Vocabulary Test

Unit Test

**Directions:** Choose the answer that completes the sentence correctly.

COPY READY

7 The \_\_\_\_\_ flowed from the volcano.

- (A) shore
- (B) ocean
- (C) plate
- (D) lava

8 The underwater \_\_\_\_\_ created an island.

- (A) wave
- (B) volcano
- (C) amount
- (D) wetland

9 The \_\_\_\_\_ was caused by an earthquake under the sea.

- (A) plate
- (B) shore
- (C) magma
- (D) tsunami

10 The firefighter came to \_\_\_\_\_ the kitten from the tree.

- (A) warn
- (B) sense
- (C) create
- (D) rescue

11 The \_\_\_\_\_ of the wind blew the tree over.

- (A) signal
- (B) force
- (C) offer
- (D) core

12 I will \_\_\_\_\_ him to be careful.

- (A) warn
- (B) sustain
- (C) develop
- (D) increase

Score
_____/12

**DONE!**

# Writing, Revising, and Editing Test

Unit Test

**Directions:** Read the paragraph. Then answer the questions.

Mila was at the park. She was playing   1   her new dog. Suddenly, the dog started barking   2   no reason. It kept turning its head from one side   3   the other, as if it was looking for something. Then Mila felt the ground shake and saw the trees sway a little bit. It was just a small earthquake. Earthquakes weren't   4   in California where they lived. Mila laughed. She was sure her dog had felt the earthquake before she did. She wondered if her dog could predict the weather, too!

- 1** Choose the answer that goes in Blank 1.
- (A) into
  - (B) with
  - (C) from
  - (D) during

- 2** Choose the answer that goes in Blank 2.
- (A) for
  - (B) about
  - (C) under
  - (D) around

- 3** Choose the answer that goes in Blank 3.
- (A) to
  - (B) near
  - (C) under
  - (D) during

- 4** Choose the answer that goes in Blank 4.
- (A) never
  - (B) rarely
  - (C) unusual
  - (D) strangely



**Writing, Revising, and Editing Test****Unit Test****Directions:** Read the paragraph. Then answer the questions.

(1) Most of the time, mountains grow very slow. (2) The process usually takes more long than a lifetime. (3) In the case of volcanoes, though, things can really speed up. (4) One example is the Paricutín volcano in Mexico. (5) This example most well shows just how fast a volcano can grow. (6) Paricutín started erupting in 1943. (7) It started in a flat cornfield. (8) After only six days, it had grown to more than 500 feet tall! (9) In less than ten years, it was up to more than 1,300 feet. (10) Now that's what you call growing up fast!

- 5** What is the correct way to write sentence 1?
- Ⓐ Most of the time, Mountains grow very slow.
  - Ⓑ Most of the time mountains grow very slow.
  - Ⓒ Most of the time, mountains grow very slowly.
  - Ⓓ Correct as is

- 6** What is the correct way to write sentence 2?
- Ⓐ The process usually takes longer than a lifetime.
  - Ⓑ The process usually take more long than a lifetime.
  - Ⓒ The process usual takes more long than a lifetime.
  - Ⓓ Correct as is

**GO ON** 

## Writing, Revising, and Editing Test

Unit Test

- 7** What is the correct way to write sentence 5?
- Ⓐ This example most well shows just how faster a volcano can grow.
  - Ⓑ This example most well show just how fast a volcano can grow.
  - Ⓒ This example best shows just how fast a volcano can grow.
  - Ⓓ Correct as is
- 8** What is the correct way to write sentence 8?
- Ⓐ After just six day, it had grown to more than 500 feet tall!
  - Ⓑ After just six days, it had grown to more than 500 foot tall!
  - Ⓒ Behind just six days, it had grown to more than 500 feet tall!
  - Ⓓ Correct as is

COPY READY

GO ON 

## Writing, Revising, and Editing Test

Unit Test






COPY READY

- 9** 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)** One of the most dangerously earthquakes ever to hit the United States happened in San Francisco. **(2)** It took place for April of 1906. **(3)** California has earthquakes more oftenly than almost any other state. **(4)** You would think the people who live there would be weller prepared, but this was a huge earthquake!

**(5)** Many buildings fell down, and gas and water pipes burst. **(6)** The gas caused many fires. **(7)** Firefighters did not have enough water to put out the fires. **(8)** The fire and earthquake together damaged the city completelier than the earthquake alone would have. **(9)** These days, California's modern buildings are much safely than ever, and everyone is prepared!

### Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

- 10** You are entering your school's science fair. Write a report about one force that causes changes. You can choose a tornado, a volcano, a tsunami, or any other force. Your report should have at least three paragraphs.

Score	
_____ /8	multiple-choice
_____ /6	editing task
_____ /4	weekly writing skill
_____ /24	writing traits

**DONE!**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly and Unit Assessments

Unit 7

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 A7.48.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/18	_____/19	_____/19	_____/18
End-of-Week Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/18 ____%	_____/19 ____%	_____/19 ____%	_____/18 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A7.48.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Distinguish Literal and Nonliteral Language CC.3.Rlit.4	1 2			16 17	_____/4
Conclusions CC.3.Rinf.10	3 4	3		4 14	_____/5
Relationship Between Ideas and Events CC.3.Rinf.3		1 2 4 5 6 7 8		3 8 9 13	_____/11
Literature Text Structures CC.3.Rlit.5			1 2	18 (____/3)	_____/5
Generalizations CC.3.Rinf.10			3 4	5 10	_____/4
Author's Purpose CC.3.Rinf.10				2 6 15	_____/3
Main Idea CC.3.Rinf.2				1 7 11 12	_____/4
<b>Total</b>	____/4 ____%	____/8 ____%	____/4 ____%	____/20 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.3.L.6, Rlit.4, Rinf.4	1 2 3 4 5 6 7 8		1 2 3 4 5	7 8 9	_____/16
Academic Vocabulary CC.3.L.6, Rlit.4, Rinf.4	9 10 11 12 13		6 7 8 9 10	10 11 12	_____/13
Greek and Latin Roots CC.3.L.4.c		1 2 3 4		5 6	_____/6
Compound Words CC.3.L.4				1 2 3 4	_____/4
<b>Total</b>	____/13 ____%	____/4 ____%	____/10 ____%	____/12 ____%	



Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly and Unit Assessments

Unit 7

COPY READY

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	Adverbs CC.3.L.1.a, L.1.g, W.5	1 2 3 4 5 6	1 2 3 4 5 6		6 7 9c 9d 9e	_____/17
	Adjectives vs Adverbs CC.3.L.1.g, W.5			1 2 3 4 5 6	4 5 9a 9f	_____/10
	Prepositions CC.3.L.1, W.5				1 2 3 8 9b	_____/5
<b>Subtotal</b>		_____/6	_____/6	_____/6	_____/14	
Weekly Writing Skills (Writing Prompts)	Use Sensory Words and Phrases CC.3.L.3.a, L.5	_____/4				_____/4
	Integrate Ideas from Multiple Sources CC.3.W.8, W.7, W.2.b		_____/4			_____/4
	Include Dialogue CC.3.W.3.b, L.2.c, L.3.b			_____/4		_____/4
	Organize Main Idea and Details CC.3.W.2.a, W.2.b, W.2.c				_____/4	_____/4
<b>Subtotal</b>		_____/4	_____/4	_____/4	_____/4	
<b>Total</b>		_____/10 ____%	_____/10 ____%	_____/10 ____%	_____/18 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.3.W.2.a, W.2.b, W.2.c	_____/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

# Weekly and Unit Assessments

Unit 7

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	Distinguish Literal and Nonliteral Language CC.3.Rlit.4													
	Conclusions CC.3.Rinf.10													
	Relationship Between Ideas and Events CC.3.Rinf.3													
	Literature Text Structures CC.3.Rlit.5													
	Generalizations CC.3.Rinf.10													
	Author's Purpose CC.3.Rinf.10													
	Main Idea CC.3.Rinf.2													
Writing, Revising, and Editing	Adverbs CC.3.L.1.a, L.1.g, W.5													
	Adjectives vs Adverbs CC.3.L.1.g, W.5													
	Prepositions CC.3.L.1, W.5													
	Writing in Response to Prompt CC.3.L.3.a, L.5, W.8, W.7, W.2.b, W.3.b, L.2.c, L.3.b, W.2.a, W.2.c													
Vocabulary	Science Vocabulary CC.3.L.6, Rlit.4, Rinf.4													
	Academic Vocabulary CC.3.L.6, Rlit.4, Rinf.4													
	Greek and Latin Roots CC.3.L.4.c													
	Compound Words CC.3.L.4													

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			

# Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> <li>The writing has a clear, focused message that keeps readers interested.</li> <li>Details are accurate and relevant, showing in-depth knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear structure throughout that suits the writer's audience and purpose.</li> <li>All content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>The writing sounds genuine and unique.</li> <li>The writer's tone is appropriate to the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate words were chosen to clearly convey the writer's message.</li> <li>Language used throughout is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>All the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>The text is presented in an orderly way, significantly helping to convey the message.</li> <li>Visuals are appropriate for the purpose and audience, and effectively support meaning.</li> </ul>
3	<ul style="list-style-type: none"> <li>Most of the writing has a clear, focused message that keeps readers interested.</li> <li>Most details are accurate and relevant, showing reasonable knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the writing has a clear structure that suits the writer's audience and purpose.</li> <li>Most of the content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the writing sounds genuine and unique.</li> <li>The writer's tone is mostly appropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Many appropriate words were chosen to clearly convey the writer's message.</li> <li>Most language is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, most of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Most of the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the text is presented in an orderly way, generally helping to convey the message.</li> <li>Most visuals are appropriate for the purpose and audience, and effectively support meaning.</li> </ul>
2	<ul style="list-style-type: none"> <li>The writing has a fairly unclear and unfocused message, causing readers some confusion.</li> <li>Some details are relevant and accurate, showing minimum knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not have a structure that suits the writer's audience and purpose.</li> <li>Some content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the writing sounds genuine and unique.</li> <li>The writer's tone is somewhat inappropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate words were chosen to clearly convey the writer's message.</li> <li>Some language is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Some sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, some of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Some of the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message.</li> <li>Some visuals are appropriate for the purpose and audience and support meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>The writing does not have a clear, focused message, causing readers confusion.</li> <li>Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not have a structure.</li> <li>The content does not flow smoothly or logically.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not sound genuine or unique.</li> <li>The writer's tone is not appropriate for the purpose or audience.</li> </ul>	<ul style="list-style-type: none"> <li>Few appropriate words were chosen to clearly convey the writer's message.</li> <li>Language is dull, vague, and inappropriate for the audience, losing the readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Few or none of the sentences are varied or effective or have appropriate transitions.</li> <li>When read aloud, the writing sounds unnatural.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Few sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>The text is not presented in an orderly way, making it very difficult to track and comprehend the message.</li> <li>None of the visuals are appropriate for the purpose or audience, and do not support meaning.</li> </ul>

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Grade 3 Assessment

**A7.43**

Unit 7 | Blast! Crash! Splash!

**COPY READY**

# Research Rubric

Unit 7, Week 2

COPY READY

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"><li>• Photo essay contains all facts.</li><li>• Photo essay shows how Earth's surface has changed over time.</li></ul>	Speaks clearly and at an appropriate pace.
3	<ul style="list-style-type: none"><li>• Photo essay contains mostly facts.</li><li>• Photo essay mostly shows how Earth's surface has changed over time.</li></ul>	Speaks clearly and at an appropriate pace most of the time.
2	<ul style="list-style-type: none"><li>• Photo essay contains some facts.</li><li>• Photo essay sometimes shows how Earth's surface has changed over time.</li></ul>	Speaks clearly and at an appropriate pace some of the time.
1	<ul style="list-style-type: none"><li>• Photo essay does not contain any facts.</li><li>• Photo essay does not show how Earth's surface has changed over time.</li></ul>	Does not speak clearly and at an appropriate pace.

# Unit Self-Assessment

Unit 7

**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.
use Greek and Latin roots to understand new words.			
understand compound words.			
draw conclusions and make generalizations.			
understand imagery.			
understand cause and effect.			
tell the time order of events or ideas.			
understand the author's purpose.			
find main ideas and details.			
use adverbs.			
use adjectives.			
use prepositions.			

Of all the texts you read for Blast! Crash! Splash!, which one was your favorite? \_\_\_\_\_

\_\_\_\_\_

What did you like about it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Answer Keys and Rubrics

COPY READY

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Imagery	CC.3.Rlit.4
2	D	Imagery	CC.3.Rlit.4
3	A	Conclusions	CC.3.Rinf.10
4	C	Conclusions	CC.3.Rinf.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Relationship Between Ideas	CC.3.Rinf.3
2	C	Relationship Between Ideas	CC.3.Rinf.3
3	B	Conclusion	CC.3.Rinf.10
4	D	Relationship Between Ideas	CC.3.Rinf.3
5	B	Relationship Between Events	CC.3.Rinf.3
6	C	Relationship Between Ideas	CC.3.Rinf.3
7	C	Relationship Between Events	CC.3.Rinf.3
8	C	Relationship Between Events	CC.3.Rinf.3
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	D	Cause and Effect	CC.3.Rlit.5
2	B	Cause and Effect	CC.3.Rlit.5
3	A	Generalizations	CC.3.Rinf.10
4	B	Generalizations	CC.3.Rinf.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Main Idea	CC.3.Rinf.2
2	D	Author's Purpose	CC.3.Rinf.10
3	A	Relationship Between Events	CC.3.Rinf.3
4	C	Conclusions	CC.3.Rinf.10
5	C	Generalizations	CC.3.Rinf.10
6	A	Author's Purpose	CC.3.Rinf.10
7	C	Main Idea	CC.3.Rinf.2
8	A	Relationship Between Events	CC.3.Rinf.3
9	B	Relationship Between Ideas	CC.3.Rinf.3
10	D	Generalizations	CC.3.Rinf.10
11	D	Main Idea	CC.3.Rinf.2
12	A	Support for Main Idea	CC.3.Rinf.2
13	B	Relationship Between Ideas	CC.3.Rinf.3
14	D	Conclusions	CC.3.Rinf.10
15	A	Author's Purpose	CC.3.Rinf.10
16	C	Imagery	CC.3.Rlit.4
17	D	Imagery	CC.3.Rlit.4
18	Skill Rubric	Cause and Effect	CC.3.Rlit.5

Vocabulary					
Week 1			Week 3		
CC.3.L.6, Rlit.4, Rinf.4			CC.3.L.6, Rlit.4, Rinf.4		
Item	Key	Word	Item	Key	Word
1	A	lava	1	D	earthquake
2	C	magma	2	B	shore
3	B	ocean	3	B	wave
4	D	rock	4	C	plate
5	B	volcano	5	A	tsunami
6	B	island	6	C	power
7	C	erupt	7	D	signal
8	D	flows	8	B	rescue
9	B	pressure	9	C	warn
10	A	force	10	A	sense
11	A	create			
12	D	core			
13	C	develops			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Latin Roots	CC.3.L.4.c
2	D	Greek Roots	CC.3.L.4.c
3	A	Greek Roots	CC.3.L.4.c
4	C	Latin Roots	CC.3.L.4.c
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Compound Words	CC.3.L.4
2	C	Compound Words	CC.3.L.4
3	B	Compound Words	CC.3.L.4
4	A	Compound Words	CC.3.L.4
5	C	Greek Roots	CC.3.L.4.c
6	A	Latin Roots	CC.3.L.4.c
7	D	Science Vocabulary	CC.3.L.6
8	B	Science Vocabulary	CC.3.L.6
9	D	Science Vocabulary	CC.3.L.6
10	D	Academic Vocabulary	CC.3.L.6
11	B	Academic Vocabulary	CC.3.L.6
12	A	Academic Vocabulary	CC.3.L.6

