 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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National Geographic Reach for Reading

Reach all students with this innovative, new common core reading program

Empower every classroom to reach for reading success through

- Content-based instruction
- Reading for every learner
- Structured and flexible teacher support



Read a Science Article
Genre: Science article
Text Feature: Use for main headings. Use for subheadings. Use for section headings.

Wind at Work
By Beth Kiger

Reading
1 Read a Science Article Anthology pages 222-231
GENRE Have a volunteer read aloud the definition of a science article. Elaborate: Facts are true statements; they give information, not opinions.

TEXT FEATURE Have a volunteer read aloud the information about section headings. Elaborate: A heading tells the main idea of each section. After you read a heading, you can predict what the section will be about.

SCIENCE BACKGROUND Share information to build background: Renewable natural resources are ones that cannot be used up or that can be replaced naturally. Wind is a renewable resource. Wind is also the fastest growing source of electricity in the world.

Have students read pages 222-231. See Differentiate.

Differentiate

Below Level
FRONTLOAD Preview and discuss the photos and diagrams. Point out cause-and-effect relationships described in the text. Then read the article together.

On Level
READ TOGETHER Have students read the selection in small groups and use the questions to build comprehension. Ask students questions about cause-and-effect relationships in the text.

Above Level
READ INDEPENDENTLY As students read silently, have them use self-check notes to ask one new question or label to each diagram, based on what they read.

Week 1 | Day 3 | T223

Name _____ Date _____

Fluency Practice
"Wind at Work"
Use this passage to practice reading with proper intonation.

Tornadoes may be terrifying, but hurricanes are huge and terrifying. A hurricane can easily stretch across three states with winds that pack a major punch.

Hurricanes form over tropical oceans. Warm, moist air rises. More air moves in underneath and then rises. Big, wet clouds start to gather.

Over a few days, Earth's rotation causes the growing mass of clouds to spin. When winds reach 119 kilometers (74 miles) an hour, the storm becomes a hurricane.

Once hurricanes hit land, they can do extreme damage. The winds can destroy trees and buildings, and huge waves flood coasts.

From "Wind at Work," page 234

Intonation

Does not change pitch. Changes pitch to match some of the content.
 Changes pitch, but does not match content. Changes pitch to match all of the content.

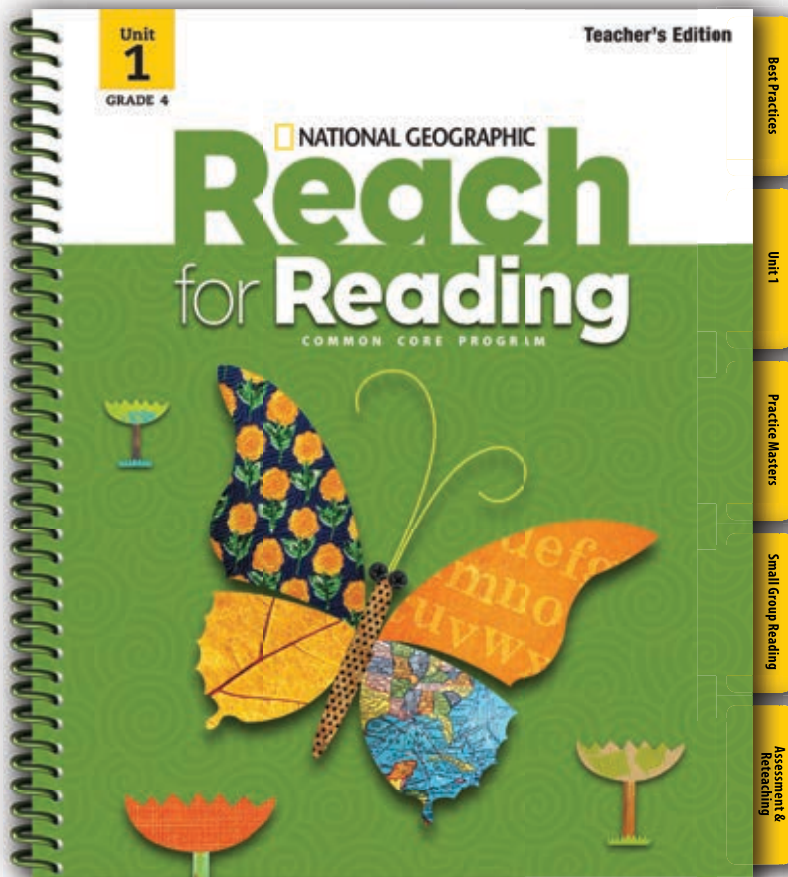
Accuracy and Rate Formula
Use the formula to measure a reader's accuracy and rate while reading aloud.

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

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For use with TE p. T237 **PM4.7** Unit 4 | Power of Nature

Everything you need for the unit is in one book



Best Practices
Unit 1
Practice Masters
Small Group Reading
Assessment & Reteaching

Best Practices

A Unit 1 (Whole Group Lessons)

B Practice Masters

C Small Group Reading

D Assessment & Reteaching

ON LEVEL **ABOVE LEVEL**

Tornadoes by Jose Green
Common Core Connection: **Reading**
Expository Nonfiction | Pages 32 | Levels 400L | GR.4

Hurricanes by Jose Green
Common Core Connection: **Reading**
Expository Nonfiction | Pages 32 | Levels 400L | GR.4

COMMON CORE STANDARDS

Reading
Read and Comprehend Informational Text: CC.4.RM.2
Describe Text Structure: CC.4.RM.3
Summarize: CC.4.RM.4

Writing
Write One-Paragraph Texts for Specific Topics: CC.4.W.1
Speaking and Listening: Draw on Preparation to Produce Oral: CC.4.S.4
Language and Vocabulary: Acquire and Use Academic Words: CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY
Practice Master 504.1, page 3028
Practice Master 504.2, page 3029
Practice Master 504.5, page 3033
Practice Master 504.7, page 3034

TECHNOLOGY ONLY
Digital Library: Tornadoes

SUGGESTED PACING
DAY 2: Introduce and read pages 1–37
DAY 3: Read pages 38–52
DAY 4: Retell and discuss
DAY 5: Connect across texts

Summary Tornadoes begin when a cold front meets a warm updraft, which begins to swirl and spin. By the time the spinning funnel of wind touches land, it has become a tornado. Tornadoes occur in many parts of the world, including the “Tornado Alley” region in the United States, which has witnessed some of the most devastating tornadoes. Although scientists have learned more over the years, their ability to predict tornadoes is still limited, and people usually don’t have much notice.

Activate Prior Knowledge Ask: *What good and bad things come from the wind?*

Build Background Display the photos and video clips of tornadoes from the Digital Library. Explain that tornadoes “spin” at an average rate of about 30 miles per hour and usually last only two or three minutes.

Story Words Use Practice Master 504.1 to extend vocabulary: affect, page 11; west, page 7; network, page 7; silent, page 8; violent, page 8.

Week 1 | Days 2–5 | 5G7

Name _____ Date _____

Reading Comprehension Test Unit Test

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

Storm Chasers

In the center of the United States, there is an area called Tornado Alley. It stretches from Texas into South Dakota. It is called Tornado Alley because so many tornadoes sweep through the area every year. There are many people who live in Tornado Alley. Scientists are working on better ways to warn people when a tornado is coming.

A tornado is a spinning cone of air that can destroy anything in its path. People need to be warned when a tornado is coming. That way, they can find shelter or leave the area. However, it is very hard to know when and where tornadoes will form. To learn more about tornadoes, scientists have to find them first. That is where storm chasers can help.

Storm chasers are people who try to find tornadoes. They drive trucks or vans that carry tools used to measure tornadoes. The storm chasers can get much better information from up close than machines can from far away. Storm chasers need the help of people called spotters. When spotters see weather that could make a tornado, they call the storm chasers.

Storm chasing can be very dangerous. Still, it may be worth the danger. The information chasers gather can help keep people safe.

A4.27 Unit 4 | Power of Nature

A4.27 Unit 4

Content-Based Reading Instruction

Engage students with exclusive National Geographic content and authentic texts



Unit at a Glance

- Language: Give and Follow Directions, Describe Places, Social Studies Words
- Literacy: Visualize
- Content: Geography

Unit 3

Amazing Places

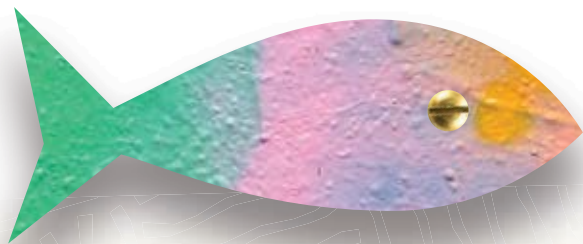
?
BIG
Question

Why learn about other places?