# Answer Keys and Rubrics

Unit 7

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 Adverbs	CC.3.L.1.a	1	B	Prepositions	CC.3.L.1
2	B	Descriptive Adverbs	CC.3.L.1.a	2	A	Prepositions	CC.3.L.1
3	B	Comparison Adverbs	CC.3.L.1.g	3	A	Prepositions	CC.3.L.1
4	A	Descriptive Adverbs	CC.3.L.1.a	4	C	Descriptive Adjectives	CC.3.L.1.g
5	A	Comparison Adverbs	CC.3.L.1.g	5	C	Editing: Descriptive Adverbs	CC.3.L.1.g, W.5
6	C	Descriptive Adverbs	CC.3.L.1.a	6	A	Editing: Comparison Adverbs	CC.3.L.1.g, W.5
Prompt (7)	Skill Rubric	Use Sensory Words and Phrases	CC.3.L.3.a, L.5	7	C	Editing: Comparison Adverbs	CC.3.L.1.g, W.5
Week 2				8	D	Editing: Prepositions	CC.3.L.1, W.5
Item	Key	Item Descriptor	CCSS Code	9a	Editing Rubric	Editing Task: Comparison Adjectives	CC.3.L.1.g, W.5
1	C	Comparison Adverbs	CC.3.L.1.g	9b	Editing Rubric	Editing Task: Prepositions	CC.3.L.1, W.5
2	A	Comparison Adverbs	CC.3.L.1.g	9c	Editing Rubric	Editing Task: Comparison Adverbs	CC.3.L.1.g, W.5
3	B	Comparison Adverbs	CC.3.L.1.g	9d	Editing Rubric	Editing Task: Comparison Adverbs	CC.3.L.1.g, W.5
4	D	Comparison Adverbs	CC.3.L.1.g	9e	Editing Rubric	Editing Task: Comparison Adverbs	CC.3.L.1.g, W.5
5	A	Comparison Adverbs	CC.3.L.1.g	9f	Editing Rubric	Editing Task: Comparison Adjectives	CC.3.L.1.g, W.5
6	D	Comparison Adverbs	CC.3.L.1.g	Prompt (10)	Skill Rubric; Writing Rubric	Organize Main Idea and Details	CC.3.W.2.a, W.2.b, W.2.c
Prompt (7)	Skill Rubric	Integrate Ideas from Multiple Sources	CC.3.W.8, W.7, W.2.b				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Comparison Adjectives	CC.3.L.1.g				
2	D	Descriptive Adverbs	CC.3.L.1.g				
3	B	Comparison Adjectives	CC.3.L.1.g				
4	A	Descriptive Adjectives	CC.3.L.1.g				
5	A	Comparison Adverbs	CC.3.L.1.g				
6	C	Comparison Adverbs	CC.3.L.1.g				
Prompt (7)	Skill Rubric	Include Dialogue	CC.3.W.3.b, L.2.c, L.3.b				

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# Answer Keys and Rubrics

Writing, Revising, and Editing	
<b>Week 1 Skill Rubric</b> Item 7 (Prompt)   Use Sensory Words and Phrases	
Student writes a poem with	
4 points	vivid sensory language.
3 points	adequate sensory language.
2 points	occasional sensory language.
1 point	minimal sensory language.
<b>Week 2 Skill Rubric</b> Item 7 (Prompt)   Integrate Ideas from Multiple Sources	
Student writes an informational paragraph with	
4 points	seamless information from two sources stated in own words.
3 points	mostly relevant information from two sources stated in own words.
2 points	limited information from two sources that lacks organization and the student's own words.
1 point	little or no information from one of the sources and lack of organization or the student's own words.
<b>Week 3 Skill Rubric</b> Item 7 (Prompt)   Include Dialogue	
Student writes dialogue that	
4 points	elegantly and vividly reveals the story characters with accurate punctuation.
3 points	adequately reveals the story characters with mostly accurate punctuation.
2 points	reveals some aspects of the story characters with some attempt at accurate punctuation.
1 point	reveals few, if any, aspects of the story characters with haphazard punctuation.

Writing, Revising, and Editing	
<b>Unit Test Week 4 Skill Rubric</b> Item 10 (Prompt)   Organize Main Idea and Details	
Student writes a report that	
4 points	is organized and contains details that thoroughly support the topic.
3 points	is adequately organized and contains details that are appropriate for the topic.
2 points	is loosely organized and contains details that relate to the topic.
1 point	includes minimal details with little, if any, organization.
Use the Writing Rubric on A7.43 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
<b>Unit Test Editing Task Rubric</b> Item 9   1 point correct per response	
9a	In sentence 1, change "dangerously" to "dangerous"
9b	In sentence 2, change "for" to "in"
9c	In sentence 3, change "oftenly" to "often"
9d	In sentence 4, change "weller" to "better"
9e	In sentence 8, change "completeier" to "more completely"
9f	In sentence 9, change "safely" to "safer"
<b>Reading Comprehension</b>	
<b>Unit Test Rubric</b> Item 18   Cause and Effect	
3 points	Correctly completes a cause-and-effect chart.
2 points	Chooses an event that is a cause, but does not correctly identify its effect.
1 point	Does not choose an event that is part of a cause-and-effect chain.

## 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
%	13	25	38	50	63	75	88	90	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

### 13 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13
%	8	15	23	31	38	46	54	62	69	77	85	92	100

### 18 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
%	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

### 19 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

### 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

Scoring Note: Assign a score of zero for no response or an unscorable response.

# Analyze Imagery

Reteach

## Review the Rules

Words can create images, or word pictures, of people, places, or things. These word pictures can help you imagine what things look, sound, taste, smell, or feel like.

## Practice

Read the description. Circle the words in the description that create the imagery. Then draw a picture in the empty box to show what the park is like on a summer day.

### How Hot Was It?

It was the worst summer day ever. The blistering sun baked everything in the park. Waves of heat floated above the cement sidewalks. Dogs lay panting and drooling on the grass. Birds sat like statues on tree branches. All the water in the bird baths had dried up. Flower blossoms drooped sadly on their stems.



## Apply

Read a description from one of your Small Group Reading books to your partner. Have your partner say what images the word pictures create.

# Synthesize

Reteach

## Review the Rules

You can synthesize, or draw conclusions, when you read.

- Look for an important idea in the text.
- Look for another important idea.
- Think about how the ideas work together.

## Practice

Read “Fun in the Afternoon” and complete the sentences. Then answer the question.

### Fun in the Afternoon

Anjali and Arjun are putting on their coats. They look out the window as they put on their mittens and hats. “This is going to be a great day!” Anjali says. The weather is perfect for what they have planned. Arjun grabs the sled from the closet. “I get to go down the hill first!” Together, they run outside into the cold air.

1. I read \_\_\_\_\_
2. I also read \_\_\_\_\_  
\_\_\_\_\_
3. I connect the ideas and conclude \_\_\_\_\_  
\_\_\_\_\_

What time of the year is it? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

## Apply

Tell a partner how you synthesized details in one of your Small Group Reading books. List details from the text that support your synthesis.

# Writing Trait: Word Choice

Reteach

## Review the Rules

To make your writing say exactly what you mean, use specific and colorful words that appeal to the senses. Tell how things look, sound, feel, taste, and smell.

## Practice

Read each sentence. Circle the words that appeal to your senses.

1. Suddenly, the bright day turned gloomy.
2. Lightening streaked across the darkened sky.
3. A loud boom made me jump.
4. The pounding rain surprised everyone.

## Apply

Rewrite the paragraph. Add sensory words and details to make the sentences more interesting.

Rain came down from the clouds. People on the sidewalks moved for cover. I ran inside the building. By the time I got there, I was already wet.

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COPY READY

# Explain the Relationships Between Ideas

**Reteach**

## Review the Rules

When you explain something, you say what you understand about it. To explain relationships between ideas, you say how the ideas are related or how they are connected.

## Practice

Read "The Yellowstone Fire." Write the answers to the questions.

### The Yellowstone Fire

In the summer of 1988, there was a drought in Yellowstone National Park. When several small fires started, they began to burn out of control. Spread by the dry winds, they joined to create the largest wildfire in the history of the park. From August through September of that year, hundreds of thousands of acres burned. Thousands of firefighters tried to put it out. Only the cool and wet weather in the late autumn was able to stop the huge fire, though.

After two years, however, the forests began to recover. Wildflowers bloomed in heavily burned areas. New trees sprouted. A new cycle of forest growth began. Today, the park's forests are healthy and green.

1. What are both paragraphs about?

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2. What is the relationship between the weather and a fire burning?

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3. Explain the relationship between the wet weather and the recovery of the park.

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## Apply

Choose a few pages or section in one of your Small Group Reading books. Explain to your partner how the ideas in the book are related.

# Synthesize

Reteach

## Review the Rules

You can synthesize, or draw conclusions, when you read.

- Look for an important idea in the text.
- Look for another important idea.
- Think about how the ideas work together.

## Practice

Read "The Walk" and complete the sentences. Then answer the question.

### The Walk

Darnell is walking down the street when he suddenly stops. He feels like he can't move. Walking toward him is a woman with a large, black dog. The dog is on a leash, but that doesn't make Darnell feel any better. He starts to sweat, and his chest feels tight. After running across the street, Darnell feels much better.

1. I read \_\_\_\_\_
2. I also read \_\_\_\_\_
3. I connect the ideas and conclude \_\_\_\_\_  
\_\_\_\_\_

Can the dog come across the street to be near Darnell? How do you know?

\_\_\_\_\_  
\_\_\_\_\_

## Apply

Synthesize the details from one of your Small Group Reading books to draw a conclusion and share it with a partner. List details from the text that support your idea.

COPY READY

# Cause and Effect

**Reteach**

## Review the Rules

To find an effect, ask: *What happened?* To find a cause, ask: *Why did it happen?*

Read the sentence.

There was a lot of trash in the street this morning because there was a windstorm last night.

Cause-and-effect sentences often use words such as *because*, *since*, and *so*.

**Effect**

What happened?  
There was a lot of trash in  
the street this morning.

**Cause**

Why did it happen?  
There was a windstorm  
last night.

## Practice

Read each sentence. Underline the cause, and circle the effect.

1. We nailed the windows shut because we knew a storm was coming.
2. The tsunami warning sounded so we moved to higher ground.
3. Since there were ten of us, we decided to stay in a hotel.
4. Because there was an earthquake, the power went out.
5. Residents were evacuated because of the flood.

## Apply

Tell a partner about some of the causes and effects you read in one of your Small Group Reading books.

# Synthesize

Reteach

## Review the Rules

When you synthesize, you combine what you know with what you read. Then you make a generalization based on both sets of ideas.

- Look for important ideas in the text.
- Think about what you already know about those ideas.
- Make a general statement that seems true for both the text and what you know.

## Practice

Read "Exploring Space" and complete the chart.

**Exploring Space**

Since the 1960s, six U.S. spacecraft have landed on the moon. The most famous was Apollo 11. That's when Neil Armstrong became the first person to walk on the moon.

Now, many spacecraft have been sent to Mars. They take photographs, measure temperatures, and survey the land. Scientists are learning what Mars is really like. So far, no people have landed on Mars. Russia plans to send the first astronaut to Mars one day. Will people walk on Mars, too?

Ideas from the text	What I know	Generalization
1. The U.S. landed six spacecraft on the moon.		
2. Spacecraft explore Mars.		
3. Russia plans to send an astronaut to Mars.		

## Apply

Tell a partner about a generalization you made as you read one of your Small Group Reading books. Explain how what you read led you to make that generalization.

COPY READY



# Writing Trait: Voice

Reteach

## Review the Rules

A writer's voice is the way that a writer puts words and sentences together to fit the purpose and the audience.

## Practice

Read "The Pesty Neighbor." Then write "true" or "false" to describe the writer's voice.

### The Pesty Neighbor

Carl's neighbor, Henry, was a pest. Whenever Carl went outside, Henry asked him a question.

"Hey, Carl," Henry would say. "Do you like that new stop sign? The old one was too red. This one's better, right?" Carl didn't care about the stop sign. He was tired from a long day at work.

One day, Carl snapped. "Hey, Carl," Henry said. "That dotted line in the street looks much brighter that it did before. It's so white! It's much better, right?"

"I don't care!" yelled Carl. "It doesn't matter!" Henry was shocked and didn't say a word. Carl felt embarrassed, so he ran inside his house and slammed the door.

- 1. The writer's characters seem like real people. \_\_\_\_\_
- 2. The writer uses formal language. \_\_\_\_\_
- 3. The writer probably knew someone like Henry. \_\_\_\_\_
- 4. The writer's sentences are all the same length. \_\_\_\_\_
- 5. The writer uses colorful and strong verbs. \_\_\_\_\_

## Apply

Add two sentences to "The Pesty Neighbor." Be sure to use words that match the author's voice. Share your writing with a partner.

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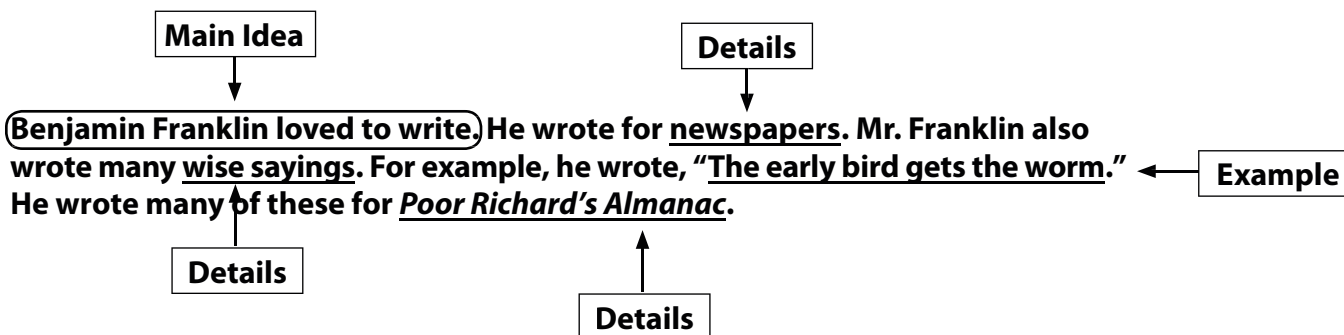
# Explain Main Ideas and Details

Reteach

## Review the Rules

A writer adds details and examples to a text in order to explain the main idea.

- The main idea is the most important idea.
- Details and examples help to explain the main idea.



## Practice

Read "Easter Island" and circle the main idea. Then underline the details and examples that explain it.

**Easter Island**

Easter Island is lonely. It is in the Pacific Ocean. No people live there. It is thousands of miles from any big place. The nearest island is small, and it is 250 miles away. Easter Island is actually an inactive volcano. Most of the land is lava.

## Apply

Tell a partner how an author in one of your Small Group Reading books uses details and examples to explain the main idea.

COPY READY

# Author's Purpose

Reteach

## Review the Rules

Authors write texts for many different purposes. They can write to

- entertain
- inform
- persuade the reader to share the author's opinion
- express the author's feelings.

When authors write to inform, they can

- explain how to do something
- describe how something works.

## Practice

Read "Homemade Cards." Write the author's purpose and say why you chose it.

### Homemade Cards

Homemade cards are a simple, easy way to show someone you care. To make a homemade card, fold a piece of paper in half. Draw a picture or color on the front. Then, write a thoughtful message on the inside. Be sure to sign your name at the end.

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## Apply

Share with a partner the author's purpose from one of your Small Group Reading books. Explain why you think the author wrote the text.

# Synthesize

Reteach

## Review the Rules

When you synthesize, you combine what you know with what you read in the text. Then you make a generalization based on what you read and what you know.

- Look for important ideas in the text.
- Think about what you already know about the ideas.
- Make a general statement that seems true for both the text and what you know.

## Practice

Read "Halley's Comet" and complete the chart.

**Halley's Comet**

Halley's Comet is named for Edmond Halley. He was a scientist in the 1600s. Halley thought this comet would pass earth again in 75 to 76 years. Other scientists thought Halley was wrong. They thought comets come once and then die. Halley was right, though. This comet comes back during our lifetime. You can see the next Halley's Comet in 2061. Mark it on your calendars!

Ideas from the text	What I know	Generalization
Halley's comet passes earth every 75-76 years.		

## Apply

Tell a partner about a generalization you made as you read one of your Small Group Reading books. Tell what information led you to make that generalization.

# Writing Trait: Organization

Reteach

## Review the Rules

When you organize things, you put them in a certain order. That way it is easier to find them. When you write, you put your ideas in a logical order, too. That way your readers can follow your ideas.

## Practice

Revise the paragraph. Use the Editing and Proofreading Marks.

- Show sentences that are out of order.
- Add words such as *then*, *next*, and *after* to make the order clear.

### Editing and Proofreading Marks

^	Add.
/	Make lowercase.
○ →	Move to here.

### A Tasty Dessert

First, we made the crust. I helped roll it out and put it in the pie pan. I learned how to bake a pie from my grandmother. Then we made the filling. I helped slice the apples and add the sugar. We poured the filling into the crust. We baked it. The pie was delicious!

## Apply

Write about something you can make. Put your ideas in a logical order. Can your partner follow your ideas?

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# Reteaching Masters Answer Key

## RT7.1 Imagery

### How Hot Was It?

It was the worst summer day ever. The blistering sun baked everything in the park. Waves of heat floated above the cement sidewalks. Dogs lay panting and drooling on the grass. Birds sat like statues on tree branches. All the water in the bird baths had dried up. Flower blossoms drooped sadly on their stems.

Pictures will vary, but should reflect that the description is about an extremely hot day.

## RT7.2 Synthesize (Draw Conclusions)

1. that Anjali and Arjun are putting on their coats, mittens, and hats.
2. that the weather is good, and Arjun grabs a sled
3. that Anjali and Arjun are going sledding.

It's winter. I know this because people wear mittens and hats in cold weather, and people like to sled when it snows in winter.

## RT7.3 Writing Trait: Word Choice

### Practice

1. Suddenly, the bright day turned gloomy.
2. Lightning streaked across the sky.
3. A loud boom made me jump.
4. The pounding rain surprised everyone.

### Apply

Possible response:

Buckets of rain fell from the gray clouds. People on the sidewalks scrambled for cover. I raced inside the brick office building on the corner. By the time I got there, I was already soaked.

## RT7.4 Explain Relationships Between Ideas

1. A large fire in Yellowstone National Park
2. When the weather is windy and dry, it's easier for fires to burn and spread.
3. The wet weather helped to put the fire out; then rain helped new plants and trees to grow.

## RT7.5 Synthesize (Draw Conclusions)

1. that Darnell stops walking and feels like he can't move.
2. that there is a large, black dog walking toward Darnell.
3. that Darnel is afraid of dogs

No. The dog is on a leash. The leash will keep the dog with its owner. Also, Darnell feels much better, so he must be safe.

## RT7.6 Cause and Effect

1. We nailed the windows shut because we knew a storm was coming.
2. The tsunami warning sounded so we moved to higher ground.
3. Since there were ten of us, we decided to stay in a hotel.
4. Because there was an earthquake, the power went out.
5. Residents were evacuated because of the flood.

## RT7.7 Synthesize (Form Generalizations)

Ideas from the text	What I know	Generalization
1. Six U.S. spacecraft have landed on the moon.	Answers will vary. Possible responses: Scientists are always trying to find out more about outer space.	Possible response: Many people around the world are interested in exploring space.
2. Spacecraft to Mars gather information.		
3. Russia plans to send an astronaut to Mars.	Mars is in the news a lot.	

## RT7.8 Writing Trait: Voice

1. The writer's characters seem like real people. true
2. The writer uses formal language. false
3. The writer probably knew someone like Henry. true
4. The writer's sentences are all the same length. false
5. The writer uses colorful and strong verbs. true

## RT7.9 Explain Main Idea/Details

### Easter Island

Easter Island is lonely. It is in the Pacific Ocean. No people live there. It is thousands of miles from any big place. The nearest island is small, and it is 250 miles away. Easter Island is actually an inactive volcano. Most of the land is lava.

## RT7.10 Author's Purpose

The author's purpose is to inform. The author explains how to make a homemade card.

**RT7.11 Synthesize (Form Generalizations)**

Ideas from the text	What I know	Generalization
No one believed Halley at first when he predicted that a comet would return in 75-76 years. But it did come back!	Possible responses:  It's hard to predict things that happen in space. Sometimes you have to keep believing something even if others don't agree.  My mom saw Halley's comet in 1986.	For some things, it may take a long time before what you believe comes true.

**RT7.12 Writing Trait: Organization**

**A Tasty Dessert**

First, we made the crust. I helped roll it out and put it in the pie pan.  
I learned how to bake a pie from my grandmother. Then we made the filling. I helped slice the apples and add the sugar. We poured the filling into the crust. We baked it. The pie was delicious!

*Handwritten annotations:*  
- A blue arrow points to the start of the first sentence.  
- A blue circle highlights the sentence "I learned how to bake a pie from my grandmother."  
- The word "Finally" is written in blue above the last sentence.  
- The word "Next" is written in blue above the sentence "Then we made the filling..."





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# Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
<b>K</b>	A	A-2		A-2	<b>K</b>
	B	3		3	
	C			4	
<b>1</b>	D	4	200L-400L	5	<b>1</b>
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
<b>2</b>		16	200L-400L		<b>2</b>
	K				
	L-M	18-28	300L-500L	18-20	
<b>3</b>	N-P	30-38	500L-700L	22-24	<b>3</b>
<b>4</b>	Q-R	40	650L-850L	26	<b>4</b>
<b>5</b>	S-U	44	750L-950L	28	<b>5</b>
<b>6</b>	V-W	50	850L-1000L		<b>6</b>

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 7 Cumulative Key Word List

accomplish (v)	distance (n)	main idea	river (n)
achieve (v)	diversity (n)	market (n)	<b>rock (n)</b>
action (n)	drought (n)	measurement (n)	root (n)
advertisement (n)	duty (n)	melt (v)	sand (n)
agriculture (n)	<b>earthquake (n)</b>	meter (n)	scarce (adj)
alter (v)	ecosystem (n)	method (n)	scene (n)
alternative (n)	<b>effect (n)</b>	mixture (n)	seed (n)
amount (n)	endurance (n)	money (n)	seller (n)
area (n)	environment (n)	motive (n)	<b>sense (v)</b>
artist (n)	<b>erupt (v)</b>	music (n)	sequence (n)
balance (n)	estimate (v)	narrator (n)	<b>shore (n)</b>
behavior (n)	event (n)	nature (n)	<b>signal (n)</b>
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)
<b>category (n)</b>	feelings (n)	<b>ocean (n)</b>	<b>stanza (n)</b>
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)	<b>flow (v)</b>	organism (n)	style (n)
city (n)	food chain	outcome (n)	substance (n)
clarify (v)	<b>force (n)</b>	paraphrase (v)	summarize (v)
classify (v)	form (n)	pay (v)	supply (n)
combine (v)	freeze (v)	perform (v)	surface (n)
communicate (v)	future (n)	<b>plate (n)</b>	sustain (v)
compare (v)	<b>generalization (n)</b>	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)
<b>conclusion (n)</b>	goal (n)	popular (adj)	tradition (n)
conditions (n)	ground (n)	positive (adj)	trap (v)
connection (n)	growth (n)	<b>power (n)</b>	<b>tsunami (n)</b>
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)	<b>pressure (n)</b>	value (v)
cooperation (n)	improve (v)	preview (v)	vary (v)
<b>core (n)</b>	increase (v)	problem (n)	vine (n)
<b>create (v)</b>	individual (n)	process (n)	visualize (v)
crop (n)	inference (n)	produce (v)	<b>volcano (n)</b>
cycle (n)	interact (v)	protect (v)	volunteer (n)
decrease (v)	<b>island (n)</b>	purpose (n)	want (v)
depend (v)	journey (n)	rainforest (n)	<b>warn (v)</b>
desert (n)	kilometer (n)	react (v)	water (n)
destination (n)	kindness (n)	receive (v)	<b>wave (n)</b>
details (n)	<b>lava (n)</b>	region (n)	weed (n)
determine (v)	learn (v)	represent (v)	wetland (n)
<b>develop (v)</b>	level (n)	<b>rescue (v)</b>	wood (n)
difference (n)	liquid (adj)	resources (n)	
direction (n)	location (n)	reward (n)	
discover (v)	<b>magma (n)</b>	rhythm (n)	

Words from Unit 7 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><b>You hear:</b></p> <p>Way to go, Joe! Fantastic catch!</p> <p><b>You say:</b></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><b>You hear:</b></p> <p>"When did you know that something was missing?"</p> <p><b>You say:</b></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><b>You say:</b></p> <p>"Wait! Could you say that again more slowly, please?"</p> <p><b>Other options:</b></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"> <li>• I can start a question with "is," "can," or "do": Do you have my math book?</li> <li>• I can start a question with "who," "what," "where," "when," "how," or "why" to get more information: Where did you put my math book?</li> </ul>

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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
<b>Definition</b> Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous <b>refers to something that causes harm or injury.</b>
<b>Restatement</b> Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, <b>or result in injuries to climbers.</b>
<b>Synonym</b> Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. <b>Also dangerous</b> are very high altitudes that make it hard to breathe.
<b>Antonym</b> Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, <b>but</b> special gear keeps the climbers <b>safe.</b>
<b>Examples</b> Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. <b>For example</b> , they carry <b>extra food, equipment for heavy snowfall, and first-aid kits.</b>

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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 <b>as sluggishly as a snail</b> .	Cory and a snail	They both move very slowly.
His skin was <b>like sheets of sandpaper</b> .	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 <b>sun's rays were a thousand bee stings</b> on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only <b>companion was thirst</b> .	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 <b>angry sun</b> kept punishing him.	sun	has feelings
A <b>cactus reached out</b> 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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## 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.



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## Use Information Resources

### Books

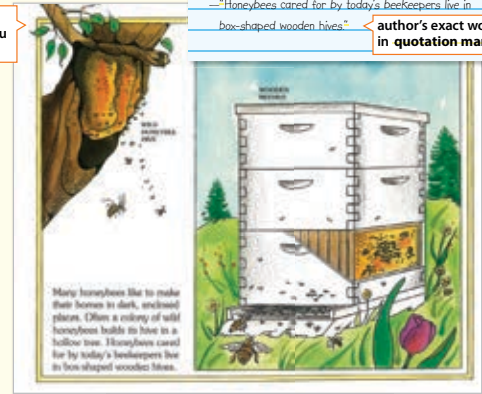


A book is a good source of information

#### 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.



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## Writing and Research, continued

### Encyclopedias

Each encyclopedia volume has facts about different topics.

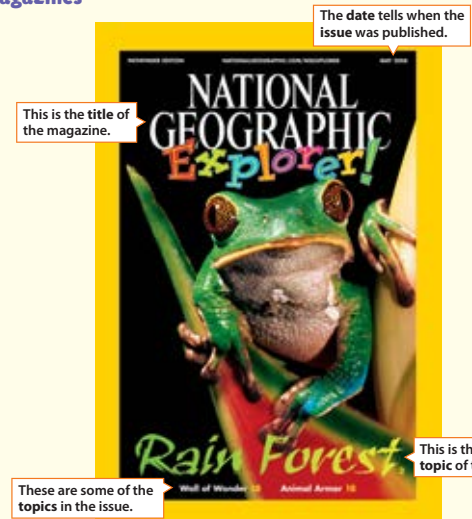


1. Look up your topic in the correct encyclopedia volume or on the CD-ROM.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

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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



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## Writing and Research, *continued*

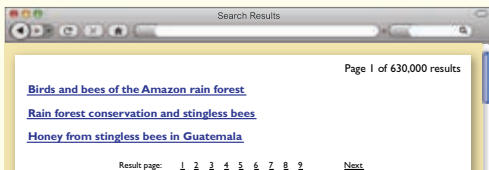
### Internet

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.

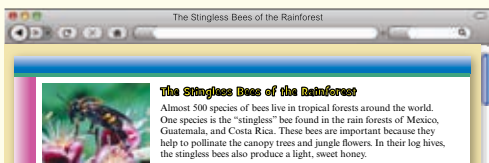
1. **Go to a search page.** Type in your key words. Click Search.



2. **Read the list of Web sites, or pages, that have your key words.** The underlined words are links to the Web sites.

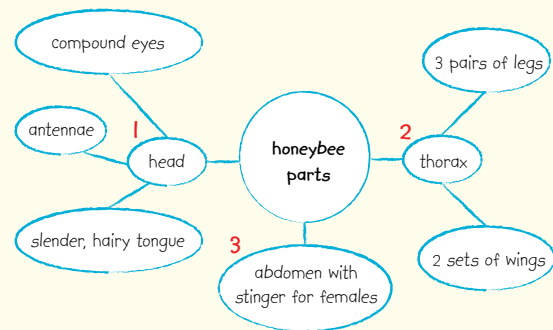


3. **Click on a link to go directly to the site, or Web page.** Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



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



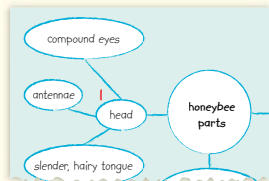
## Writing and Research, *continued*

### 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?
<b>4</b>	<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.
<b>3</b>	<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.
<b>2</b>	<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.
<b>1</b>	<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?
<b>4</b>	<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.
<b>3</b>	<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.
<b>2</b>	<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.
<b>1</b>	<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 <b>and</b> to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, <b>and</b> I go with them.
Use a comma and the conjunction <b>but</b> to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, <b>but</b> I ride my bike.
Use a comma and the conjunction <b>or</b> 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, <b>or</b> you can ride with Dad.

**Complex Sentences**

When you join independent and dependent clauses, you can make a complex sentence.

An <b>independent clause</b> expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A <b>dependent clause</b> does not express a complete thought. It is not a sentence.	before it gets busy
To make a <b>complex sentence</b> , join an <b>independent clause</b> with one or more <b>dependent clauses</b> . If the dependent clause comes first, put a <b>comma</b> after it.	<b>Before it gets busy,</b> Mom and her friends walk around the mall for exercise.



**Nouns**

Nouns name people, animals, places, or things.

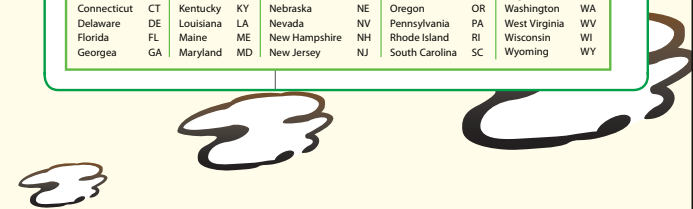
**Common Nouns and Proper Nouns**

There are two kinds of nouns.

A <b>common noun</b> names any person, animal, place, or thing of a certain type.	I know that <b>girl</b> . She rides a <b>horse</b> . I sometimes see her at the <b>park</b> . She walks her <b>dog</b> there.
A <b>proper noun</b> names a particular person, animal, place, or thing.	I know <b>Marissa</b> . I sometimes see her at <b>Hilltop Park</b> . She walks her dog <b>Chase</b> there. Her family is from <b>Dallas, Texas</b> . They live on <b>Crockett Lane</b> .

**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 <b>-s</b> to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add <b>-es</b> to count nouns that end in <b>x, ch, sh, ss, z,</b> and sometimes <b>o</b> .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus <b>y</b> , change the <b>y</b> to <b>i</b> and then add <b>-es</b> . For nouns that end in a vowel plus <b>y</b> , just add <b>-s</b> .	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."

<b>Weather Words</b>	fog heat lightning thunder rain <b>YES:</b> Thunder and lightning scare my dog. <b>NO:</b> Thunders and lightnings scare my dog.
<b>Food Words</b> Some food items can be counted by using a measurement word such as <b>cup, slice, glass,</b> or <b>head</b> plus the word <b>of</b> . To show the plural form, make the measurement word plural.	bread corn milk rice soup <b>YES:</b> I'm thirsty for <b>milk</b> . I want <b>two glasses of milk</b> . <b>NO:</b> I'm thirsty for milks. I want milks.
<b>Ideas and Feelings</b>	fun help honesty luck work <b>YES:</b> I need <b>help</b> to finish my homework. <b>NO:</b> I need helps to finish my homework.
<b>Category Nouns</b>	clothing equipment mail money time <b>YES:</b> My football <b>equipment</b> is in the car. <b>NO:</b> My football equipments is in the car.
<b>Materials</b>	air gold paper water wood <b>YES:</b> Is the <b>water</b> in this river clean? <b>NO:</b> Is the waters in this river clean?
<b>Activities and Sports</b>	baseball dancing golf singing soccer <b>YES:</b> I played <b>soccer</b> three times this week. <b>NO:</b> I played soccers three times this week.

## Grammar, Usage, Mechanics, and Spelling *continued*

### Nouns *(continued)*

#### Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

**Some jokes** are funny.  
Do you have a **favorite joke**?  
I have **an uncle** who knows a lot of jokes.  
It is **an event** when my uncle comes to visit.  
He lives about **an hour** away from us.

He drives in **a** snow, **a** fog, or **a** ice to get here.

Uncle Raul is **the** uncle I told you about.  
**The** jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.  
He used to live in **Brazil**.  
He speaks **English** and **Spanish**.  
Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.  
Sometimes he'll play **soccer** with me.  
Then we go to **Sal's Café** to eat.  
He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

**This** book has a lot of photographs.

**Those** books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

### Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.  
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.  
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?  
The **men's** scores are the highest.



## Grammar, Usage, Mechanics, and Spelling *continued*

### Pronouns

A pronoun takes the place of a noun or refers to a noun.

#### Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.  
**She** will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.  
**He** added the pictures to the report.

Use **it** for a thing.

The report is almost done.  
**It** will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes, Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more other people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.  
**They** will record each presentation.

### Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

**Julia** is a good speaker.  
**She** tells the class about Mars.

**The photos** show the surface of Mars.  
**They** are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

### Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."  
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.  
The class asked **them** about Mars.

Jack put **the report** online.  
Jack put **it** online.  
Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

### Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.  
Use **ours** to show that you and one or more people own something.  
Use **yours** to show that something belongs to one or more people you are talking to.