Share What You Know

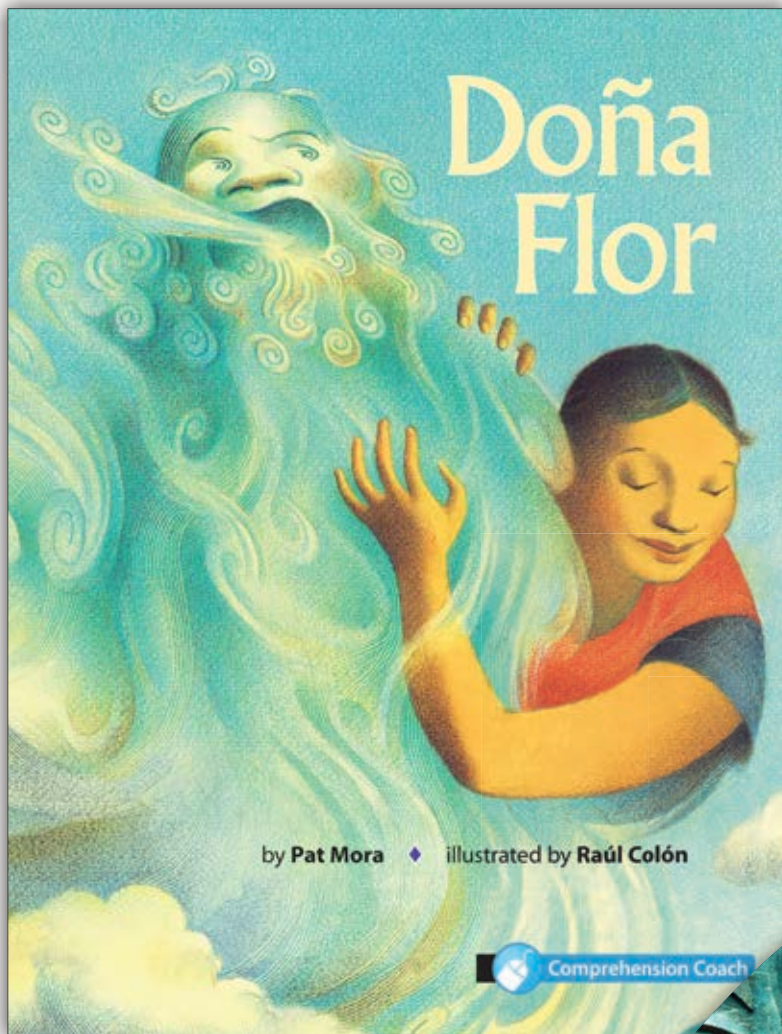
- 1 **Make** a story strip about a place you have visited or would like to visit.
- 2 **Display** your story strip in the classroom.
- 3 **Tell** the class the best things about the place.

Build Background: Watch a video about amazing places.
NGReach.com

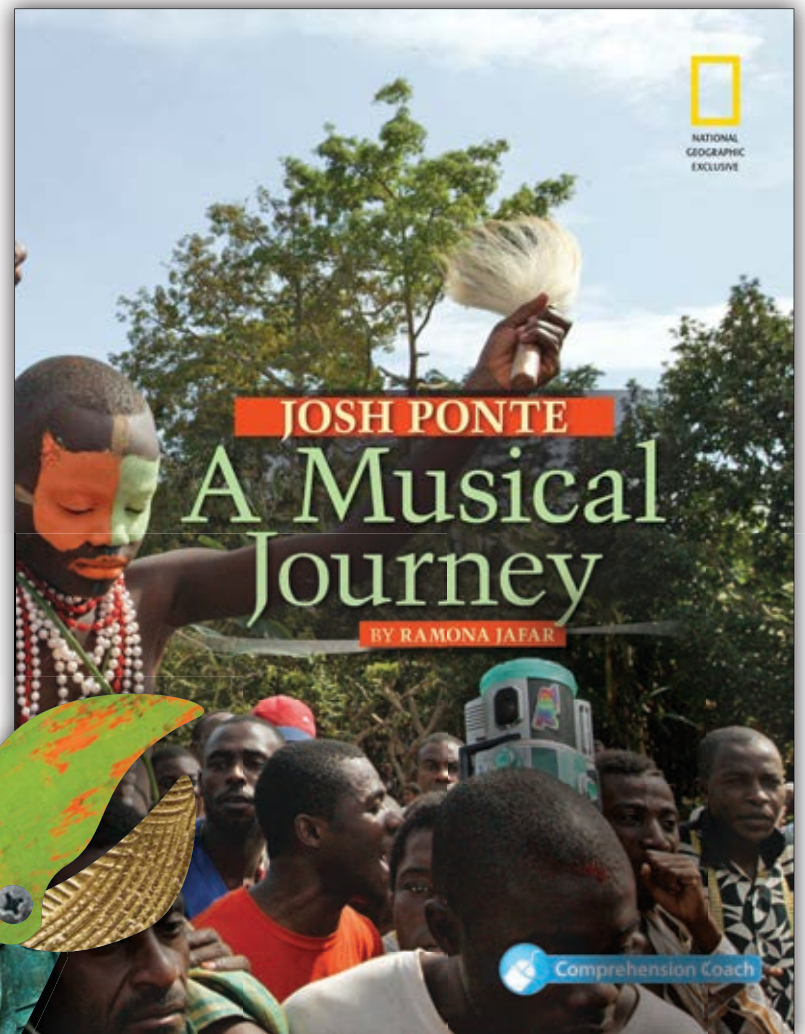


Build
Background
Videos





Authentic, multicultural literature



Amazing visuals




Interactive Whiteboard Activities

Learn skills and strategies with an accessible anthology


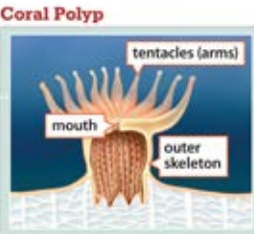
UNDERWATER KINGDOM

Our next extreme place is under water. It is the Great Barrier Reef, off the coast of Australia. It is the largest **reef** on Earth. It is bigger than New Mexico. In fact, the Great Barrier Reef is the largest thing ever built by living creatures.

The builders are tiny animals called coral polyps. Each polyp takes **chemicals** from the sea. It uses the chemicals to make a hard **outer skeleton** shaped like a cup. This cup protects the polyp's soft body.



Coral Polyp



▲ Each of these tiny polyps will help to form the reef.

In Other Words
reef underwater structure
chemicals matter; things
outer skeleton skeleton on the outside of its body

188

Visuals support comprehension

Vocabulary

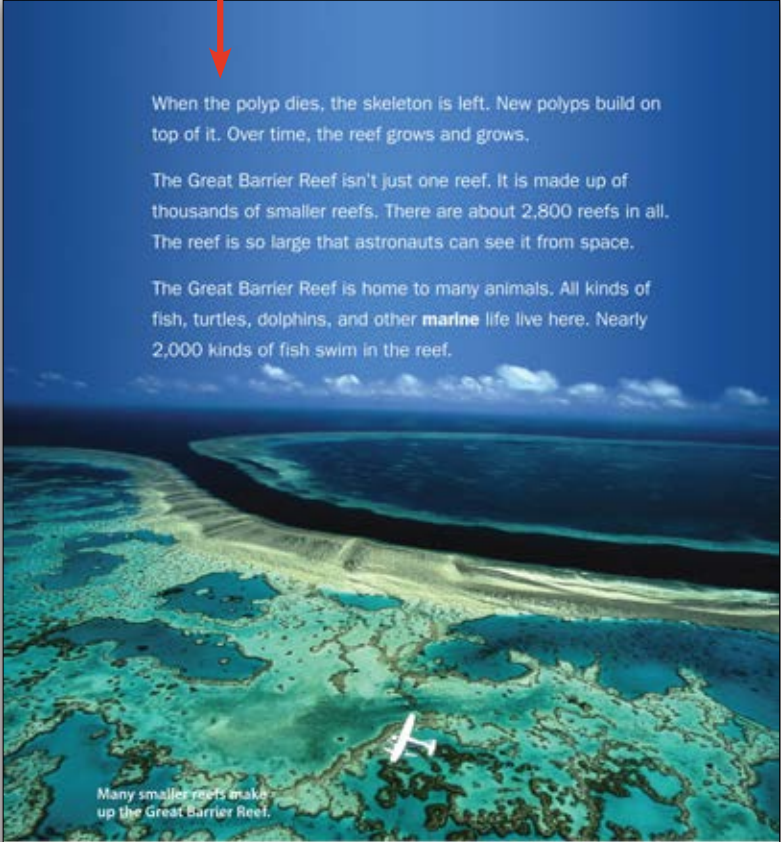
- Science and Social Studies Vocabulary
- Academic Vocabulary

Manageable chunks of text

When the polyp dies, the skeleton is left. New polyps build on top of it. Over time, the reef grows and grows.