I wrote a report about the sun.  
The report about the sun is **mine**.  
**Meg, Bob, and I** drew diagrams.  
The diagrams are **ours**.  
Have you seen my report, Matt?  
Yes, that report is **yours**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.  
The desk is **hers**.


For two or more people, places, or things, use **theirs**.

**Ross and Clare** made posters.  
The posters are **theirs**.

**Adjectives**


An adjective describes, or tells about, a noun.

**How Adjectives Work**

Usually, an <b>adjective</b> comes before the noun it tells about. But, an <b>adjective</b> can also appear after verbs such as <i>is, are, look, feel, smell,</i> and <i>taste</i> .	You can buy <b>delicious</b> fruits at the market. All the fruit looks <b>fresh</b> . The shoppers are <b>happy</b> .																					
<b>Adjectives</b> describe • what something is like • the size, color, and shape of something • what something looks, feels, sounds, or smells like	The market is a <b>busy</b> place. The <b>round, brown</b> baskets are filled with fruits and vegetables. The <b>shiny</b> peppers are in one basket. Another basket has <b>crunchy</b> cucumbers. The pineapples are <b>sweet</b> and <b>juicy</b> .																					
Some <b>adjectives</b> tell "how many" or "in what order."	The sellers have <b>two</b> baskets of beans. The <b>first</b> 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 <b>lot of</b> sun, the sellers sit in the shade.																					
Possessive adjectives tell who owns something.	I pick out some oranges. <b>My</b> oranges are in the bag. That basket is <b>Ryan's</b> . <b>His</b> basket is full of apples. <b>The sellers'</b> chairs are in the shade. <b>Their</b> 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 <b>-er</b> to the adjective. You will often use the word <b>than</b> in your sentence, too.	This is a <b>small</b> pineapple. The guava is <b>smaller than</b> the pineapple.										
To compare three or more things, add <b>-est</b> to the adjective. Always use <b>the</b> before the adjective.	The lime is <b>the smallest</b> fruit of them all.										
For some adjectives, change the spelling before you add <b>-er</b> or <b>-est</b> .	<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										
• If the adjective ends in silent <b>e</b> , drop the final <b>e</b> and add <b>-er</b> or <b>-est</b> .	pretty <b>i</b> prettier prettiest	crazy <b>i</b> crazier craziest									
• If the adjective ends in <b>y</b> , change the <b>y</b> to <b>i</b> and add <b>-er</b> or <b>-est</b> .	big <b>g</b> bigger biggest	sad <b>d</b> sadder saddest									
• If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add <b>-er</b> or <b>-est</b> .	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 <b>-er</b> or <b>-est</b> to compare. Use <b>more</b> , <b>most</b> , <b>less</b> , or <b>least</b> .	<b>YES:</b> Of all the fruit, the guavas are the <b>most colorful</b> . <b>NO:</b> Of all the fruit, the guavas are the colorfulst. <b>YES:</b> The oranges are <b>more delicious</b> than the pears. <b>NO:</b> The oranges are deliciouser than the pears.										
When you make a comparison, use either <b>-er</b> or <b>more</b> ; or <b>-est</b> or <b>most</b> . Do <b>not</b> use both.	The oranges are the <b>most</b> juicy 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 <b>action verb</b> tells what someone or something does.	The children <b>ride</b> bikes. They <b>wear</b> helmets for safety. They <b>pedal</b> as fast as they can.
---	---

**The Verbs *Have* and *Be***

The verb <b>to have</b> tells what the subject of a sentence has.	I <b>have</b> a bicycle. It <b>has</b> twelve gears. My friend Pedro <b>has</b> a bicycle, too. Sometimes we <b>have</b> races.	Forms of the Verb <b>have</b> have has had
The verb <b>to be</b> does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).	I <b>am</b> a fan of bicycle races. Pedro <b>is</b> excited about our next race.	Forms of the Verb <b>be</b> am are is was were

**Linking Verbs**

A few other verbs work like the verb <b>to be</b> . They do not show action. They just connect, or link, the subject to a word in the predicate. Some of these verbs are <b>look, seem, feel, smell,</b> and <b>taste</b> .	My bicycle <b>looks</b> fantastic! Pedro and I <b>feel</b> ready for the race.
---	---



**Helping Verbs**

A <b>helping verb</b> works together with an action verb. A helping verb comes before a <b>main verb</b> . Some helping verbs have special meanings.	Pedro and I <b>are racing</b> today.
• Use <b>can</b> to tell that someone is able to do something.	We <b>will do</b> our best.
• Use <b>could, may,</b> or <b>might</b> to tell that something is possible.	We <b>can work</b> as a team.
• Use <b>must</b> to tell that somebody has to do something.	We <b>may reach</b> the finish line first.
• Use <b>should</b> to give an opinion or advice.	We <b>must pedal</b> hard to win!
	You <b>should practice</b> more.

**Contractions with Verbs**

You can put a subject and verb together to make a <b>contraction</b> . In a contraction, an apostrophe (') shows where one or more letters have been left out.	<b>They are</b> riding fast. <b>They're</b> riding fast. <b>They're</b> riding fast.																
You can make a contraction with the verbs <b>am, are,</b> and <b>is</b> .	<table border="1"> <tr> <th colspan="4">Contractions with <i>Be</i></th> </tr> <tr> <td>I + am = <b>I'm</b></td> <td>she + is = <b>she's</b></td> <td>you + are = <b>you're</b></td> <td>where + is = <b>where's</b></td> </tr> <tr> <td>we + are = <b>we're</b></td> <td>what + is = <b>what's</b></td> <td></td> <td></td> </tr> </table>	Contractions with <i>Be</i>				I + am = <b>I'm</b>	she + is = <b>she's</b>	you + are = <b>you're</b>	where + is = <b>where's</b>	we + are = <b>we're</b>	what + is = <b>what's</b>						
Contractions with <i>Be</i>																	
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we + are = <b>we're</b>	what + is = <b>what's</b>																
You can make a contraction with the helping verbs <b>have, has,</b> and <b>will</b> .	<table border="1"> <tr> <th colspan="4">Contractions with <i>Have</i> and <i>Will</i></th> </tr> <tr> <td>I + have = <b>I've</b></td> <td>he + has = <b>he's</b></td> <td>I + will = <b>I'll</b></td> <td></td> </tr> <tr> <td>you + have = <b>you've</b></td> <td>it + will = <b>it'll</b></td> <td></td> <td></td> </tr> <tr> <td>they + have = <b>they've</b></td> <td></td> <td></td> <td></td> </tr> </table>	Contractions with <i>Have</i> and <i>Will</i>				I + have = <b>I've</b>	he + has = <b>he's</b>	I + will = <b>I'll</b>		you + have = <b>you've</b>	it + will = <b>it'll</b>			they + have = <b>they've</b>			
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they + have = <b>they've</b>																	
In contractions with a verb and <b>not</b> , the word <b>not</b> is shortened to <b>n't</b> .	<table border="1"> <tr> <th colspan="4">Contractions with <i>Not</i></th> </tr> <tr> <td>do + not = <b>don't</b></td> <td>have + not = <b>haven't</b></td> <td>did + not = <b>didn't</b></td> <td>has + not = <b>hasn't</b></td> </tr> <tr> <td>are + not = <b>aren't</b></td> <td>could + not = <b>couldn't</b></td> <td>was + not = <b>wasn't</b></td> <td>should + not = <b>shouldn't</b></td> </tr> </table>	Contractions with <i>Not</i>				do + not = <b>don't</b>	have + not = <b>haven't</b>	did + not = <b>didn't</b>	has + not = <b>hasn't</b>	are + not = <b>aren't</b>	could + not = <b>couldn't</b>	was + not = <b>wasn't</b>	should + not = <b>shouldn't</b>				
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The contraction of the verb <b>can</b> plus <b>not</b> has a special spelling.	can + not = <b>can't</b>																

## 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.

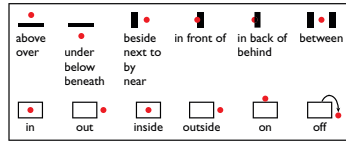
I do not catch **well** at all.

### Prepositions

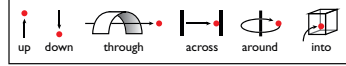
A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

#### Prepositions

Some prepositions tell **where** something is.



Some prepositions show **direction**.



Some prepositions tell **when something happens**.

<b>before</b> lunch	<b>in</b> 2003	<b>on</b> September 16
<b>during</b> lunch	<b>in</b> September	<b>at</b> four o'clock
<b>after</b> lunch	<b>in</b> the afternoon	<b>from</b> noon to 3:30

Other prepositions have many uses.

<b>about</b>	<b>among</b>	<b>for</b>	<b>to</b>
<b>against</b>	<b>at</b>	<b>from</b>	<b>with</b>
<b>along</b>	<b>except</b>	<b>of</b>	<b>without</b>

#### 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.

**O**ur 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

We're going the first **S**aturday in **J**anuary.

Days of the Week	Months of the Year
------------------	--------------------

<b>S</b> unday	<b>S</b> un.	<b>J</b> anuary	<b>J</b> an.
<b>M</b> onday	<b>M</b> on.	<b>F</b> ebruary	<b>F</b> eb.
<b>T</b> uesday	<b>T</b> ue.	<b>M</b> arch	<b>M</b> ar.
<b>W</b> ednesday	<b>W</b> ed.	<b>A</b> pril	<b>A</b> pr.
<b>T</b> hursday	<b>T</b> hurs.	<b>M</b> ay	} These months are not abbreviated.
<b>F</b> riday	<b>F</b> ri.	<b>J</b> une	
<b>S</b> aturday	<b>S</b> at.	<b>J</b> uly	
		<b>A</b> ugust	<b>A</b> ug.
		<b>S</b> eptember	<b>S</b> ep.
		<b>O</b> ctober	<b>O</b> ct.
		<b>N</b> ovember	<b>N</b> ov.
		<b>D</b> ecember	<b>D</b> ec.

Use a capital letter for each important word in the names of special days and holidays.

That will be after **C**hristmas, **K**wanzaa, and **N**ew **Y**ear's **D**ay.  
**E**arth **D**ay **F**ourth of **J**uly **H**anukkah  
**T**hanksgiving

### Capital Letters, *(continued)*

#### More Ways to Use Capital Letters

Use a capital letter for each important word in the names of

- public places, buildings, and organizations

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.

- streets, cities, and states

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, and planets and stars

Landforms and Bodies of Water	Continents	Planets and Stars
<b>R</b> ocky <b>M</b> ountains	<b>A</b> frica	<b>E</b> arth
<b>S</b> ahara <b>D</b> esert	<b>A</b> ntarctica	<b>M</b> ars
<b>G</b> rand <b>C</b> anyon	<b>A</b> sia	the <b>B</b> ig <b>D</b> ipper
<b>P</b> acific <b>O</b> cean	<b>A</b> ustralia	the <b>M</b> ilky <b>W</b> ay
<b>C</b> olorado <b>R</b> iver	<b>E</b> urope	
<b>L</b> ake <b>E</b> rie	<b>N</b> orth <b>A</b> merica	
	<b>S</b> outh <b>A</b> merica	

Use a capital letter for the names of countries and adjectives formed from the names of countries.

My friend **M**agdalena 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. **M**agdalena wrote a poem about **A**melia **E**arhart. She called it "**V**anished from the **S**ky." What a great title!

### Punctuation Marks

Punctuation marks make words and sentences easier to understand.



#### Period

Use a **period** at the end of a statement or a command.

I don't know if I should get a dog or a cat.  
Please help me decide.

Also use a **period** when you write a decimal, or to separate dollars from cents.

I saw a cute little dog last week.  
It only weighed 1.3 pounds.  
But it costs \$349.99!

Use a **period** after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.

The salesperson gave me this business card:



#### 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.



# Anthology Picture Dictionary

## 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			

Symbols for Short Vowel Sounds	Symbols for Long Vowel Sounds	Miscellaneous Symbols
a hat	ā cake	shun fraction $\frac{1}{2}$
e bell	ē key	chun question ?
i chick	ī bike	zhun division 除
o box	ō goat	
u bus	yū mule	

### 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 something that is helpful.

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

One **benefit** of rain is that it helps the flowers grow.

## 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** (kö-ah-pu-rä-shun) *noun*  
**Cooperation** is when people work together.



It takes **cooperation** to row the boat quickly.

**continent** (kon-tu-nunt) *noun*  
A **continent** is one of the major divisions of land on Earth.



Africa is one of seven **continents**.

**core** (kor) *noun*  
The **core** is the middle of something.



An apple **core** is the center part of an apple.

**crop** (krop) *noun*  
A **crop** is a large amount of plants a farmer grows, usually for food.




This farm had a very large orange **crop** this year.

608

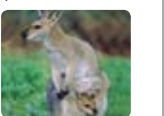
**cycle** ▶ **difference**

**cycle** (si-kuil) *noun*  
A **cycle** is a set of events that happen over and over again in a pattern.




This diagram shows the life **cycle** of a frog.

**depend** (di-pend) *verb*  
To **depend** means to need something or someone for support.




A baby **depends** on its mother.

**develop** (di-vel-up) *verb*  
When something **develops**, it grows over time.




The small plant will **develop** into a large tree.

**desert** (de-zurt) *noun*  
A **desert** is a hot, dry area where few plants grow.




The **desert** gets very little rain.

**decrease** (di-kres) *verb*  
When something **decreases** it becomes smaller in number, amount or in size.




The amount **decreases** after each slice is taken away.

**destination** (des-tu-nä-shun) *noun*  
A **destination** is the place you are traveling to.



They look for their **destination** on a map.

**difference** (di-fu-runts) *noun*  
To make a **difference** is to make something better.




They are making a **difference**. They are cleaning oil off the bird's body.

609


**direction** ▶ **ecosystem**

**direction** (du-rek-shun) *noun*  
When you move toward something, you move in that **direction**.




The arrow shows the **direction** of the road.

**discover** (dis-ku-vur) *verb*  
When you **discover** something, you find it.




She **discovers** an insect on this plant.

**distance** (dis-tunts) *noun*  
The **distance** is the amount of space between two places.




The **distance** between A and B is two inches.

**diversity** (du-vur-su-tē) *noun*  
**Diversity** means a lot of different people or things.




Our school has a great **diversity** of people.

**drought** (drowt) *noun*  
A **drought** is a long time of very dry weather.




The river is dry because of a **drought**.

**duty** (dü-tē) *noun*  
When you do your **duty**, you do what you are supposed to do.




The boy is doing his **duty** by throwing away his trash.

**earthquake** (urth-kwäk) *noun*  
An **earthquake** is a sudden violent shaking of Earth that may cause damage.




An **earthquake** damaged this building.

**ecosystem** (ē-kō-sis-tum) *noun*  
An **ecosystem** is a group of animals and plants, the place they live in, and how they act together.



This alligator is part of this wetland's **ecosystem**.

**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

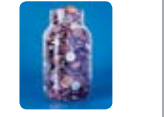
**endurance** ▶ **feet**

**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**!

**endurance** (es-tu-nä-shun) *noun*  
A **destination** is the place you are traveling to.




They look for their **destination** on a map.

**farmer** (far-mur) *noun*  
A **farmer** is someone who grows crops or raises animals.




The **farmer** picks carrots from the field.

**explore** (ik-splor) *verb*  
To **explore** means to go somewhere to learn about people or things.




He **explores** a new area.

**feelings** (fē-lingz) *noun*  
**Feelings** are how you experience something.



Happiness and surprise are kinds of **feelings**.

**feet** (fēt) *noun*  
**Feet** are units of length. One foot is twelve inches long.




He is almost four **feet** tall.

611

**field** ➤ **freeze**


**a**  
**b**  
**c**  
**d**  
**e**  
**f**  
**g**  
**h**  
**i**  
**j**  
**k**  
**l**  
**m**  
**n**  
**o**  
**p**  
**q**  
**r**  
**s**  
**t**  
**u**  
**v**  
**w**  
**x**  
**y**  
**z**

**field** (fi:ld) *noun*  
A **field** is an open space of land, which is sometimes used to plant crops.




This is a **field** of lettuce.

**flow** (fləʊ) *verb*  
To **flow** means to move along smoothly.




The ice cream **flows** from the machine into the cone.

**force** (fɔ:rs) *noun*  
**Force** means power or strength.




The **force** of the wind bends this tree.

**food chain** (fu:d tʃeɪn) *noun*  
A **food chain** is a series of animals and plants in which each one feeds on the one below it.




In some **fields**, farm animals eat grass.

**firm** (fɜ:m) *adjective*  
Something that is **firm** is hard.




You can skate on ice because it is **firm**.

**form** (fɔ:m) *noun*  
A **form** is a distinct state of matter.




Steam is one **form** of water.

**freeze** (fri:z) *verb*  
To **freeze** is to become solid or icy at a very low temperature.



Which fish in the cartoon stands for the "shark" in an ocean **food chain**?



We **freeze** water to make ice cubes for iced tea.

612

**future** ➤ **heritage**

**a**  
**b**  
**c**  
**d**  
**e**  
**f**  
**g**  
**h**  
**i**  
**j**  
**k**  
**l**  
**m**  
**n**  
**o**  
**p**  
**q**  
**r**  
**s**  
**t**  
**u**  
**v**  
**w**  
**x**  
**y**  
**z**

**future** (fyū-ʧʊr) *noun*  
The **future** is what will happen tomorrow or sometime after that.



My twelfth birthday is in the **future**.

**globe** (glɔ:b) *noun*  
A **globe** is a sphere with a map of the world on it.



We can locate different places on the **globe**.

**generation** (je-nu-rə-ʃʊn) *noun*  
A **generation** is made up of people born around the same year.



They are part of different **generations**.

**goal** (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:vɪst) *verb*  
When you **harvest**, you are gathering the crops that are ripe or ready to be picked.



She **harvests** the ripe strawberries.

**heritage** (haɪ-rɪ-tij) *noun*  
Your **heritage** is the traditions, ideas, and language of your ancestors.




People of our **heritage** celebrate Cinco de Mayo.

613

**identify** ➤ **journey**


**a**  
**b**  
**c**  
**d**  
**e**  
**f**  
**g**  
**h**  
**i**  
**j**  
**k**  
**l**  
**m**  
**n**  
**o**  
**p**  
**q**  
**r**  
**s**  
**t**  
**u**  
**v**  
**w**  
**x**  
**y**  
**z**

**identify** (i-den-tu-fi) *verb*  
When you **identify** something, you tell what it is.




She wants to **identify** a type of bird.

**increase** (in-kri:s) *verb*  
To **increase** means to grow in size or in number.




When our dog eats too much food, its weight **increases**.

**island** (i-lənd) *noun*  
An **island** is a piece of land completely surrounded by water.




This **island** is in the Caribbean Sea.

**individual** (in-du-vi-ju-wul) *noun*  
An **individual** is one person.




This **individual** is reading on her own.

**impact** (im-pəkt) *noun*  
What you do has an **impact** on things.




The children have a positive **impact** on the park.

**improve** (im-pru:v) *verb*  
To **improve** something means to make it better.




They **improve** the beach when they clean it.

**interact** (in-tur-əkt) *verb*  
To **interact** means to act together.



The students **interact** with each other to do a science project.

**journey** (ju:ni) *noun*  
A **journey** is a long trip.




Horses pulled covered wagons in the long, hard **journey** west.

614

**kilometer** ➤ **magma**


**a**  
**b**  
**c**  
**d**  
**e**  
**f**  
**g**  
**h**  
**i**  
**j**  
**k**  
**l**  
**m**  
**n**  
**o**  
**p**  
**q**  
**r**  
**s**  
**t**  
**u**  
**v**  
**w**  
**x**  
**y**  
**z**

**kilometer** (ku-ləh-mu-tər) *noun*  
A **kilometer** is a unit of measurement. Its length equals 1,000 meters.




The Golden Gate Bridge is about 1 **kilometer** long.

**kindness** (kɪnd-nəs) *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** (lə-vu) *noun*  
**Lava** is the hot, liquid rock that comes out of a volcano when it erupts.




The **lava** flows from the volcano's crater.

**liquid** (li-kwɪd) *adjective*  
Something that is **liquid** can be poured.



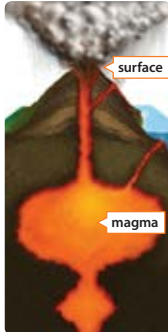
Milk is a **liquid** substance.

**location** (lə-kə-ʃʊn) *noun*  
A **location** is a place or a position.



This is a good **location** for looking at the clouds.

**magma** (məg-mu) *noun*  
**Magma** is melted rock found beneath Earth's surface.




**Magma** becomes lava when it flows out of a volcano.

615


**market** > nature

**market** (mar-kut) *noun*  
A **market** is a place where people go to buy and sell food and other things.




You can buy fruits and vegetables at this **market**.

**meter** (mē-tur) *noun*  
A **meter** is the basic unit of measurement in the metric system. It is equal to about three feet.




A baseball bat is about one **meter** long.

**money** (mū-nē) *noun*  
**Money** is the coins and paper bills people use for buying things.




This is enough **money** to buy a t-shirt.

**measurement** (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**?

**mixture** (miks-chur) *noun*  
A **mixture** is something made by combining different things together.




Add flour to this cake **mixture**.

**music** (myū-zik) *noun*  
**Music** is a pleasing group of sounds.



She make **music** with this instrument.

**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.



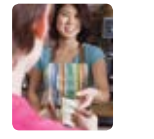
She **offers** food to her friends.

**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.

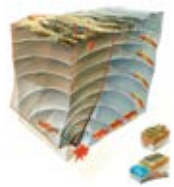


The girls **perform** on stage.

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-tekt) *verb*  
You **protect** something when you keep it safe.



Sharp spines **protect** the plant from animals.

**purpose** (pur-pus) *noun*  
A **purpose** is the reason for doing something.




What is the **purpose** of studying for a test?

619


**rainforest** > resources

**R**

**rainforest**  
(rān-fōr-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-sōrs-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.*

**This drummer keeps the rhythm of the song.**




**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.




*This drummer keeps the rhythm of the song.*

**river**  
(ri-vur) *noun*  
A **river** is a large, natural stream of water.




*This river runs through the land.*

**rock**  
(rok) *noun*  
A **rock** is a piece of stone.




*She is holding a rock.*

**root**  
(riit) *noun*  
A **root** is the part of a plant that grows under the soil.




*People eat the root of the carrot plant.*

**sand**  
(sand) *noun*  
**Sand** is very tiny pieces of rock that make up beaches and deserts.



*It is fun to play in the sand.*

**scarce**  
(skairs) *adjective*  
When something is **scarce**, it is hard to find or get.




*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.

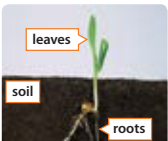


*The green light is a signal to walk.*




*The red light is a signal to stop.*

**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.*




*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.*




*She is in a sad state.*

**strategy**  
(stra-tū-jē) *noun*  
A **strategy** is a plan for success.




*She has a strategy for winning.*

**style**  
(stiil) *noun*  
**Style** is a way of doing something.




*He paints in a colorful style.*

**sprout**  
(sprout) *noun*  
A **sprout** is a young plant or the new growth on a plant.




*These sprouts are growing out of the soil.*

**storyteller**  
(stor-ē-te-lur) *noun*  
A **storyteller** tells tales to entertain people.



*The children listen to the storyteller.*

**substance**  
(sub-stuns) *noun*  
**Substance** is the material something is made of.




*Snow is a cold substance.*

623


**supply** > **thermometer**

**supply** (sū-plī) *noun*  
A **supply** is the amount you have of something.




They have a large **supply** of canned peaches.

**surface** (sur-fus) *noun*  
The **surface** is the outside part of something.




The **surface** of this ball is bumpy.




The **surface** of this watermelon is smooth.

**sustain** (sū-stān) *verb*  
To **sustain** means to keep something or someone alive or in existence.

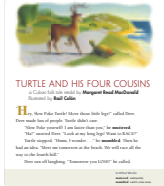


A mother bird brings food to **sustain** her chicks.

**tale** (tāl) *noun*  
A **tale** is a story about things that are made up.

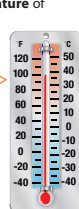


**The Ant and the Grasshopper**




Children enjoy reading folk **tales**.

**temperature** (tem-pur-chur) *noun*  
The **temperature** of something is how hot or cold it is.




The **temperature** is hot.



The **temperature** outside is very cold.

**thermometer** (hur-mah-mu-tur) *noun*  
A **thermometer** is used to measure temperature.



The doctor uses a **thermometer** to check for a fever.

624

**tradition** > **unit**

**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** (sū-nah-mē) *noun*  
A **tsunami** is a huge, dangerous, ocean wave. Underwater earthquakes cause tsunamis.



The **tsunami** crashes into buildings and floods the city.

**unique** (yū-nēk) *adjective*  
**Unique** things are different from other things.



The yellow flower is **unique**.



What is **unique** about this?

**trap** (trap) *verb*  
To **trap** something means to catch it and not let it go.



Spiders **trap** insects with webs.

**understand** (un-dur-stand) *verb*  
When you **understand** something, you know what it means.



Now he **understands** his homework.

**unit** (yū-nut) *noun*  
A **unit** is an amount used in measuring or counting.




An inch is a **unit** of length.

625


**value** > **warn**

**value** (val-yū) *verb*  
When you **value** something, you care about it.




The girl loves and **values** her dog.

**vary** (vair-ē) *verb*  
To **vary** something is to change it often.




I like to **vary** my lunches.

**vine** (vīn) *noun*  
A **vine** is a plant with a long stem that winds its way up trees or fences or runs along the ground.




The **vine** grows up the tree.

**volcano** (vol-kā-nō) *noun*  
A **volcano** is a mountain that can erupt. It has a large hole at the top called a crater. When a volcano erupts it shoots out hot lava, burning rocks, ash, and hot gases.




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

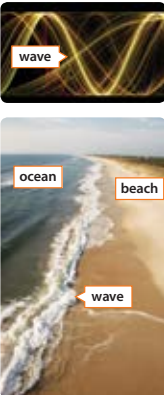
**water** > **wood**

**water** (waw-tur) *noun*  
**Water** is a clear liquid that you can drink or use to wash with.




**Water** falls from the sky and fills oceans, lakes, and rivers.

**wave** (wāv) *noun*  
A **wave** is a vibration through the air or water.




The **wave** is crashing on the beach.

**weed** (wēd) *noun*  
A **weed** is a wild plant that grows where it is not wanted.




These dandelions are **weeds**.

**wetland** (wet-land) *noun*  
A **wetland** is a place where there is a lot of moisture or water in the soil.




Many plants grow in a **wetland**.


**wood** (wood) *noun*  
**Wood** is the hard material that tree trunks and branches are made of.



He is cutting the tree so people can use its **wood**.



This man is making a table from **wood**.



**water lily**

627

# Anthology Index

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# Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
<b>LITERATURE</b>						
<b>Key Ideas and Details</b>						
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					●	●
<b>Craft and Structure</b>						
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
<b>Integration of Knowledge and Ideas</b>						
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				●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
<b>INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details</b>						
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
<b>Craft and Structure</b>						
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				●	●	●
<b>Integration of Knowledge and Ideas</b>						
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	●	●	●	●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
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
<b>Phonics and Word Recognition</b>						
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
<b>Phonics and Word Recognition, continued</b>						
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	●	●	●			
<b>Fluency</b>						
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

<b>Text Types and Purposes</b>						
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
<b>Writing Skills</b>						
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		●	●	●	●	●
<b>Production and Distribution of Writing</b>						
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
<b>Production and Distribution of Writing, continued</b>						
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	●	●	●	●	●	●
<b>Writing Traits</b>						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
<b>Research to Build and Present Knowledge</b>						
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				●	●	●
<b>Range of Writing</b>						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

# Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
<b>Comprehension and Collaboration</b>						
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					●	●
<b>Presentation of Knowledge and Ideas</b>						
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