The Great Barrier Reef isn't just one reef. It is made up of thousands of smaller reefs. There are about 2,800 reefs in all. The reef is so large that astronauts can see it from space.

The Great Barrier Reef is home to many animals. All kinds of fish, turtles, dolphins, and other **marine** life live here. Nearly 2,000 kinds of fish swim in the reef.



Many smaller reefs make up the Great Barrier Reef.

In Other Words
marine ocean

Before You Move On

1. **Use Text Features** Use the diagram on page 188 to tell about the body parts of a coral polyp.
2. **Visualize** Draw a picture of what you think the Great Barrier Reef looks like from above. Which words help you draw this?

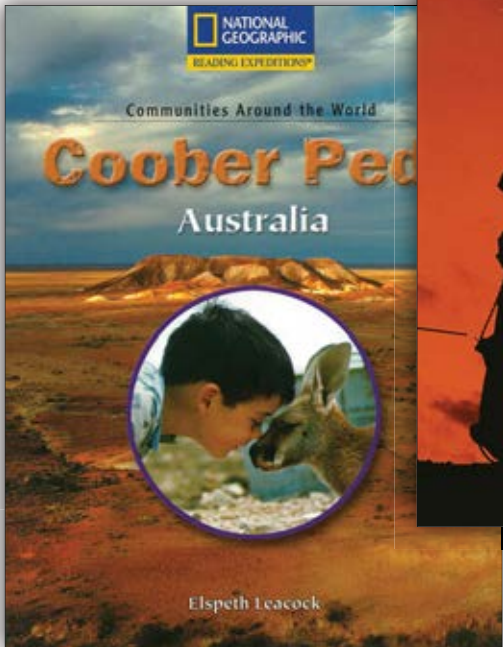
189

On-page scaffolds

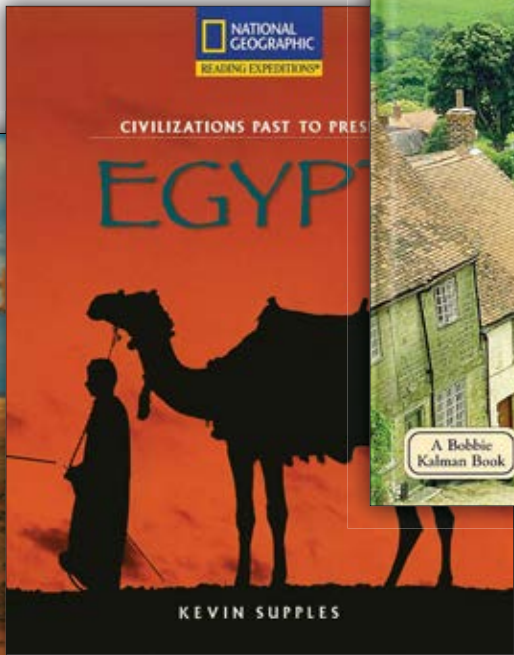
Frequent comprehension checks

Apply skills and strategies with differentiated reading

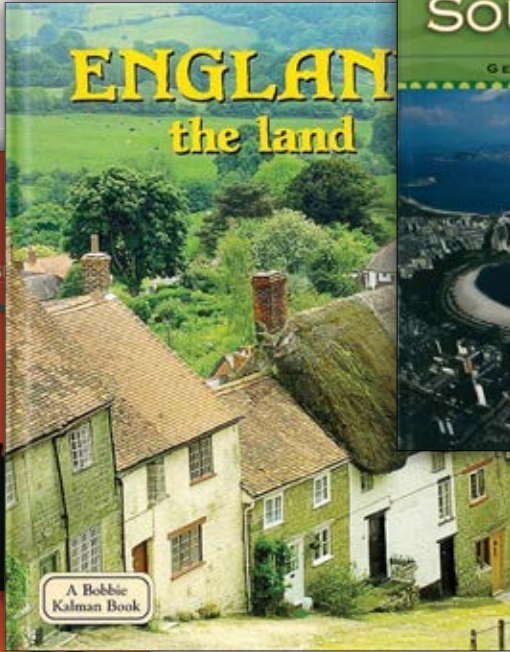
Accessible books for struggling readers



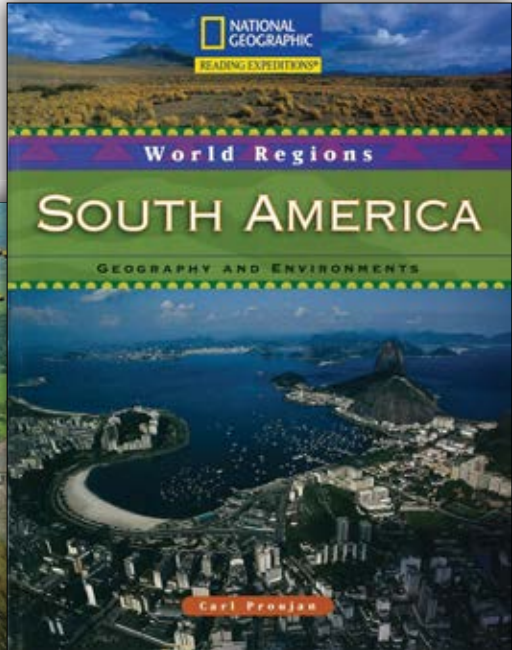
BL Below Level



BL Below Level

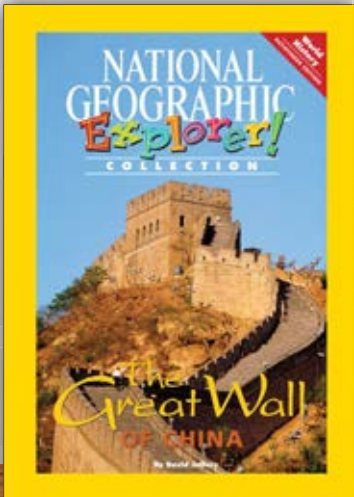


OL On Level

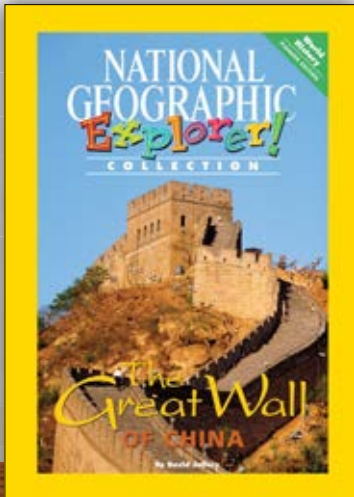


AL Above Level

Challenging books for above-level readers



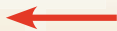
Pathfinder
Below to On Level



Pioneer
On to Above Level

Explorer Book Collection

Same content at two reading levels



Structured and Flexible Teacher Support

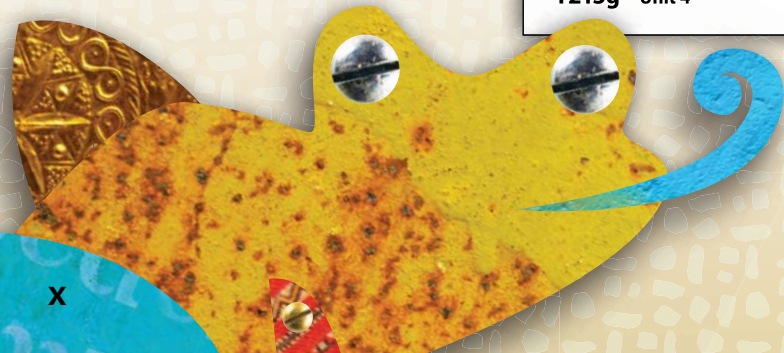
Follow the lesson path or tailor your plans to meet instructional needs