<b>Conventions of Standard English</b>						
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
<b>Conventions of Standard English, continued</b>						
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
<b>Conventions of Standard English, continued</b>						
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 <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use <b>Reach into Phonics</b> 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
<b>Knowledge of Language</b>						
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		●	●	●	●	●
<b>Vocabulary Acquisition and Use</b>						
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
<b>Literature</b>			
<b>Key Ideas and Details</b>	<b>CC.3.Rlit.1</b>	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Unit 2:</b> T76, T80–81, T82–83, T84–85, T89, T90–91, T94, T98, T100, SG8, SG9; <b>Unit 4:</b> T237a; <b>Unit 7:</b> T452–453, T457, T458, T459, T460–461, T462, T464
	<b>CC.3.Rlit.2</b>	(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.	<b>Unit 1:</b> T12–13, T20, T22, SG8, SG9, SG14, SG15; <b>Unit 2:</b> SG8, SG9; <b>Unit 3:</b> T152–153, T154–155, T158, T162, T164a, SG8, SG9, SG14, SG15; <b>Unit 4:</b> T211a, T222, T227, T230, T232a, T235, T236, T261, T262–263, T264–265, T267a, T267d, SG8, SG9, SG14, SG15; <b>Unit 5:</b> SG8, SG9; <b>Unit 6:</b> T396a, T396b, T402, T403a, T405g, SG8, SG9, SG20, SG26, SG27; <b>Unit 7:</b> T430, T456, T462, T464a, SG8, SG9, SG20, SG21; <b>Unit 8:</b> T498, T506a, T508a, T508b, T512–513, T514–515, T517a, SG8, SG9, SG14, SG15
	<b>CC.3.Rlit.3</b>	(3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>Unit 1:</b> T12–13, T14–15, T16–17, T18–19, T20, T23, T24, T25, T30, T33f, T33g, T33r, SG14, SG15; <b>Unit 2:</b> T80–81, T84–85, T89, T94a; <b>Unit 3:</b> T141i, T152–153, T154–155, T156, T162, T163; <b>Unit 4:</b> T220–221, T222, T223, T225, T227, T232a, T234a, T234b, T236, T237, T237a, T239a, T239b, T262–263, SG14, SG15; <b>Unit 5:</b> T276, T277a, T286–287, T288–289, T293, T294–295, T296, T298, T298a, SG8, SG9; <b>Unit 7:</b> T443o; <b>Unit 8:</b> T492–493, T496, T497, T499, T500, T502–503, T504, T506a, T508a, T508b, T509, T510–511, T512–513, T514–515, T519a, T519b, SG14, SG15
<b>Craft and Structure</b>	<b>CC.3.Rlit.4</b>	(4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>Unit 1:</b> T4, T5, T33a, T34, T35, SG14, SG15; <b>Unit 2:</b> T72, T73, T96a, T96b, T97, T98, T100, T101a, T103a, T103b, T103d, T104, T105; <b>Unit 3:</b> T144, T158, T165s, T166, T166c, T173c, T174, SG14, SG15; <b>Unit 4:</b> T210, T211, T240, T241; <b>Unit 5:</b> T276, T277, T308; <b>Unit 6:</b> T344, T350, T356, T374, T375; <b>Unit 7:</b> T415a, T420, T432, T440, T447, SG8, SG9, SG20, SG21; <b>Unit 8:</b> T484, T485, T494–495, T520, T521
	<b>CC.3.Rlit.5</b>	(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.	<b>Unit 1:</b> T4, T20, T22, T26, T26a, T28a, T28b, T29, T30, T31a, T32, T33a, T33b, SG8, SG9; <b>Unit 2:</b> T84–85, T90–91, T103f, T103g; <b>Unit 3:</b> T154–155, T156, T159, T162, T164a, T166a, T166b, T167, T168–169, T170–171, T171a, T171b; <b>Unit 4:</b> T232a, T234a, T234b, T239a, T239b, SG14, SG15; <b>Unit 5:</b> T283, T284–285, T286–287, T293, T294–295, T296, T298, T298a, T333a; <b>Unit 6:</b> T364a, T397, T398–399, T400–401, T402, T403; <b>Unit 7:</b> T422–423, T424–425, T426–427, T431, T432, T434a, T443o, T445a, T446, T464a, T506a, T517a; <b>Unit 8:</b> T519f, T519g
	<b>CC.3.Rlit.6</b>	(6) Distinguish their own point of view from that of the narrator or those of the characters.	<b>Unit 1:</b> T29, T30; <b>Unit 3:</b> T162; <b>Unit 4:</b> T217, T226, T228–229, T235, T267a, T267b, T267f, T267g; <b>Unit 7:</b> T464; <b>Unit 8:</b> T519a, T519b, T519d
<b>Integration of Knowledge and Ideas</b>	<b>CC.3.Rlit.7</b>	(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).	<b>Unit 2:</b> T97, T99; <b>Unit 6:</b> T352–353, T354–355, T359, T392, T396c, T405a, T405b, T405d; <b>Unit 7:</b> T426–427, T432, T450, T458, T463a; <b>Unit 8:</b> T500
	<b>CC.3.Rlit.9</b>	(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).	<b>Unit 2:</b> T69j; <b>Unit 4:</b> T233j, T239a, T239b, T239f, T239g, T267g; <b>Unit 5:</b> T273j; <b>Unit 7:</b> T411j; <b>Unit 8:</b> T507i
<b>Range and Level of Complexity</b>	<b>CC.3.Rlit.10</b>	(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.	<b>Unit 1:</b> T1i, T8, T11, T12–13, T14–15, T16–17, T18–19, T20, T23, T24, T27j, T31a, T32, SG8, SG9, SG14, SG15; <b>Unit 2:</b> T69j, T73a, T79, T80–81, T82–83, T84–85, T89, T90–91, T95j, SG8, SG9; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> T273j, T280, T281, SG8, SG9; <b>Unit 6:</b> T341j, T348, T373r, T400–401, T402, SG8, SG9, SG20, SG26, SG27; <b>Unit 7:</b> T411j, T443p, T445a, T452–453, T454–455, T457, T458, T459, T460–461, T462, T463; <b>Unit 8:</b> 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
<b>Informational Text</b>			
<b>Key Ideas and Details</b>	<b>CC.3.Rinf.1</b>	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Unit 2:</b> T108, T109, T112–113, T116–117, T122–123, T129, T130–131, SG20, SG21, SG26, SG27; <b>Unit 6:</b> SG16, SG17; <b>Unit 7:</b> T437, T438, T439, T440, T467, T468, T469, T470; <b>Unit 8:</b> SG10, SG11, SG16, SG17
	<b>CC.3.Rinf.2</b>	(2) Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Unit 1:</b> T27j, T58–59, SG4, SG5, SG10, SG11, SG20, SG21, SG26, SG27; <b>Unit 2:</b> T128a, T128b, T129, T130–131, T135a, T135b, SG4, SG5, SG10, SG11, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 3:</b> T175a, T176, T182–183, T184–185, T186, T188, T189, T191, T192, T193, T194a, T201a, T201b, T201d, T201f, T201g, SG4, SG5, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T244, T248–249, T250–251, T252, T255, T256, T258a, SG10, SG11, SG20, SG21, SG26, SG27; <b>Unit 5:</b> T307d, T324, SG14, SG15, SG16, SG17, SG26, SG27; <b>Unit 6:</b> T368, T390, SG10, SG11, SG14, SG15, SG21, SG26, SG27; <b>Unit 7:</b> T465j, T466a, T466b, SG14, SG15, SG26, SG27; <b>Unit 8:</b> T521a, T522, T528, T530, T533, T534–535, T538a, SG20, SG21, SG26, SG27
	<b>CC.3.Rinf.3</b>	(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.	<b>Unit 2:</b> T105a, T112–113, T114–115, T116–117, T118–119, T121, T122–123, T133a, SG20, SG21, SG22, SG23; <b>Unit 3:</b> T173a, T173b, T173d, T173f, T173g, T173h, T180, T182–183, T184–185, T186, T187, T189, T190, T191, T192, T193, T194, T194a, T197, T198, SG10, SG11; <b>Unit 4:</b> T244, SG20, SG21, SG22, SG23, SG26, SG27; <b>Unit 5:</b> T309a, T316–317, T321, T323, T324, T326a, T335a, T335b, SG4, SG5, SG20, SG21; <b>Unit 6:</b> T368, T375a, T384–385, T386–387, T392, T394a, SG21, SG22, SG23; <b>Unit 7:</b> T435j, T436a, T436b, T443a, T443b, T443f; <b>Unit 8:</b> T521a, T538a, T540a, T540b, T545a, T547a, T547b, SG4, SG5, SG20, SG21, SG26, SG27
<b>Craft and Structure</b>	<b>CC.3.Rinf.4</b>	(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.	<b>Unit 1:</b> T4, T5, T6a, T7, T34, T35, T36a, T37; <b>Unit 2:</b> T72, T73, T74a, T75, T104, T105, T106a, T107; <b>Unit 3:</b> T144, T145, T146a, T147, T174, T175, T176a, T177, T193a; <b>Unit 4:</b> T210, T211, T212a, T213, T240, T241, T242a, T243; <b>Unit 5:</b> T276, T277, T278a, T279, T308, T309, T310a, SG22, SG23; <b>Unit 6:</b> T344, T345, T346a, T347, T374, T375, T376a, T377; <b>Unit 7:</b> T415a, T416, T417, T444, T445, T446a, T447, T465s, T466, T466c, T473c, T473e; <b>Unit 8:</b> T484, T485, T486a, T487, T520, T521, T522a, T523
	<b>CC.3.Rinf.5</b>	(5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Unit 1:</b> T55h, T57; <b>Unit 2:</b> T103y, T103z, T114–115, T116–117, T121, T122–123, T127a, T129; <b>Unit 3:</b> T165i, T181, T182–183, T184–185, T189, T191, T196a, T196b, T197, T198, T199a, T201a, T201b, T201d, SG22, SG23, SG26, SG27; <b>Unit 4:</b> T246, T247, T250–251, T252; <b>Unit 5:</b> T301, T303, T307a, T307b, T315, T316–317, T328a, T328b, T330, T331, T332, T335f, T335g, SG10, SG11, SG26, SG27; <b>Unit 6:</b> T381, T382–383, T384–385, T386–387, T388–389; <b>Unit 7:</b> T443p, T467, T468; <b>Unit 8:</b> T527, T528, T530, T531, T534–535
	<b>CC.3.Rinf.6</b>	(6) Distinguish their own point of view from that of the author of a text.	<b>Unit 1:</b> T41, T48, T53a, T56a, T56b, T57, T58–59; <b>Unit 2:</b> T135f, T135g; <b>Unit 3:</b> T194; <b>Unit 4:</b> T250–251, SG16, SG17; <b>Unit 5:</b> T330, T331; <b>Unit 8:</b> T547f, T547g
<b>Integration of Knowledge and Ideas</b>	<b>CC.3.Rinf.7</b>	(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).	<b>Unit 3:</b> T196a, T196b, SG26, SG27; <b>Unit 4:</b> SG4, SG5; <b>Unit 5:</b> T314, T315, T321, T322, T323; <b>Unit 6:</b> T366a, T366b, T371a, T373a, T373b, T373g, T394, SG14, SG15; <b>Unit 7:</b> T468, SG4, SG5, SG10, SG11; <b>Unit 8:</b> T540c, SG22, SG23
	<b>CC.3.Rinf.8</b>	(8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>Unit 1:</b> T35a, T42–43, T52, T54a, T55, SG20, SG21, SG22, SG23, SG26, SG27; <b>Unit 2:</b> T126b; <b>Unit 3:</b> T173a, T173b, T190, T191, T198, SG16, SG17; <b>Unit 4:</b> SG22, SG23; <b>Unit 5:</b> SG20, SG21; <b>Unit 6:</b> SG4, SG5, SG21; <b>Unit 7:</b> T416a, T443f, T443g, SG14, SG15, SG22, SG23; <b>Unit 8:</b> T521a
	<b>CC.3.Rinf.9</b>	(9) Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Unit 1:</b> T61a, T63f, T63g, SG16, SG17; <b>Unit 2:</b> T133a, SG16, SG17; <b>Unit 3:</b> T173g, T173h, T201g; <b>Unit 5:</b> T300a, T300b, T301, T303, T304, T305a, T307f, T307g, SG14, SG15; <b>Unit 6:</b> T402; <b>Unit 7:</b> T435q, T435r, T441a, T442, T443g, T443h, T443p, T471a, T472, T473g, T473h, SG16, SG17; <b>Unit 8:</b> T545a
<b>Range and Level of Text Complexity</b>	<b>CC.3.Rinf.10</b>	(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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T103r, T127h, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 3:</b> T141j, T165j, T173r, T195h, T197, T198, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T207j, T233j, T239r, T241a, T259h, T260a, T260b, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 5:</b> T273j, T299j, T307r, T312, T326a, T327, T327h, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 6:</b> T341j, T365j, T373g, T373r, T378, T395h, T397, T398–399, T402, SG5, SG11, SG14, SG15, SG17, SG21, SG23; <b>Unit 7:</b> T418, T448, T465j, T473a, T473b, T473f, T473g, T473h, SG5, SG11, SG14, SG15, SG17, SG23, SG26, SG27; <b>Unit 8:</b> 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
<b>Foundational Skills</b>			
<b>Phonics and Word Recognition</b>	<b>CC.3.Rfou.3</b>	<b>(3)</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>Unit 1:</b> T1i, T1l, T1m, T27j, T27m, T27n, T33r, T33u, T33v, T55h, T55k, T55l; <b>Unit 2:</b> 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; <b>Unit 3:</b> T141j, T165j, T165m, T166c, T173r, T173u, T173v, T195g, T195h, T195k, T195l, T196, T196c, T201c, T201e; <b>Unit 4:</b> T207j, T207k, T207l, T207m, T207n, T233j, T233k, T233l, T233m, T239r, T239s, T239t, T259h, T259i, T259j; <b>Unit 5:</b> T273j, T273k, T273l, T273m, T273n, T299j, T299k, T299l, T299m, T299n, T307r, T307s, T307t, T307u, T307v, T327h, T327i, T327j, T327k, T327l; <b>Unit 6:</b> T341j, T341k, T341l, T341n, T365j, T365k, T365l, T365m, T365n, T373r, T373s, T373t, T373u, T373v, T395h, T395i, T395j, T395k, T395l; <b>Unit 7:</b> T411j, T411k, T411l, T411m, T411n, T435j, T435m, T435n, T443b, T443p, T443s, T443t, T465j, T465m, T465s, T466, T466c; <b>Unit 8:</b> T481j, T481k, T481l, T481n, T507i, T507j, T507k, T507l, T507n, T509, T519b, T519r, T519u, T519v, T539h, T539k
	<b>CC.3.Rfou.3.a</b>	<b>(a)</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>Unit 3:</b> T195g, T196, T196c, T201c, T201e; <b>Unit 4:</b> T233s, T234, T234c, T239c, T239e; <b>Unit 8:</b> T481m, T481n, T507m, T507n
	<b>CC.3.Rfou.3.b</b>	<b>(b)</b> Decode words with common Latin suffixes.	<b>Unit 8:</b> T418l, T507k, T507l, T519t, T539j
	<b>CC.3.Rfou.3.c</b>	<b>(c)</b> Decode multi-syllable words.	<b>Unit 2:</b> T128c, T135c, T135e; <b>Unit 3:</b> T165k, T165l; <b>Unit 4:</b> T207m, T207n, T233m; <b>Unit 5:</b> T273m, T299n, T307w, T327k; <b>Unit 6:</b> T341k, T341l, T341m, T365n, T373u, T395l; <b>Unit 7:</b> T443q, T443r, T465i, T465k, T465l, T465s, T466, T466c, T473c; <b>Unit 8:</b> T481m, T481n, T507m, T507n, T519s, T519t, T519u, T539j, T539k, T539l
	<b>CC.3.Rfou.3.d</b>	<b>(d)</b> Read grade-appropriate irregularly spelled words.	<b>Unit 1:</b> T1j, T1k, T33s, T33t, T55i, T55j; <b>Unit 2:</b> T69k, T69l, T95k, T95l, T103s, T103t, T127i, T127j; <b>Unit 3:</b> T141k, T141l, T165k, T165l, T173s, T173t, T195i, T195j; <b>Unit 4:</b> T259i, T259j; <b>Unit 5:</b> T273k, T273l, T299k, T299l, T307s, T307t, T327i, T327j; <b>Unit 6:</b> T341k, T341l, T365k, T365l, T373s, T373t, T395i, T396j; <b>Unit 7:</b> T411k, T411l, T435k, T435l, T443q, T443r, T465k, T465l; <b>Unit 8:</b> T481k, T481l, T507k, T507l, T519s, T519t, T539j
<b>Fluency</b>	<b>CC.3.Rfou.4</b>	<b>(4)</b> Read with sufficient accuracy and fluency to support comprehension.	<b>Unit 1:</b> T5a, T8, T12–13, T28a, T29, T31a, T33b, T35a, T38, T42–43, T56a, T57, T62, T63b; <b>Unit 2:</b> T73a, T76, T80–81, T96a, T97, T101a, T103b, T105a, T108, T112–113, T128a, T129, T134, T135b; <b>Unit 3:</b> T145a, T148, T152–153, T166a, T167, T172, T173b, T175a, T178, T182–183, T196a, T197, T200; <b>Unit 4:</b> T211a, T214, T218–219, T234a, T235, T238, T239b, T241a, T244, T248–249, T260a, T261, T266, T267b; <b>Unit 5:</b> T277a, T280, T286–287, T300a, T301, T306, T307b, T309a, T312, T316–317, T328a, T329, T334, T335b; <b>Unit 6:</b> T345a, T348, T352–353, T366a, T367, T372, T373b, T375a, T378, T382–383, T396a, T397, T404, T405b; <b>Unit 7:</b> T415a, T422–423, T436a, T437, T442, T445a, T448, T452–453, T457, T465, T466a, T467, T471a, T473b; <b>Unit 8:</b> T485a, T488, T494–495, T508a, T518, T521a, T524, T528, T533, T539, T540a, T541, T546, T547b
	<b>CC.3.Rfou.4.a</b>	<b>(a)</b> Read on-level text with purpose and understanding.	<b>Unit 1:</b> T12–13, T23, T42–43, T47; <b>Unit 4:</b> T214, SG8, SG9, SG14, SG15; <b>Unit 6:</b> T397; <b>Unit 7:</b> T437, T452–453, T457, T467; <b>Unit 8:</b> T541, T547b
	<b>CC.3.Rfou.4.b</b>	<b>(b)</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Unit 1:</b> T1i, T12–13, T23, T27, T27i, T28a, T29, T31a, T33b, T33d, T33l, T33r, T42–43, T47, T54a; <b>Unit 2:</b> T69j, T80–81, T89, T95, T103r, T112–113, T121, T127; <b>Unit 3:</b> T141i, T141j, T152–153, T159, T164a, T165, T166a, T167, T172, T173b, T173r, T182–183, T189, T195; <b>Unit 4:</b> T207j, T218–219, T225, T233, T234a, T235, T238, T239b, T239r, T248–249, T255, T258a, T259h; <b>Unit 5:</b> T273j, T286–287, T293, T299, T307r, T316–317, T321, T326a; <b>Unit 6:</b> T341j, T352–353, T357, T365, T366a, T367, T372, T373r, T382–383, T391, T395; <b>Unit 7:</b> T411j, T422–423, T435, T436a, T437, T442, T443b, T443p, T466a, T467, T471a, T473b; <b>Unit 8:</b> T481j, T494–495, T499, T507, T507i, T508a, T509, T518, T519b, T519r, T540a, T541, T546, T547b
	<b>CC.3.Rfou.4.c</b>	<b>(c)</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Unit 6:</b> T405a, T405e; <b>Unit 8:</b> 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.	<b>Unit 4:</b> T233b, T233c, T258, T259g, T259o, T259p, T268, T269, T270, T273; <b>Unit 5:</b> T327o, T320p, T337, T338, T339; <b>Unit 6:</b> T341i, T373g, T388–389, T403; <b>Unit 7:</b> T434, T471; <b>Unit 8:</b> 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.	<b>Unit 4:</b> T259o, T259p, T268, T269, T270; <b>Unit 5:</b> T320p, T327o, T337, T338, T339; <b>Unit 8:</b> T507b
	CC.3.W.1.b	(b) Provide reasons that support the opinion.	<b>Unit 4:</b> T233b, T233c, T259o, T259p, T268, T269, T270, T273; <b>Unit 5:</b> T337, T338; <b>Unit 6:</b> T373g, T388–389, T403; <b>Unit 7:</b> T434; <b>Unit 8:</b> 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.	<b>Unit 4:</b> T242, T259o, T259p, T268, T269, T270; <b>Unit 5:</b> T337, T338; <b>Unit 6:</b> T341i; <b>Unit 7:</b> T471; <b>Unit 8:</b> T481q, T481r, T497, T516–517
	CC.3.W.1.d	(d) Provide a concluding statement or section.	<b>Unit 5:</b> T327p, T337, T338; <b>Unit 8:</b> T507b, T507c
	CC.3.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Unit 1:</b> T55g, T68, T69; <b>Unit 2:</b> T69i, T103q, T127g, T137, T138; <b>Unit 3:</b> T141i, T165j, T173q, T173r, T195g, T195h, T195o, T195p, T202, T203, T204, T205; <b>Unit 4:</b> T207j, T259h; <b>Unit 5:</b> T273j, T299q, T299r, T307i, T307j, T307k, T307l, T307q, T307r, T327g; <b>Unit 6:</b> T373j, T373k, T373l, T395h; <b>Unit 7:</b> T465i, T465q, T465r, T478; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T55h; <b>Unit 2:</b> T69i, T103r, T127g, T137, T138; <b>Unit 3:</b> T141j, T165j, T173r, T195o, T195p, T202, T203; <b>Unit 4:</b> T233i, T259g; <b>Unit 5:</b> T273j, T299j, T299q, T299r, T307j, T327g, T336, T337, T338; <b>Unit 6:</b> T395o, T395p, T406, T407; <b>Unit 7:</b> T435q, T435r, T465q, T465r, T478; <b>Unit 8:</b> T481i, T519q, T539a, T539b, T553
	CC.3.W.2.b	(b) Develop the topic with facts, definitions, and details.	<b>Unit 2:</b> T127o, T127p, T137, T138; <b>Unit 3:</b> T203, T204; <b>Unit 5:</b> T307j, T307k, T307q; <b>Unit 7:</b> 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.	<b>Unit 3:</b> T141q, T141r; <b>Unit 7:</b> T465q, T465r
	CC.3.W.2.d	(d) Provide a concluding statement or section.	<b>Unit 6:</b> 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.	<b>Unit 1:</b> T1h, T27b, T27c, T65, T66; <b>Unit 2:</b> T95b, T95c, T103q; <b>Unit 3:</b> T141q, T141r, T165a, T165b, T165c, T165d, T165q, T165r; <b>Unit 5:</b> T307q, T341; <b>Unit 6:</b> T373q, T395g; <b>Unit 7:</b> T411i, T416, T465b; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1p, T1q, T27a, T27b, T27c, T55b, T65, T66; <b>Unit 2:</b> T103q; <b>Unit 4:</b> T233q, T233r, T239j, T239k; <b>Unit 5:</b> T307q; <b>Unit 7:</b> T465b; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T27c, T27q, T27r, T33i, T33j, T33k, T55b, T65, T66; <b>Unit 2:</b> T95b, T95c, T141; <b>Unit 4:</b> T231a, T273; <b>Unit 5:</b> T273i, T273q, T273r, T290–291, T297a, T299i; <b>Unit 7:</b> T443w, T443x, T465b, T465c; <b>Unit 8:</b> T505a, T507i, T507q, T507r
	CC.3.W.3.c	(c) Use temporal words and phrases to signal event order.	<b>Unit 1:</b> T1q, T55b; <b>Unit 7:</b> T435i, T436b, T443d
	CC.3.W.3.d	(d) Provide a sense of closure.	<b>Unit 1:</b> T1q, T66; <b>Unit 3:</b> T207; <b>Unit 8:</b> T539o, T539p
	Production and Distribution of Writing	CC.3.W.4	(4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CC.3.W.5		(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	<b>Unit 1:</b> T1o, T27a, T27b, T27c, T27d, T27p, T33i, T33j, T33k, T33l, T33x, T55n, T64, T65, T66; <b>Unit 2:</b> T69p, T95a, T95b, T95c, T95d, T95i, T95p, T103i, T103j, T103k, T103l, T103x, T127n, T136, T137, T138; <b>Unit 3:</b> T141i, T141p, T165a, T165b, T165c, T165d, T165p, T173i, T173j, T173k, T173l, T173x, T195n, T202, T203, T204, T205; <b>Unit 4:</b> T207p, T233a, T233b, T233c, T233d, T233p, T239i, T239j, T239k, T239l, T239x, T259n, T268, T269, T270; <b>Unit 5:</b> T273p, T299p, T307i, T307j, T307k, T307l, T307x, T327m, T336, T337, T338, T339; <b>Unit 6:</b> T341p, T365a, T365b, T365c, T365d, T365p, T373i, T373j, T373k, T373l, T373x, T395n, T406, T407, T408, T409; <b>Unit 7:</b> T411p, T435b, T435c, T435d, T435p, T465a, T465b, T465c, T465d, T465p, T476, T476a, T477, T478, T479; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T95j, T127b; <b>Unit 3:</b> T165a, T165b, T165c, T165d, T173i, T173j, T173k, T173l, T195b, T195g, T195o, T195p; <b>Unit 4:</b> T239y, T239z; <b>Unit 6:</b> T365a, T365b, T365c, T365d, T373i, T373j, T373k, T373l, T406, T407, T408, T409; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T33q, T33z, T55a; <b>Unit 2:</b> T103y, T103z; <b>Unit 3:</b> T141j, T173q, T173y, T173z, T195a, T195b, T195h, T202; <b>Unit 4:</b> T239y, T239z, T259a; <b>Unit 5:</b> T327a, T327b; <b>Unit 6:</b> T373i, T373j; <b>Unit 7:</b> T411j, T435i, T435q, T443i, T476, T476a; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T33q, T33z, T55a, T55h; <b>Unit 2:</b> T69j, T103r, T127a, T127b; <b>Unit 3:</b> T141i, T141j, T165i, T165j, T173q, T173r, T173y, T173z, T195a, T195b, T195h, T202, T203; <b>Unit 4:</b> T259a, T259b; <b>Unit 5:</b> T299i, T299j, T307y, T307z, T327a, T327b; <b>Unit 6:</b> T341j, T373i, T373j, T373y, T373z, T395a, T395b, T395g; <b>Unit 7:</b> T411j, T435i, T435q, T435r, T443i, T443j, T443p, T465i, T476a, T477, T478; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> 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; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1h, T10, T26, T27i, T27s, T28c, T32, T33h, T33r, T36a, T46, T55g, T55q, T56c, T62, T63f, T63h; <b>Unit 2:</b> T69i, T88, T102, T103h, T107, T110, T120, T128c, T133a, T134, T135h, T141; <b>Unit 3:</b> T141i, T150, T165i, T165j, T166c, T170–171, T172, T173q, T173r, T180, T194, T195b, T195g, T195h, T195q, T196c, T200, T201, T201h; <b>Unit 4:</b> T210, T216, T224, T232, T233, T233i, T234c, T239d, T239h, T242a, T254, T258, T259, T259g, T259q, T260c, T266, T267h, T273; <b>Unit 5:</b> T273i, T276, T277, T277a, T282, T292, T298, T299, T299i, T299j, T299s, T300c, T306, T314, T315, T321, T326, T327, T327g, T327h, T327q, T328c, T334; <b>Unit 6:</b> T341i, T350, T351, T356, T365s, T372, T373r, T380, T394, T395h, T396c, T404, T405d; <b>Unit 7:</b> T420, T435i, T435j, T446a, T465i, T465j; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T63d, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 2:</b> T96c, T106a, T127h, T140, T141, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 3:</b> T163b, T164, T165, T165i, T173q, T201d, T201h, T206, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T232, T239d, T258, T259, T266, T272, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 5:</b> T273i, T299i, T307h, T335h, T340, T341, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 6:</b> T373h, T395q, T410, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 7:</b> T412, T413, T434, T443h, T465j, T473h, T480, T481, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 8:</b> 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).	<b>Unit 1:</b> T27s, T36a, T55q; <b>Unit 3:</b> T195q; <b>Unit 4:</b> T238, T239h, T267h; <b>Unit 5:</b> T327q; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T27s, T33z; <b>Unit 2:</b> T69i, T72, T95i, T106a, T127q, T135h; <b>Unit 3:</b> T145, T146a, T147, T165s, T207; <b>Unit 4:</b> T273; <b>Unit 5:</b> T278a; <b>Unit 6:</b> T350, T351, T365s, T409, T410, T411; <b>Unit 7:</b> T443d; <b>Unit 8:</b> T552, T553
	CC.3.SL.1.d	(d) Explain their own ideas and understanding in light of the discussion.	<b>Unit 1:</b> T26, T40, T54; <b>Unit 2:</b> T69i, T95i, T126, T127q; <b>Unit 3:</b> T141i, T146a, T147, T148, T165i, T173q, T176a, T195g; <b>Unit 4:</b> T210, T240, T241, T242a, T254, T258, T259, T266; <b>Unit 5:</b> T299s, T306, T334; <b>Unit 6:</b> T372; <b>Unit 7:</b> T416a, T435s, T444, T445, T465s; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T2, T3, T36a; <b>Unit 2:</b> T70, T71, T127g, T135a, T135b, T135d; <b>Unit 3:</b> T142, T173h; <b>Unit 4:</b> T207i, T208, T209, T233j, T239q, T259g; <b>Unit 5:</b> T307d; <b>Unit 6:</b> T342, T346a, T373d, T373q, T405d, T410, T411; <b>Unit 7:</b> T411i, T435j, T443p, T465i, T465s, T473d; <b>Unit 8:</b> T482, T483, T538, T539g
	CC.3.SL.3	(3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>Unit 1:</b> T33q, T33z, T40, T55b, T55g, T68, T69; <b>Unit 2:</b> T72, T127g; <b>Unit 3:</b> T145, T146a, T147, T148, T174; <b>Unit 4:</b> T239q, T240, T273; <b>Unit 5:</b> T307q, T310a, T327b; <b>Unit 6:</b> T341i, T344, T345, T346a, T364, T365, T365i, T395g, T411; <b>Unit 7:</b> T435j, T465i; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1h, T4, T5, T6a, T22, T26, T27, T33q, T34, T54, T55, T55b, T55g, T68, T69; <b>Unit 2:</b> T74a, T94, T95, T95s, T126; <b>Unit 3:</b> T158, T162, T173d, T195b, T207; <b>Unit 4:</b> T207i, T207j, T212a, T233i, T233s, T259b, T267d, T272; <b>Unit 5:</b> T306, T307q, T308, T327b, T327g, T334, T341; <b>Unit 6:</b> T341j, T356, T365s, T373q, T395b, T395g, T405d; <b>Unit 7:</b> T414, T415, T435j, T443j, T443p, T465j, T472; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1h, T27i, T33i, T55b; <b>Unit 2:</b> T127b, T140, T141; <b>Unit 3:</b> T195b, T206; <b>Unit 4:</b> T207i, T272; <b>Unit 5:</b> T273i, T299, T307r; <b>Unit 6:</b> T365d, T365i, T373q, T395b, T409; <b>Unit 7:</b> T435j, T443p, T465j, T479, T480, T481; <b>Unit 8:</b> 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.)	<b>Unit 2:</b> T78, T95j, T103q, T104, T105, T126, T127g; <b>Unit 7:</b> T435i; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1n, T1o, T27d, T27o, T27p, T32a, T33, T33l, T33w, T33x, T55m, T55n, T55o, T55p, T62a, T63, T66; <b>Unit 2:</b> T95d, T102a, T103, T103q, T103w, T103x, T127m, T127n, T134a, T135, T138; <b>Unit 3:</b> T141o, T141p, T165d, T165o, T165p, T172a, T173, T173l, T173u, T173w, T173x, T195m, T195n, T199, T200a, T201, T204, T207; <b>Unit 4:</b> T207o, T207p, T233d, T233o, T233p, T238a, T239, T239l, T239w, T239x, T259m, T259n, T266a, T267, T270; <b>Unit 5:</b> T273o, T273p, T299o, T299p, T306a, T307, T307l, T307w, T307x, T327m, T327n, T334a, T335, T338; <b>Unit 6:</b> T341o, T341p, T365d, T365o, T365p, T372a, T373, T373l, T373w, T373x, T395m, T395n, T404a, T405, T408; <b>Unit 7:</b> T411o, T411p, T433, T434, T435o, T435p, T442a, T443, T443u, T443v, T465o, T465p, T472a, T473; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1n, T1o, T27d, T27o, T27p, T33l, T33w, T33x; <b>Unit 3:</b> T173l, T204; <b>Unit 4:</b> T207o, T207p, T239w, T239x, T259m, T259n; <b>Unit 5:</b> T273o, T273p, T299o, T299p, T306a, T307w, T307x; <b>Unit 6:</b> T341o, T341p, T365o, T365p, T373w, T373x, T395m, T395n, T404a, T405; <b>Unit 7:</b> T411o, T411p, T435o, T435p, T442a, T443u, T443v; <b>Unit 8:</b> T481o, T481p, T539m, T539n
	CC.3.L.1.b	(b) Form and use regular and irregular plural nouns.	<b>Unit 3:</b> T165o, T165p, T172a, T173, T173l, T173w, T173x, T195m, T195n, T200a, T201, T204; <b>Unit 4:</b> T259g
	CC.3.L.1.c	(c) Use abstract nouns (e.g., childhood).	<b>Unit 1:</b> T1o
	CC.3.L.1.d	(d) Form and use regular and irregular verbs.	<b>Unit 4:</b> T233d, T239l, T239w, T239x, T259m, T259n, T266a, T267, T270; <b>Unit 8:</b> 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.	<b>Unit 4:</b> T233o, T233p, T238a, T239, T239u, T259k; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T55m, T55n, T62a, T63, T66; <b>Unit 4:</b> T238a, T239, T239w, T239x, T259m, T259n, T266a, T267; <b>Unit 6:</b> T341o, T341p, T365d, T373l, T408; <b>Unit 8:</b> 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.	<b>Unit 5:</b> T273o, T273p, T299o, T299p, T306a, T307l; <b>Unit 7:</b> T411p, T435d, T442a, T443, T443u, T443v
	CC.3.L.1.h	(h) Use coordinating and subordinating conjunctions.	<b>Unit 2:</b> T127m, T127n, T134a, T135; <b>Unit 3:</b> T141o, T141p
	CC.3.L.1.i	(i) Produce simple, compound, and complex sentences.	<b>Unit 2:</b> T95j, T103w, T103x, T127m, T127n, T134a, T135, T138; <b>Unit 3:</b> T141o, T141p, T165d; <b>Unit 4:</b> T234c; <b>Unit 6:</b> T365q, T365r
	CC.3.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Unit 1:</b> T1l, T1m, T1n, T1o, T27m, T27n, T32a, T33, T33u, T55k; <b>Unit 2:</b> T69m, T69n, T69o, T69p, T95m, T95o, T95p, T102a, T103, T103l, T103v, T127l, T127m, T127n, T134a, T135; <b>Unit 3:</b> T141m, T141p, T165d, T165n, T165o, T165p, T172a, T173, T173l, T173u, T173v, T173w, T173x, T195n, T200a, T201; <b>Unit 4:</b> T207m, T207n, T233m, T233n, T238a, T239, T239s, T239t, T239v, T259k, T259l; <b>Unit 5:</b> T273m, T273n, T299n, T307v, T327k, T327m, T327n; <b>Unit 6:</b> T341m, T365n, T373v, T395k, T395l; <b>Unit 7:</b> T411m, T435n, T443t, T454–455, T465m, T465n; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T69o, T69p
	CC.3.L.2.b	(b) Use commas in addresses.	<b>Unit 2:</b> T69o, T69p
	CC.3.L.2.c	(c) Use commas and quotation marks in dialogue.	<b>Unit 2:</b> T69p, T95d, T141; <b>Unit 4:</b> T273; <b>Unit 7:</b> T443w, T443x, T465c
	CC.3.L.2.d	(d) Form and use possessives.	<b>Unit 5:</b> T327m, T327n, T334a, T335, T338; <b>Unit 6:</b> 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).	<b>Unit 1:</b> T1j, T1k, T1m, T27k, T27l, T27n, T33s, T33t, T33u, T55i, T55j, T55l; <b>Unit 2:</b> T69k, T69l, T69n, T95k, T95l, T95n, T103s, T103t, T103v, T127i, T127j, T127k, T127l; <b>Unit 3:</b> T141k, T141l, T141n, T165k, T165l, T165m, T165n, T173s, T173t, T173v, T195i, T195j, T195k; <b>Unit 4:</b> T207k, T207l, T207n, T233k, T233l, T233n, T239s, T239t, T239u, T239v, T259i, T259j, T259l; <b>Unit 5:</b> T273k, T273l, T273n, T299k, T299l, T299m, T299n, T307s, T307t, T307v, T327i, T327j, T327l; <b>Unit 6:</b> T341k, T341l, T341n, T365k, T365l, T365m, T373s, T373t, T373u, T395i, T395j, T395l; T365m, T373s, T373t, T373u, T373v, T395i, T395j, T395l; <b>Unit 7:</b> T411k, T411l, T411m, T411n, T435k, T435l, T435n, T443r, T465l, T465n; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1j, T1k, T1l, T1m, T27k, T27l, T27m, T33s, T33t, T33u, T33v, T55i, T55j, T55l; <b>Unit 2:</b> T69k, T69l, T69m, T95k, T95l, T95n, T103s, T103t, T103u, T103v, T127i, T127j, T127k, T127l; <b>Unit 3:</b> T141k, T141l, T141m, T141n, T165k, T165l, T165m, T173s, T173t, T173u, T173v, T195i, T195j, T195k, T195l; <b>Unit 4:</b> T207k, T207l, T207n, T233k, T233l, T233n, T239s, T239t, T239u, T259i, T259j, T259k, T259l; <b>Unit 5:</b> T273k, T273l, T273m, T299k, T299l, T299m, T299n, T307s, T307t, T327i, T327j, T327l; <b>Unit 6:</b> T341k, T341l, T341m, T341n, T365k, T365l, T365m, T373s, T373t, T373u, T395i, T395j, T395l; <b>Unit 7:</b> T411k, T411l, T411m, T411n, T435k, T435l, T435m, T443r, T443s, T443t, T465l, T465m, T465n; <b>Unit 8:</b> T519s, T519t, T519u
	CC.3.L.2.g	(g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Unit 1:</b> T1l, T27n, T27s, T28, T28c, T33c, T33e, T33v, T55l; <b>Unit 2:</b> T69n, T95n, T96, T103c, T127l; <b>Unit 3:</b> T141n, T165n, T173v, T195l; <b>Unit 4:</b> T207m, T207n, T233n, T239v, T259l; <b>Unit 5:</b> T273n, T307v, T327k; <b>Unit 6:</b> T373v; <b>Unit 7:</b> T411i, T411q, T411r, T435n, T443s, T443t, T465n; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T27d, T27q, T27r, T32a, T33, T33l, T62a, T63, T66, T68, T69; <b>Unit 2:</b> T95d, T95q, T95r, T102a, T103, T103l, T134a, T135, T138; <b>Unit 3:</b> T165d, T172a, T173, T173l, T200a, T201, T204; <b>Unit 4:</b> T233d, T238a, T239, T239l, T266a, T267, T270; <b>Unit 5:</b> T302, T306a, T307, T307l, T334a, T335, T338; <b>Unit 6:</b> 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; <b>Unit 7:</b> T411i, T411q, T411r, T435c, T435d, T442a, T443, T472a, T473; <b>Unit 8:</b> T507d, T518a, T519, T546a, T547, T550
	CC.3.L.3.a	(a) Choose words and phrases for effect.	<b>Unit 1:</b> T27q, T27r, T28b, T33d, T68, T69; <b>Unit 2:</b> T95q, T95r, T103i, T103j, T103k, T141; <b>Unit 3:</b> T165q, T165r; <b>Unit 5:</b> T273i, T335e; <b>Unit 6:</b> T341q, T341r, T365a, T365b, T365c, T373a, T373b, T373c, T373d, T410, T411; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T55o, T55p; <b>Unit 2:</b> T140; <b>Unit 3:</b> T206; <b>Unit 4:</b> T272, T273; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T4, T5, T6a, T7, T33a, T34, T35, T36a, T37, T55q, T56, T56c, T63c, T63e; <b>Unit 2:</b> T74a, T75, T95i, T95j, T97, T98, T100, T103q, T106a, T107; <b>Unit 3:</b> T146a, T147, T165s, T166, T166c, T173c, T173e, T176a, T177; <b>Unit 4:</b> T212a, T213, T231b, T242a, T243; <b>Unit 5:</b> T278a, T279, T310a, T311, T328c; <b>Unit 6:</b> T346a, T347, T376a, T377; <b>Unit 7:</b> T417, T435s, T436, T436c, T443c, T443e, T444, T445, T465s, T466, T466c, T473c, T473e; <b>Unit 8:</b> 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.	<b>Unit 3:</b> T165s, T166, T173c, T173e; <b>Unit 5:</b> 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).	<b>Unit 3:</b> T195g, T195q, T195r, T196c, T201c, T201e; <b>Unit 4:</b> 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).	<b>Unit 4:</b> T233s, T234, T234c, T239c, T239e; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T55q, T56, T56c, T63c, T63e; <b>Unit 2:</b> T96, T103c, T103q, T127q, T128, T135c, T135e; <b>Unit 5:</b> T307c, T307e, T327g; <b>Unit 6:</b> T365i, T395g; <b>Unit 8:</b> T519e, T540c
	CC.3.L.5	(5) Demonstrate understanding of word relationships and nuances in word meanings.	<b>Unit 3:</b> T165s, T166, SG14, SG15; <b>Unit 4:</b> T259q, T260, T260c, T267c, T267e; <b>Unit 5:</b> T299s, T300, T300c, T307c, T307e, T327g, T328, T328c, T335c, T335e; <b>Unit 6:</b> T348, T349, T395q, T396, T396c; <b>Unit 7:</b> T411i, T411q, T411r, T420, T435c, T465s, T466, T466c, T473c, T473e; <b>Unit 8:</b> 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).	<b>Unit 2:</b> T141; <b>Unit 6:</b> 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).	<b>Unit 6:</b> 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).	<b>Unit 5:</b> T328, T328c, T335c; <b>Unit 8:</b> 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).	<b>Unit 1:</b> 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; <b>Unit 2:</b> 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; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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