Online Lesson Planner

Week 1 Planner		Online Lesson Planner NGReach.com	
		Day 1	Day 2
WHOLE GROUP TIME Speaking and Listening 5–10 minutes Language and Vocabulary 15–25 minutes Reading 20–40 minutes Writing 15–45 minutes	Anthology	Listen and Comprehend Science Background CC.4.Rinf.7; CC.4.SL.2 Introduce the Big Question; Preview Unit Projects T214–T215 Academic Talk CC.4.SL.1.b Make Comparisons T216 Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d <input checked="" type="checkbox"/> Pretest: Long a: ai, ay and Commonly Misspelled Words T213k Daily Grammar CC.4.L.1; CC.4.L.3 <input checked="" type="checkbox"/> Present Tense T213m Science Vocabulary CC.4.L.6 <input checked="" type="checkbox"/> Learn Key Words T216 cause convert effect electricity generate power renewable scarce	Read and Comprehend Academic Talk CC.4.SL.1.b Connect Causes and Effects T218a Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d <input checked="" type="checkbox"/> Practice T213k Daily Grammar CC.4.L.1; CC.4.L.3 <input checked="" type="checkbox"/> Subject-Verb Agreement T213m Academic Vocabulary CC.4.L.6 <input checked="" type="checkbox"/> Learn More Key Words T218a–T219 available conservation current flow resource
		Read Science Articles Vocabulary CC.4.L.6 Learn Science Vocabulary SG5 Reading CC.4.Rinf.7 Comprehend Visual Information SG4 Build Comprehension CC.4.Rinf.1; CC.4.Rinf.10	Read Nonfiction Books Vocabulary CC.4.L.6 Learn Story Words SG6–SG7 Reading Introduce SG6–SG7 Read SG8–SG9 CC.4.Rinf.10 <input checked="" type="checkbox"/> Ask Questions to Comprehend Text SG8–SG9 <input checked="" type="checkbox"/> Explain Text Structure: Cause and Effect SG8–SG9
		Power Writing T216 CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213o Writing CC.4.W.9; CC.4.W.9.b; CC.4.W.10 Write About Cause and Effect T218 Research Project: Natural Energy CC.4.W.8 Plan T237a	Power Writing T218a CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213o Writing CC.4.W.10 Write About Asking Questions T220 Research Project: Natural Energy CC.4.W.7; CC.4.W.8; CC.4.W.9 Research T237a
		Fluency <input checked="" type="checkbox"/> Model Intonation T217a CC.4.Rfou.4	Fluency <input checked="" type="checkbox"/> Practice Intonation T220 CC.4.Rfou.4
SMALL GROUP READING TIME Fiction & Nonfiction 20 minutes	LEARNING STATION TIME 20 minutes	Speaking and Listening CC.4.SL.1; CC.4.SL.1.a; T213i CC.4.SL.4 Language and Vocabulary T213i CC.4.L.6 Writing T213i CC.4.Rinf.7; CC.4.W.2; CC.4.W.2.b; CC.4.W.7 Cross-Curricular T213j CC.4.Rinf.3; CC.4.W.8; CC.4.SL.4 Reading and Intervention T213j; SG68 CC.4.Rinf.10 CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b	

Clear time allotments

Grouping options



Daily writing, spelling, and grammar

Thematic Connection Weather		
BIG Question How do we relate to nature?		
Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
Academic Talk CC.4.Rinf.1; CC.4.SL.1.b Preview and Predict T222	Academic Talk CC.4.SL.1.b; CC.4.SL.2 Paraphrase Reading T232	Academic Talk CC.4.Rinf.1; CC.4.SL.1.b Talk About "Wind at Work" T236
Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Practice T213l Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3 Present Progressive T213n Vocabulary Practice CC.4.L.6 Expand Word Knowledge T222	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Practice T213l Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.b; CC.4.L.3 Grammar and Writing T213n Vocabulary Practice CC.4.L.6 Share Word Knowledge T232	Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3 Review T213n Vocabulary Practice CC.4.L.6 Apply Word Knowledge T235a
Reading CC.4.Rinf.2; CC.4.Rinf.7; CC.4.Rinf.10 Read a Science Article T223–T231 Comprehension CC.4.Rinf.5 Explain Text Structure: Cause and Effect T224–225; T228–229 Ask Questions T224–225–T230–231 Fluency CC.4.Rfou.4.a Practice Intonation, Accuracy, and Rate T224–225	Reading CC.4.Rinf.10 Read a Science Article T233–T235 Comprehension CC.4.Rinf.5 Explain Text Structure: Cause and Effect T233–235 Ask Questions T234 Explain Diagrams T234 Fluency CC.4.Rfou.4.a Practice Intonation, Accuracy, and Rate T233	Reading CC.4.Rinf.10 Reread a Science Article T236a Comprehension CC.4.Rinf.5 Explain Cause and Effect T236a Fluency CC.4.Rfou.4.b Check Intonation, Accuracy, and Rate T236a
Power Writing T222 CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213p Writing CC.4.W.10 Write Questions T230–231 Research Project: Natural Energy CC.4.W.7; CC.4.W.8; CC.4.W.9 Research T237a	Power Writing T232 CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213p Writing CC.4.Rinf.7; CC.4.W.9.b Write About Diagrams T235 Research Project: Natural Energy CC.4.W.8 Organize T237b	Power Writing T235a CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213p Writing CC.4.W.10 Write About a Windy Day T236 Research Project: Natural Energy CC.4.SL.2 Present T237b
Read Nonfiction Books	Read Nonfiction Books	Read Nonfiction Books
Vocabulary CC.4.L.6 Expand Vocabulary Through Wide Reading SG6–SG9 Reading CC.4.Rinf.10 Read and Integrate Ideas SG8–SG9 Ask Questions to Comprehend Text SG8–SG9 Explain Text Structure: Cause and Effect SG8–SG9	Vocabulary CC.4.L.6 Expand Vocabulary Through Wide Reading SG6–SG9 Reading CC.4.Rinf.10 Read and Integrate Ideas SG8–SG9 Ask Questions to Comprehend Text SG8–SG9 Explain Text Structure: Cause and Effect SG8–SG9	Vocabulary CC.4.L.6 Expand Vocabulary Through Wide Reading SG8–SG9 Reading CC.4.Rinf.3; CC.4.Rinf.10; CC.4.SL.1.a Connect Across Texts SG9 Writing CC.4.W.2 Choose a Writing Option SG9
ASSESSMENT & RETEACHING		
Assessment and Reteaching T237c–T237d Reading Comprehension Test A4.4–A4.5 Reading Strategy Assessment SG4.30–SG4.31 Oral Reading Assessment A4.1–A4.3 Vocabulary Test A4.6–A4.7		
Spelling Test: Words with Long <i>a</i> , <i>ai</i> , <i>ay</i> , and Commonly Misspelled Words T213k Writing, Revising, and Editing Test A4.8–A4.10 Reteaching Masters RT4.1–RT4.2		

Common Core Standards

Focused reading skills and strategies

Daily fluency activities

Substantive differentiation

Assessments inform instruction

Week 1 | Planner T213h



Engaging Technology Tools

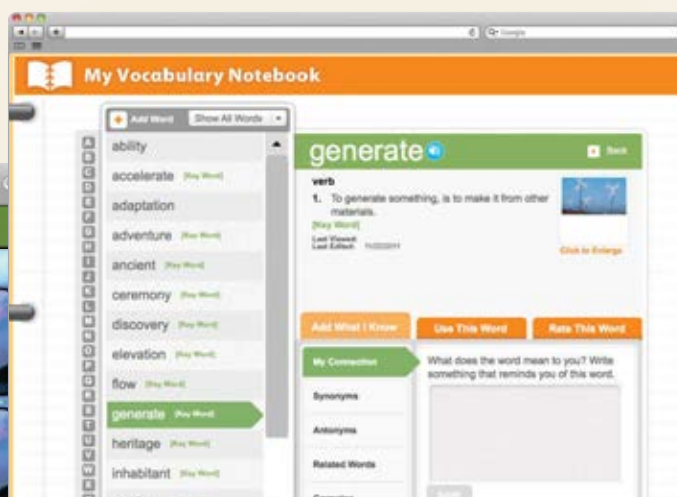
Bring content to life at NGReach.com

Student Technology

- My Assignments
- Digital Library
- Build Background Videos
- Build Background Interactives
- Read with Me Selection MP3s
- Fluency Model MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Vocabulary Games



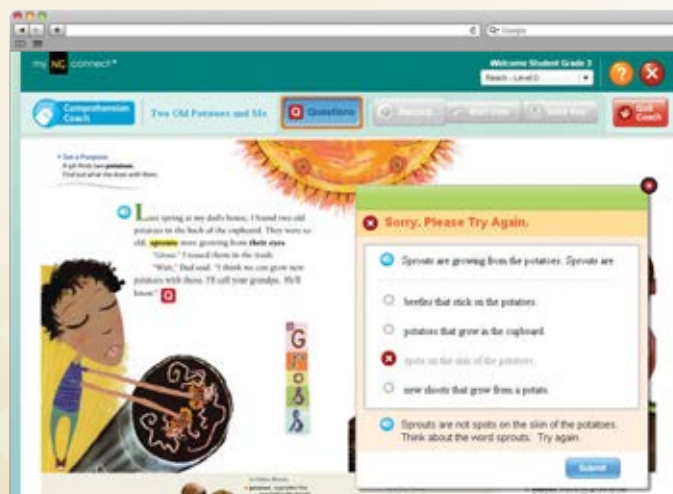
My Vocabulary Notebook



Magazine Maker



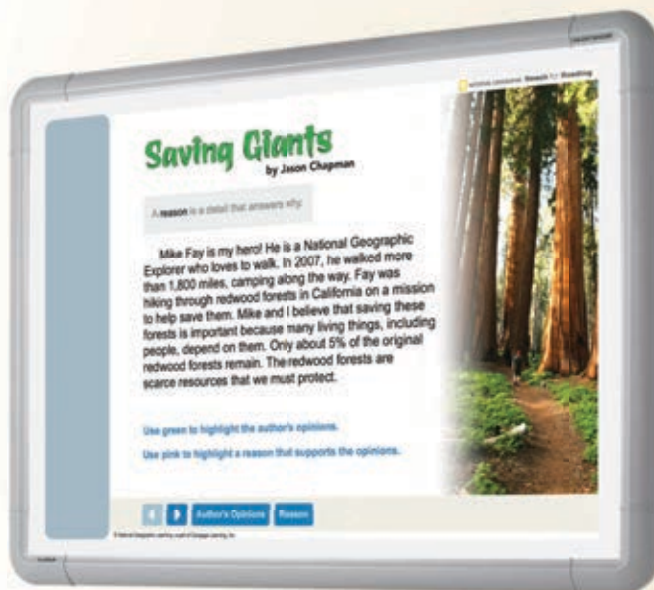
Student eEdition



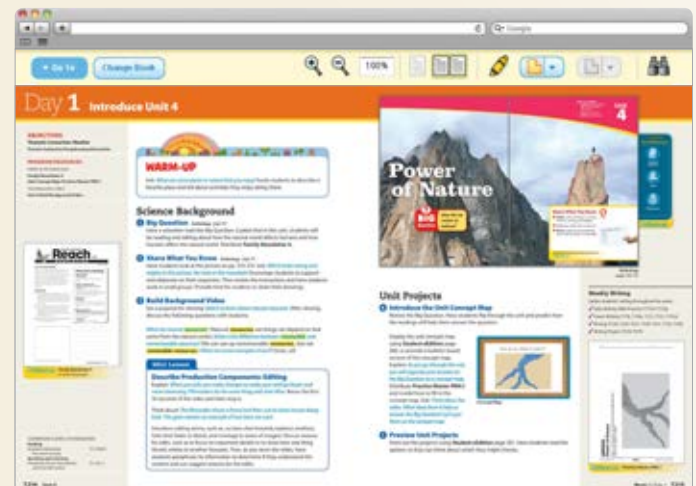
Comprehension Coach

Teacher Technology

- Build Background Videos
- Build Background Interactives
- eVisuals
- Family Newsletters
- Teamwork Activities
- Teacher's Guides
- Test-Taking Strategies
- Teacher's Guides
- Other Teacher Resources
- Online Professional Development



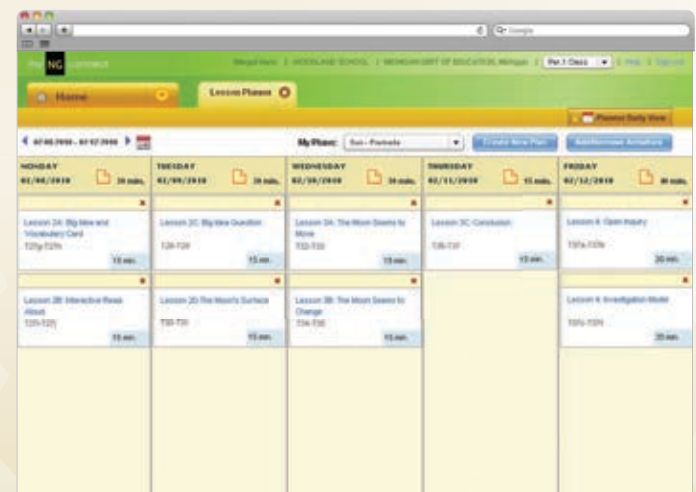
Interactive Whiteboard Lessons



Student and Teacher's eEditions



Digital Library



Online Lesson Planner

Frequent and Varied Assessments

Inform instruction every step of the way

Teacher's Edition Assessment Resources

- Weekly Tests
- Unit Tests
- Oral Reading Assessments
- Rubrics and Answer Keys

Additional Resources



Benchmark Tests



ExamView® CD-ROM



eAssessment™

Week 1 Assessment & Reteaching

= TESTED

Assess	ASSESSMENTS			
OBJECTIVES	ASSESSMENTS			
<p>Reading</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Explain Text Structure: Cause and Effect <input checked="" type="checkbox"/> Ask Questions to Comprehend Text 	<p>Reading Comprehension Test</p>	<p>Reading Comprehension Test</p>	<p>Reading Strategy Assessment</p>	<p>Reading Comprehension Test A4.4–A4.5</p> <p>Reading Strategy Assessment SG4.30–SG4.31</p>
<p>Fluency</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intonation <input checked="" type="checkbox"/> Accuracy and Rate 	<p>Oral Reading Assessment</p>	<p>Oral Reading Assessment</p>	<p>Oral Reading Assessment</p>	<p>Oral Reading Assessment A4.1–A4.3</p> <p><i>Use these passages throughout Unit 4. Work with Below Level students this week.</i></p>
<p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Domain-Specific Words <input checked="" type="checkbox"/> Use Academic Words <input checked="" type="checkbox"/> Spell Words with Long a: ai, ay <input checked="" type="checkbox"/> Use Commonly Misspelled Words Correctly 	<p>Vocabulary Test</p>	<p>Vocabulary Test</p>	<p>Spelling Words</p>	<p>Vocabulary Test A4.6–A4.7</p> <p>Spelling Pretest/ Spelling Test T213k</p>
<p>Grammar and Writing</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Present Tense <input checked="" type="checkbox"/> Use Subject-Verb Agreement <input checked="" type="checkbox"/> Find Information in Sources 	<p>Writing, Revising, and Editing Text</p>	<p>Writing, Revising, and Editing Text</p>	<p>Research Rubric</p>	<p>Writing, Revising, and Editing Test A4.8–A4.10</p> <p>Research Project Rubric A4.40</p>

T237c Unit 4



Living Traditions



? BIG QUESTION

How Important are Traditions?

Best Practices BP1

READING SKILLS

Main Idea and Details
Preview and Predict

Week 1 T1f

John Ponte: A Musical Journey **Interview** T11

by Ramona Jafar



NATIONAL GEOGRAPHIC EXCLUSIVE

Research Project: Music T27a

Author's Purpose
Preview and Predict
Text Structures

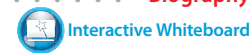
Week 2 T27e

Shaped by Tradition **Biography** T29

by Patricia Millman

Reviving an Ancient Tradition **Biography** T35a

by Ellen Wayne



Writing Project: Biographical Paragraph T35i



Determine Plot
Monitor and Clarify

Week 3 T35o

Martina the Beautiful Cockroach **Folk Tale** T43

retold by Carmen Agra Deedy

Writing Project: Story Extension T59a



Relate Details
Monitor and Clarify
Text Structure

Week 4 T59g

Coming of Age **Magazine Article** T61

adapted from *Skipping Stones*

Chiyo and Naoki **Personal Narrative** T65a

by Asami Oshii



Writing Project: Interview T66

RESOURCES

Practice Masters PM1.1–PM1.39

Small Group Reading SG1–SG68

Assessment Masters A1.1–A1.46

Reteaching Masters RT1.1–RT1.15

Animal Intelligence



BIG QUESTION

Just how smart are animals?

READING SKILLS

Characters Make Connections	Week 1	T71g
	Love and Roast Chicken	Trickster Tale T81
	written and illustrated by Barbara Knutson	Comprehension Coach
	Writing Project: Character Sketch	T97a
		Magazine Maker
Connect Characters Make Connections Compare Topics and Themes	Week 2	T97g
	Mouse Deer and Farmer: a Trickster Tale from Southeast Asia	Trickster Tale T99
	adapted from a story told by Aaron Shepard	
	How Pan Caused Panic; Fox and Coyote; Anansi the Spider	Trickster Tales T105a
	Retold by Arman Khan	Interactive Whiteboard
	Writing Project: Trickster Tale	T105i
		Magazine Maker
Main Idea and Details Make Connections	Week 3	T105o
	Animal Smarts	Science Article T113
	by Leslie Hall	Comprehension Coach
	Research Project: Animal Behavior	T129a
Facts and Opinions Make Connections Text Structure Explain Uses of Reasons and Evidence	Week 4	T129e
	The Clever Chimps of Fongoli	Science Article T131
	by Elizabeth Sengel	
	NATIONAL GEOGRAPHIC EXCLUSIVE	
	Which Pet is Right for You?	Advice Blog T137a
	by Michael Peska	Interactive Whiteboard
	Writing Project: Business Letter	T138

RESOURCES

Practice Masters PM2.1–PM2.39
Small Group Reading SG1–SG68

Assessment Masters A2.1–A2.47
Reteaching Masters RT2.1–RT2.16

Amazing Places



? BIG QUESTION

Why learn about other places?