T246, T254, T257a, T259q, T260c, T265a, T267c, T267e, T276, T278a, T282, T292, T297b, T299s, T300c, T305a, T307a, T307c, T307e, T308, T310a, T314, T320, T325a, T327q, T328c, T333a, T335a, T335b, T335e, T344, T346a, T350, T356, T363b, T365s, T366c, T371a, T373e, T374, T380, T390, T393a, T395q, T396c, T403a, T405c, T405e, T414, T416a, T420, T430, T433a, T435s, T436c, T441a, T443c, T443e, T444, T446a, T450, T456, T463b, T465s, T466c, T471a, T473e, T484, T486a, T490, T498, T505a, T505b, T507s, T508c, T517a, T520, T522a, T526, T532, T537a, T539q, T540c, T545a

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T173, T173d, T173g, T176, T178–179, T187, T193, T194, T196b, T199, T201, T201d, T201h, T212, T214–215, T223, T231a, T232, T234b, T237, T239, T239d, T239g, T239h, T242, T244–T245, T253, T257, T258, T260b, T264–265, T267, T267d, T267g, T272, T278, T280–T281, T290–T291, T297a, T298, T300b, T305, T307, T307d, T307g, T310, T312–T313, T318–319, T325, T326, T328b, T333, T335, T335d, T335g, T346, T348–T349, T354–355, T363a, T364, T366b, T371, T373, T373d, T373g, T376, T378–T379, T388–389, T393, T394, T396b, T403, T405, T405d, T405g, T410, T416, T418, T428–429, T433, T434, T436b, T441, T443, T443d, T443g, T446, T448–449, T454–455, T463a, T464, T466b, T471, T473, T473d, T480, T486, T488, T488–489, T497, T505, T505a, T505b, T506, T507b, T508b, T516–517, T519, T522, T524, T531, T536–537, T538, T540b, T544–545, T547, T552

writing projects T27a–T27d, T33i–T33l, T64–T67, T95a–T95d, T103i–T103l, T136–T139, T165a–T165d, T173i–T173l, T202–T205, T233a–T233d, T239i–T239l, T268–T271, T299a–T299d, T307i–T307l, T336–T339, T365a–T365d, T373i–T373l, T406–T409, T435a–T435d, T465a–T465d, T474–T479, T507a–T507d, T519i–T519l, T548–T551

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SG2.27, RT2.1, T186, SG3.8, SG3.14, SG3.20, SG3.21, SG3.27, SG4.11, T330, SG5.9, SG5.15, SG5.20, SG5.21, SG5.27, SG6.8, SG6.11, SG6.14, SG6.21, SG6.27, SG7.5, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, SG8.14, SG8.21, SG8.26

**Complete sentences** T270–T27p, T32a

**Complex sentences** T141o–T141p

**Compound sentences** T127m–T127n, T134a, T365q

**Compound words** T465s–T466, T466c, T473e, T476c

**Comprehension strategies** *see Strategies for reading comprehension; and specific reading strategy*

**Concept maps** T3, T71, T143, T209, T259, T275, T343, T413, T483

**Concluding sentences** T539p–T539p

**Conclusions, draw** SG1.9, SG1.14, SG1.21, SG1.26, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, SG3.8, SG3.14, SG3.15, SG3.21, SG3.26, T220–221, SG4.9, SG4.14, SG4.26, T331, T332, SG5.14, SG5.26, T368, T369, T370, SG6.14, SG6.26, T415, T422–423, T437, T440, T469, SG7.14, SG7.15, RT7.2, T499, T512–513, T534–535, SG8.8, SG8.14, SG8.21, SG8.26

**Concrete words** T1o

**Confirm predictions** T18–T19, T24

**Conflict, analyze** SG7.9

**Conjunctions** T127m–T127n, T134a, T141o

**Connect across texts** T29, T57, SG1.9, SG1.15, SG1.21, SG1.27, T97, T129, SG2.9, SG2.15, SG2.21, SG2.27, T167, T197, SG3.9, SG3.15, SG3.21, SG3.27, T235, T261, SG4.9, SG4.15, SG4.21, SG4.27, T301, T329, SG5.9, SG5.15, SG5.21, SG5.27, T367, SG6.9, SG6.15, SG6.21, SG6.27, T437, T467, SG7.9, SG7.14, SG7.21, SG7.27, T509, T541, SG8.9, SG8.15, SG8.21, SG8.27

**Connect ideas** T416a

**Connect to genre** T11

**Connections, make** T280, RT5.2, RT5.6, RT5.9, RT5.12, T397  
text to self T288–289, T294–295, T296, T301, T303, T304, T312, T324, T363, T496, T505, T530  
text to text T316–317, T321, T332, T402, T463, T541  
text to world T323, T330, T438

**Content vocabulary** *see Vocabulary*

**Context clues, using to determine meaning**  
homographs T539q–T540, T540, T540c

**Contractions with verbs** T102a, T103w

**Conventions, in writing**  
capitalization  
first of sentence T95o  
of proper nouns T69o  
of titles T69o  
parts of speech  
adjectives T273o–T273p, T299o, T299p, T306a, T307w, T327m–T327n, T334a, T395n, T443u–T443v  
adverbs T411o–T411p, T435o–T435p, T442a, T443u–T443v  
articles T299p, T306a, T307x  
conjunctions T127m–T127n, T134a, T141o  
nouns T1n, T1o, T69o, T165o–T165p, T172a, T173w, T173x, T195i–T195j, T195k–T195l, T195m, T195n, T200a, T327m, T334a, T365k–T365l  
prepositions T465o–T465p, T472a  
pronouns T27o, T341o–T341p, T365o, T372a, T373w–T373x, T395m, T404a  
verbs T55m–T55n, T102a, T103w, T207o, T207p, T233o–T233p, T238a, T239s–T239t, T239u–T239v, T239w–T239x, T259i–T259j, T259k–T259l  
punctuation  
apostrophe T102a, T103w, T327m  
comma T69o, T69p, T127m, T134a, T141o, T365q  
of dialogue T69p, T443x  
end marks T95o–T95p  
of titles T69o  
spelling *see Spelling*

subject-verb agreement T55m–T55n, T207p, T233o–T233p, T519w

**Cross-Curricular learning stations** T1i, T27j, T33r, T55h, T69i, T95j, T103r, T127h, T141j, T165j, T173q, T195h, T207j, T233j, T239r, T259h, T273j, T299j, T307r, T327h, T341j, T365j, T373r, T395h, T411j, T435j, T443p, T465j, T481j, T507j, T519r, T539h

**Cross-curricular teamwork activities** *see Program Features and Resources Index*

**Cumulative vocabulary list** R3 (in each unit)

## D

**Daily grammar** *see Program Features and Resources Index: Grammar*

**Daily language arts** *see Program Features and Resources Index: Grammar; Program Features and Resources Index: Spelling; Program Features and Resources Index: Writing*

**Daily spelling and word work** *see Program Features and Resources Index: Spelling*

**Daily writing skills** *see Program Features and Resources Index: Writing*

**Decodable readers** *see Fluency: build with decodable readers*

**Define and explain** SG1.5, T174

**Describe** SG1.5, SG1.11, SG1.23, SG4.5, SG4.11, SG5.5, SG5.11, SG5.17, SG5.23, SG7.5, SG7.11, SG7.17, SG7.23  
actions T276  
places T308  
relationship between events SG6.22, SG6.23  
story elements T234a–T234b, T235, T236, RT4.4  
video and audio details T70

**Details** SG1.5, SG1.11, SG1.17, SG1.23, SG4.5, SG4.23, SG5.5, SG5.11, SG5.23, SG6.5, SG6.17, SG7.5, SG7.11, SG7.17, SG7.23, T510–511  
analyze T128a–T128b, T129, T130–131, T135a–T135b, RT2.9  
audio and video, describe T70  
clarify T439  
classify RT6.1  
compare T201g, T300a–T300b, T303, T304, T307g, SG7.16, SG7.17  
compare to points SG1.17, RT5.4  
determine T533, T534–535  
determine in media T482  
explain RT7.9  
identify T307f, SG7.26  
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supporting  
determine T186, T189, T191, T530  
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understand T58–59  
in writing T27q–T27r, T127o–T127p, T165q–T165r, T395o  
*see also Sensory details*

**Dialogue**  
identify T451  
punctuation of T69p  
writing T69p, T273i, T273q–T273r, T290–291, T443w–T443x

**Dictionary**  
meanings T55l, T55q–T56, T56c, T63c, T63e, T141n, T195l, T207n, T233n, T465n  
pronunciation T63c, T63e, T127q–T128, T135c, T135e

**Differentiation strategies** *see Program Features and Resources Index*

**Digital library** *see Program Features and Resources Index: Technology*

**Discuss**  
big question T27s, T55q, T95s, T127q, T165s, T195q, T233s, T259q, T299s, T327q, T365s, T395q, T435s, T465s, T507s, T539q  
blog entry T307d

discoveries T335d  
photographs T36a  
points of view T63d, T63d  
story elements T239d  
supporting details T135d  
visuals T405d  
word meanings T103d

**Drama, elements of** T283, T284–285, T293

## E

**e Visuals** *see Technology*

**Elaborate** T310a

**English-Spanish cognates** T7, T35, T75, T105, T145, T147, T177, T211, T213, T277, T279, T345, T347, T415, T417

**ESL kit** *see Program Features and Resources Index*

**Evaluate** SG1.8, SG1.15, SG1.17, SG1.20, SG1.23, SG4.15, SG5.5, SG5.20, SG5.23, SG5.27, SG6.21, SG7.9, SG7.11, SG7.14, SG7.17, SG8.21

**Events**  
describe relationships between SG6.22, SG6.23

**Events in text**  
compare T63g  
explain relationships between T443a–T443b  
identify T63f

**Evidence**  
categorize T307y  
determine T258a  
identify T248–249, T252, T255, T256  
link to opinion in writing T259o–T259p  
supporting opinions T241a, RT4.7, T327o–T327p

**Exclamation point** T95o–T95p

**Exclamations** T95o–T95p, T102a

**Expand word knowledge** *see Vocabulary*

**Explain** SG1.5, SG1.8, SG1.11, SG1.15, SG1.17, SG1.20, SG1.23, SG1.26, SG1.27, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.27, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, SG4.5, SG4.8, SG4.11, SG4.14, SG4.20, SG4.21, SG4.23, SG4.26, SG4.27, SG5.5, SG5.8, SG5.9, SG5.11, SG5.15, SG5.17, SG5.20, SG5.21, SG5.23, SG5.26, SG5.27, SG6.9, SG6.11, SG6.14, SG6.15, SG6.17, SG6.20, SG6.23, SG6.26, SG6.27, SG7.5, SG7.8, SG7.9, SG7.11, SG7.17, SG7.23, SG7.26, SG7.27, SG8.8, SG8.15, SG8.27

**Explorer books** *see Program Features and Resources Index: Small group reading*

**Express intentions** T520

**Express needs, wants, and feelings** T210

**Express opinions and ideas** T52, T444, T486a, T522a

## F

**Family newsletters** *see Program Features and Resources Index*

**Fiction books** *see Program Features and Resources Index: Small group reading*

**Figurative language, analyze** T184–185

**Fluency**  
accuracy and rate T23, T29, T42–43, T47, T57, T89, T97, T112–113, T121, T129, T159, T182–183, T189, T197, T225, T235, T248–249, T255, T261, T293, T301, T316–317, T321, T329, T357, T367, T382–383, T391, T397, T422–423, T432, T437, T452–453, T457, T467, T494–495, T499, T509, T528, T533, T541  
assessment T27, T54a, A1.1–A1.3, A1.4–A1.6, T95, T127, A2.1–A2.3, T164a, T195, A3.1–A3.3, T233, T258a, A4.1–A4.3, T299, T326a, A5.1–A5.3, T365, T395, A6.1–A6.3, T435, T465, A7.1–A7.3, T507, T539, A8.1–A8.3  
build with decodable readers T27k, T55i, T95k, T127i, T165k, T195i, T233k, T239s, T259i, T299k, T327i, T341k, T365k, T395i, T435k, T465k, T539i







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## Mark-Up Models

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## Language Builder Picture Cards

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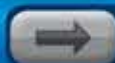
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4	Let's Work Together	8	Getting There



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