READING SKILLS

Theme Visualize	Week 1	T143g
	How I Learned Geography	Fictional Tale T153
	by Uri Shulevitz	Comprehension Coach
	Writing Project: Account.	T167a
		Magazine Maker
Figurative Language Visualize Elements of Poetry	Week 2	T167g
	Tortillas Like Africa	Free Verse Poem T169
	by Gary Soto	
	Travel	Poem T173a
	by Robert Louis Stevenson	Interactive Whiteboard
	Writing Project: Poem	T173i
		Magazine Maker
Main Ideas and Details Visualize	Week 3	T173o
	Extreme Earth	Social Studies Article T181
	by Beth Geiger	Comprehension Coach
	NATIONAL GEOGRAPHIC EXCLUSIVE	
	Research Project: Extreme Places.	T197a
Interpret Visuals Visualize Themes	Week 4	T197e
	Photographing the World	Profile T199
	by Kristin Cozort	
	NATIONAL GEOGRAPHIC EXCLUSIVE	
	Chile: Where Nature Goes to Extremes.	Magazine Article T205a
	by Nathan Sanchez	Interactive Whiteboard
	Writing Project: Research Report	T206–207

RESOURCES

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

Assessment Masters A3.1–A3.44
Reteaching Masters RT3.1–RT3.17

Unit 4

Power of Nature










BIG QUESTION

How do we relate to nature?



READING SKILLS

Cause and Effect Ask Questions	Week 1 T213g
	Wind at Work Science Article T223 by Beth Geiger 
	Research Project: Natural Energy T237a
Explain Uses of Reasons and Evidence Ask Questions	Week 2 T237e
	Water: The Blue Gold Persuasive Essay T239 by Alexandra Cousteau, with Carol Verbeeck 
	Saving Giants Persuasive Text T245a by Jason Chapman 
	Writing Project: Persuasive Article T245i 
Problem and Solution Ask Questions	Week 3 T245o
	Doña Flor Tall Tale T253 by Pat Mora 
	Writing Project: Problem-and-Solution Story T269a 
Figurative Language Ask Questions Mythical Word Origins Poetic Elements	Week 4 T269g
	Nature Inside Us Lyrical Poetry T271 by Victor M. Valle and Moira Andrew
	Myth Talk Myth T275a by Cassandra Troy 
Writing Project: Tall Tale T276	

RESOURCES

Practice Masters PM4.1–PM4.39
Small Group Reading SG1–SG68

Assessment Masters A4.1–A4.44
Reteaching Masters RT4.1–RT4.13

Invaders



? BIG QUESTION

When do harmless things become harmful?



READING SKILLS

Plot Make Inferences	Week 1	T281g
	The Fungus That Ate My School	Science Fiction T291
	by Arthur Dorros	Comprehension Coach
	Writing Project: Science Fiction Story	T303a
		Magazine Maker
Identify Author's Purpose Make Inferences Explain Persuasive Purpose and Language	Week 2	T303g
	Mold Terrarium	Science Experiment T305
	from <i>The Science Explorer</i>	
	Don't Be Terrorized by Termites!	Persuasive Text T313b
		Interactive Whiteboard
	Writing Project: Science Project	T313i
		Magazine Maker
Problem and Solution Make Inferences	Week 3	T313o
	Aliens from Earth	Science Text T321
	by Mary Batten	Comprehension Coach
	Research Project: Invasive Species	T337a
Explain Ideas Make Inferences Explain Laboratory Journal Concepts	Week 4	T337e
	Island Observations	Journal T339
	by Dr. Christy Finlayson	
	Putting Ants on Ice/Snails! Who Needs Them?	Laboratory Journals T345b
	by Kayla Handler	Interactive Whiteboard
	Writing Project: Persuasive Essay	T346

RESOURCES

Practice Masters PM5.1–PM5.40
Small Group Reading SG1–SG68

Assessment Masters A5.1–A5.45
Reteaching Masters RT5.1–RT5.14

Treasure Hunters



? BIG QUESTION

Why do we seek treasure?



READING SKILLS

Characters
Summarize

Week 1 T351g
Treasure Island **Play** T361
 based on the novel by Robert Louis Stevenson; adapted by Mark Falstein
Writing Project: Adventure Story T379a

Comprehension Coach

Magazine Maker

Reading for Details
Oral and Print
Information
Summarize

Week 2 T379g
Make a Treasure Map **Instructions** T381
 adapted from the New England Pirate Museum Web site
Today Is the Day! **Play** T385b
 by Margaret Schultz
Writing Project: Explanatory Essay T385i

Interactive Whiteboard

Magazine Maker

Sequence
Determine Importance
Identify Main Idea
and Details

Week 3 T385o
Real Pirates: Untold Story of the *Whydah* **History Article** T393
 adapted from a book by Barry Clifford
 NATIONAL GEOGRAPHIC EXCLUSIVE
Research Project: Treasure Hunters T409a

Comprehension Coach

Explain Information
Explain Features
Identify Main Idea
and Details

Week 4 T409e
La Belle Shipwreck **Online Article** T411
 adapted from the Texas Beyond History Web site
The Mary Rose **Online Article** T417b
Writing Project: Historical Fiction T418

Interactive Whiteboard

RESOURCES

Practice Masters PM6.1–PM6.43
 Small Group Reading SG1–SG68

Assessment Masters A6.1–A6.49
 Reteaching Masters RT6.1–RT6.14

Moving Through Space



? BIG QUESTION

What does it take to explore space?



READING SKILLS

Compare and Contrast
Synthesize
Draw Conclusions

Week 1 T423g

What's Faster Than a Speeding Cheetah? **Math Article** T433
by Robert E. Wells  **Comprehension Coach**

Research Project: Speedy Animals T445a

Explain Scientific Text
Explain Uses of Reasons
and Evidence
Draw Conclusions

Week 2 T445e

Building for Space Travel **Science Report** T447
by Anastasia Suen

 NATIONAL GEOGRAPHIC EXCLUSIVE

Ask an Astronaut! **Astronaut Blog** T453b
by Astronaut Jamal Holmer  **Interactive Whiteboard**

Writing Project: Informational Essay T453i

 **Magazine Maker**

Plot
Synthesize
Form Generalizations

Week 3 T453o

The Moon Over Star **Realistic Fiction** T461
by Dianna Hutts Aston; illustrated by Jerry Pinkney  **Comprehension Coach**

Writing Project: Original Story T477a

 **Magazine Maker**

Compare Points of View
Compare and Contrast
Accounts
Form Generalizations

Week 4 T477g

The First Person on the Moon **Biography** T479
adapted from the National Aeronautics and Space Administration (NASA) Web site

The Lunar Landing **Firsthand and Secondhand Accounts** T483a
accounts from Neil Armstrong, Walter Cronkite, and Edwin Aldrin  **Interactive Whiteboard**

Writing Project: Personal Narrative T484

RESOURCES

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

Assessment Masters A7.1–A7.46
Reteaching Masters RT7.1–RT7.16

Saving a Piece of the World



? BIG QUESTION

What's worth protecting?



READING SKILLS

Goal and Outcome
Choose a Reading Strategy

Week 1 T489g

Buffalo Music **Historical Fiction** T499

by Tracy E. Fern: Illustrated by Greg Shed

Comprehension Coach

Writing Project: Realistic Fiction T515a

Magazine Maker

Identify Persuasive Techniques
Determine Main Idea
Choose a Reading Strategy

Week 2 T515g

Saving Bison from Extinction **Report** T517

by Dorothy Young

Protecting Asian Elephants **Online News Article** T525b

by Charles Smolar

Interactive Whiteboard

Writing Project: Persuasive Essay T525i

Magazine Maker

Fact and Opinion
Choose a Reading Strategy

Week 3 T525o

The Key Holders of Kabul **Personal Narrative** T533

by Fredrik Hiebert, with Ronald Scro

Comprehension Coach

NATIONAL GEOGRAPHIC EXCLUSIVE

Research Project: Trade Routes T549a

Analyze Genres
Explain Proverbs
Choose a Reading Strategy

Week 4 T549e

The Librarian of Basra **Historical Narrative** T551

written and illustrated by Jeanette Winter

The Two Brothers **Proverbs** T559b

retold by Arman Khan

Interactive Whiteboard

Writing Project: Literary Response T560

RESOURCES

Practice Masters PM8.1–PM8.43
Small Group Reading SG1–SG68

Assessment Masters A8.1–A8.45
Reteaching Masters RT8.1–RT8.14

Units 1–8 Genres at a Glance

Fiction

Fictional Tale

How I Learned Geography T461
Uri Shulevitz

Folk Tale

**Martina the Beautiful Cockroach:
A Cuban Folk Tale** T43
retold by Carmen Agra Deedy

Historical Fiction

Buffalo Music T499
Tracey E. Fern

Myth

 **Myth Talk** T275a
Cassandra Troy

Proverbs

 **The Two Brothers,
The Short Prince,
The Terrified Servant** T559a
Retold by Arman Khan

Realistic Fiction

The Moon Over Star T461
Dianna Hutts Aston

Science Fiction

The Fungus That Ate My School T291
Arthur Dorros


Tall Tale

Doña Flor T253
Pat Mora

Trickster Tales

**Love and Roast Chicken:
A Trickster Tale from the Andes Mountains** . . . T81
Barbara Knutson

**Mouse Deer and Farmer:
A Trickster Tale from Southeast Asia** T99
adapted from a story told by Aaron Shepard

 **How Pan Caused Panic,
Fox and Coyote,
Anansi, the Spider** T105a
traditional retellings

Poetry

Free Verse

Tortillas Like Africa T169
Gary Soto

Lyrical Poetry

 **Travel** T173a
Robert Louis Stevenson

Comida T271
Victor M. Valle

The Sun in Me T272
Maira Andrew

Drama

Treasure Island T361
based on the novel by Robert Louis Stevenson
adapted by Mark Falstein

 **Today Is the Day!** T385a
Margaret Schultz

Nonfiction

Biographies/Profiles

 **Shaped by Tradition** T29
Patricia Millman

 **Reviving an Ancient Tradition** T35a
Ellen Wayne

 **Photographing the World** T199
Kristin Cozort

The First Person on the Moon T479
adapted from the NASA Web site

Firsthand and Secondhand Accounts

 **The Lunar Landing** T483a
Neil Armstrong, Walter Cronkite, Edwin Aldrin

Interview

 **Josh Ponte: A Musical Journey** T11
Ramona Jafar

Instructions

Make a Treasure Map T381
adapted from the New England Pirate Museum Web site

Journal

- **Island Observations** T339
Dr. Christy Finlayson

History Article

- **Real Pirates: The Untold Story of the Whydah** T393
Barry Clifford

Historical Narrative

- The Librarian of Basra** T551
Jeanette Winter

Magazine Article

- Coming of Age** T61
adapted from *Skipping Stones*
- 📖 **Chile: Where Nature Goes to Extremes** T205a
Nathan Sanchez

Math Article

- What's Faster Than a Speeding Cheetah?** . . . T433
Robert E. Wells

Personal Narratives

- 📖 **Chiyo and Naoki** T65a
Asami Oshii
- **The Key Holders of Kabul** T533
Fredrik Hiebert with Ronald Scro

Persuasive Articles

- 📖 **Saving Giants** T245a
Jason Chapman
- **Water: The Blue Gold** T239
Alexandra Cousteau with Carol Verbeek

Advertisement

- 📖 **Don't be Terrorized by Termites!** T313a

Report

- Saving Bison from Extinction** T517
Dorothy Young

Science Articles

- **Animal Smarts** T113
Leslie Hall
- **The Clever Chimps of Fongoli** T131
Elizabeth Sengel
- **Wind at Work** T223
Beth Geiger

Science Experiment/Laboratory Journal

- Mold Terrarium** T305
from *The Science Explorer*
- 📖 **Putting Ants on Ice** T345a
Kayla Handler
- 📖 **Snails! Who Needs Them?** T345a
Kayla Handler

Science Report

- **Building for Space Travel** T447
Anastasia Suen

Science Text

- Aliens from Earth: When Animals and Plants Invade Other Ecosystems** T321
Mary Batten

Social Studies Article

- **Extreme Earth** T181
Beth Geiger

Media

Blogs

- 📖 **Which Pet Is Right for You?** T137a
Michael Peska
- 📖 **Ask an Astronaut!** T453a
Astronaut Jamal Holmer

Online Articles

- La Belle Shipwreck** T411
adapted from the Texas Beyond History Web site
- 📖 **Henry VIII's Favorite Ship** T417a
Kathleen Torcivia
- 📖 **Protecting Ancient Elephants** T525a





Jennifer D. Turner, Ph.D.



Deborah J. Short, Ph.D.

Building Comprehension for All Students

by Jennifer D. Turner and Deborah J. Short

As teachers, we have all worked with students who can read any text placed in front of them, but they simply can't comprehend what they've read. When we see these students struggle, it reminds us that comprehension is more than just reading a text; when students comprehend they are able to make meaning from the text, and equally important, they are able to critically think about and transform those meanings for their own purposes (Au, 2006; Hammerberg, 2004).

Why don't all students "get" comprehension?

There are a number of reasons why students may have difficulty with reading comprehension. Some readers do not have some of the "basic building blocks" of comprehension, including phonemic awareness, phonics, fluency, and vocabulary. Students of non-English language backgrounds may also have to learn our alphabet system. Such skills are the vital foundation for constructing meaning from texts.

Some students have started to develop these foundational skills but struggle in other ways. They may decode words successfully but not know the meaning of an unfamiliar word, or they know an alternate meaning for a multiple-meaning word. They may not have the background schema to activate key concepts or themes in a text. Without broader vocabulary and background knowledge, students struggle to comprehend what they read.

Other readers may not have acquired comprehension strategies because they had limited access to explicit strategy instruction. In today's schools, this may sound a bit unbelievable, but it does happen. Students from culturally and linguistically diverse backgrounds are often placed in low-level reading and writing groups which overemphasize beginning skills. Although some students may need these skills, a problem occurs when instruction in these groups overemphasizes literal recall and other lower-level skills, and at the expense of building higher-order thinking skills and teaching comprehension strategies (Au, 2006).

A related and equally significant impediment happens when teachers do not believe that students of color are capable of building and using complex comprehension strategies (Hammerberg, 2004). By waiting too long for introduce comprehension strategies to students, we do them academic harm as they get further and further behind their grade-level peers.

Finally, some students, especially those who have severe reading difficulties or have been placed in special education, may need additional scaffolding to acquire comprehension processes and strategies. Some may need additional in-class support, while others might need targeted interventions.

What can teachers do to promote comprehension for all students?

Many students benefit from an explicit approach to teaching comprehension strategies, including clear teacher modeling and explanation, extensive practice and feedback, and opportunities for application across a variety of literary and informational texts that span topics across the content areas (Pearson & Duke, 2002; Duffy, 2009; Villaume & Brabham, 2002).



▲ Decodable texts and authentic literature selections provide literary and informational texts that span the content areas.

According to Fisher, Lapp, and Frey (2011), comprehension is dependent upon the interaction of four sets of critical variables:

- reader variables
- text variables
- educational-context variables
- teacher variables.

We would add a fifth set as well, support variables—oral and written discourse supports for making meaning of text.

To consider, plan, and implement effective comprehension instruction, teachers need to become *orchestrators* (Turner, 2005). Orchestrators carefully and thoughtfully bring together these five variables in ways that support students' comprehension and develop their lifelong love of literacy. Finding and using appropriate materials can assist teachers and students in this endeavor.

Reader Variables

No two readers are the same. Children enter our classrooms with a variety of backgrounds as literacy learners. They have different strengths in reading and writing, different genre preferences and interests, and different areas of challenge. All of our students have their own cultural and linguistic backgrounds, and participate in a multitude of literacy practices embedded within their families, friendship networks, and communities (Au, 2006; Turner & Hoeltzel, 2011). Research shows that comprehension instruction is most effective when it is responsive to the varying needs and interests of individual readers and builds upon their cultural and linguistic resources (Au, 2006; Hammerberg, 2004).

Fortunately, *Reach for Reading* can help teachers to learn more about their students and use that knowledge to their pedagogical advantage. First of all, the units and lessons feature high-quality fiction and informational texts that reflect the diversity in our classrooms. In these pages, students read about people and places within a wide variety of cultural, racial, ethnic, and global communities. Primary languages are often incorporated into the selections in ways that affirm students' linguistic backgrounds, and multiethnic characters and storylines build on students' cultural knowledge (Moll, 1992). As children discuss these varied texts, make personal connections, and share their family and community experiences, teachers gain insights about their students' cultural backgrounds.

Second, affective diagnostic assessments in the *Reach for Reading* program, such as interest surveys, also provide multiple opportunities for teachers to gather information about students' reading preferences in and out of school. All of this information can help teachers to be more responsive to the diverse strengths and needs of their students.



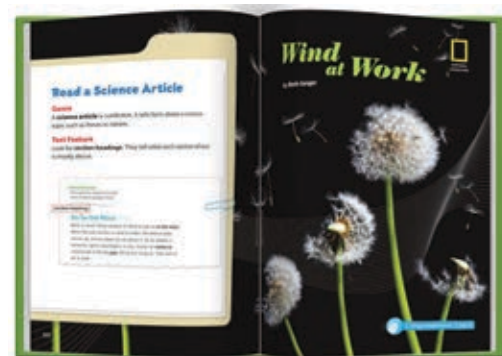
▲ Anthologies and libraries feature a diverse array of literature and informational texts.

Text Variables

Increasing literacy demands of the workplace and a globalized society require that our children know how to consume, comprehend, and critique the texts they encounter in their schools, their families, their friendship networks, and their communities (Au, 2006). Now more than ever, students need to start learning to read a wide range of texts and then reading to learn from them. The Common Core Standards as well as the National Assessment of Educational Progress put a premium on different genres.

Students therefore benefit not only from exposure to various text types but also to explicit instruction in genre study and in selecting appropriate comprehension strategies according to the genre. This type of instruction helps students anticipate the type of information to be delivered and offers schema for constructing meaning.

Reach for Reading offers students a wide variety of fiction and nonfiction texts. While children from all cultures enter our schools with knowledge of narrative, because story-telling is a universal experience, not all children have been exposed to informational and expository text, or poems and biographies for that matter. Yet we know that the ability to make meaning from all types of text is critical for success in school. *Reach for Reading* highlights a wealth of genres including realistic fiction, science articles, photo essays, poetry, folktales, and digital texts (e.g., blogs). Students are given tools for attacking these types of text, first recognizing unique features of the genres and then applying step-by-step comprehension strategies in guided, then increasingly independent, ways.



▲ Students are given tools for working with informational and literary texts.

Educational-Context Variables

Comprehension should be woven into all aspects of classroom life. Teachers must be purposeful about the “creation of the social contexts and situations that shape children’s cognition” (Smolkin & Donovan, 2002). Whether teachers are working with the whole class, in small groups, or one on one, comprehension is a key literacy goal. This is easier said than done, given limitations on instructional time and the daily distractions that arise. *Reach for Reading* provides teachers with numerous research-based practices, such as cooperative learning strategies, small group and learning station resources, and technology-oriented activities that maximize instructional time, address learning styles, and facilitate deeper understanding of texts.

Highly-motivating classroom communities are designed with active, inquisitive children in mind. To become strategic readers, students need multiple opportunities to interact with peers and meaningfully respond to tasks that support text comprehension. Just as students need practice reading and making meaning of texts from different genres, they also need to respond to a range of literal, inferential, and critical thinking questions. *Reach for Reading* includes engaging learning activities that help students to build the kind of comprehension competencies emphasized on standardized tests (e.g., stating the main idea, making inferences) as well as more authentic tasks that encourage students to apply and extend their critical thinking skills and communicative skills.

Teacher Variables

Teachers play a significant role in developing skilled readers “who actively read and automatically construct meaning as they read” (Fisher, Lapp, & Frey, 2011, p. 259). Although there is no “magic bullet” for teaching comprehension, the gradual release of responsibility model is a useful framework. Fisher, Lapp, and Frey (2011) outline five critical steps within this model:

1. Establishing Purpose
2. Teacher Modeling
3. Guided Instruction
4. Productive Group Work
5. Independent Student Practice

Through these steps, teachers build skilled readers by explicitly modeling comprehension strategies and coaching students to collaboratively practice using strategies with a variety of texts. Then they step away to allow students to independently apply strategies.

Reach for Reading is built upon this model of systematic instruction, with units and individual lessons designed to support the release of responsibility from teacher to students through multiple opportunities for practice, feedback, and the “trying out” of new skills. By focusing instruction on one strategy over the course of a unit, students spend time “getting good” at each strategy. Strategies that arise naturally out of the text’s demands are consistently included to ensure strategies are employed in the service of reading comprehension.

Support Variables

While much of this monograph has focused on the process of reading, research shows us that investing time in student-generated oral and written discourse can support the development of comprehension skills (Cazden, 2001; Holliday, 1994; Saunders & Goldenberg, 2007). By creating structured opportunities for students to engage in academic talk and academic writing, we can build their reasoning skills, their background knowledge, their vocabulary, and their ability to use discourse markers and subject area registers to share ideas and relate experiences. Talking about a text before, during, and after reading it builds comprehension. Talking with partners lets students confirm or clarify their emerging understandings of a piece of text. Writing about a text gives students time to reflect on what they read and convey their impressions, formulate an argument, or condense details into a summary.

One major support that *Reach for Reading* provides is explicit teaching with language frames. Sentence starters and other types of language frames help students articulate their thoughts, orally or in writing. When a student wants to give an opinion, the program helps them say not only “I believe that...” or “I disagree because...” but increases the sophistication of the discourse, showing them other options such as “In my opinion, _____ should _____” and “_____ claims _____ but I found that _____.” These language frames offer students ways of thinking about and applying higher-order comprehension processes and reading strategies. As they learn to use them, they will also learn to recognize and comprehend them when encountered in text.

Conclusion

We know that young learners do not always learn at the same rate as their classmates. And when reading and language arts instruction are considered, we know that some skills and language domains may develop more rapidly than others. We also know that our students enter our classrooms with varying reading abilities already in place—some accelerated, some on grade-level, some below-level, and some having no success yet. Our job as educators is to help all students become skillful readers. We do that best by knowing our students’ cultural and linguistic backgrounds, topics they might be interested in reading about, skills they have acquired, and those they need more instruction and practice on.

The *National Geographic Reach for Reading* program gives us tools to make our work with young learners more effective, more meaningful to them, and more fun overall. Students learn to read and learn how to talk about and write about what they have read. If we do our jobs well, students will be on the path to a lifelong love of reading.

For **research citations** see page R27.



Silvia Linan-Thompson, Ph. D.



Lada Kratky

Building Foundational Skills

by Silvia Linan-Thompson and Lada Kratky

Learning to read can be a very easy one for some students, while for others, reading will be one of the most difficult tasks they will undertake. Typically, a classroom is made up of students with varying strengths and backgrounds, and the teacher will have to orchestrate instruction to meet the needs of all.

The report of the National Reading Panel in 2000 identified five key components of reading instruction: phonological awareness, phonics, vocabulary, comprehension, and fluency. These components are inter-dependent and mastering them all will lead to reading success. The foundational skills—phonological awareness and decoding skills—are critical for reading success.

Foundational skills do not, however, function in isolation. As students are building foundational skills, they must also attend to word meaning and comprehension. Strong instruction in foundational skills and consistent connections of these skills to all areas of reading is a key to building long-term reading success.

Phonological awareness

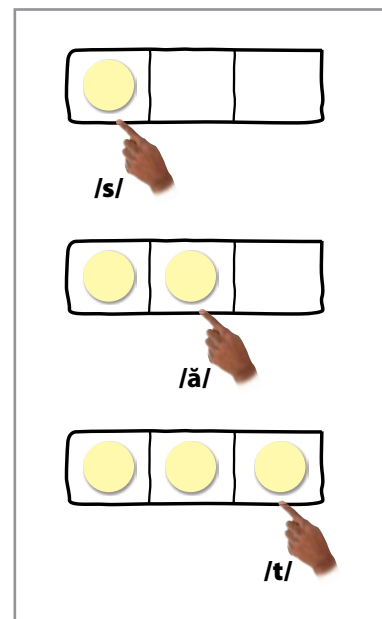
Phonological awareness is the ability to hear, identify, and manipulate sounds in words. It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sound to the letters that represent them. Explicit instruction in phonemic awareness improves students' reading (National Reading Panel, 2000). For very young learners with little awareness of the sounds they articulate when speaking, Yopp (2000) recommends starting with activities that focus on rhyme. Playful poems and chants, as well as songs, will naturally engage young learners and encourage them to focus on sounds in words.



◀ Sing with Me Phonics Songs engage students with rhymes.

Phonological awareness then continues developing sound awareness tasks like isolating and substituting initial, medial, and final sounds, as well as segmenting and counting sounds in words. These activities, at the phoneme level, are the most predictive of later reading success.

Through activities at the phoneme level, children begin to recognize the sequence of sounds in a given word. An effective way for learners to develop this skill is through Elkonin—or sound—boxes. Elkonin was a Russian psychologist who devised the practice of showing a picture and a series of boxes corresponding to the number of sounds in the word the picture represents. The task of the learner is to say the word slowly while pushing a chip into each box as its corresponding sound is being said. By this method, the learner becomes aware quite graphically of the initial, medial, and final sound in a word. Eventually, children will be able to segment words without the support of the Elkonin boxes.



Children's phonemic awareness skills will continue to develop as they acquire knowledge of the alphabet. Phonemic awareness begins but does not fully develop until children learn to read and spell. It is learning the correspondence between sounds and printed letters that allows children to develop and automatize the full representation of sounds (Goswami, 2006).

Phonics

Explicit and systematic phonics instruction is an essential part of a successful classroom reading program (National Reading Panel, 2000). Phonics instruction teaches students sound-symbol correspondence and then teaches to blend sounds to decode words. To read, children must learn to map sounds to print. As they learn grapheme-phoneme correspondences, children are building an alphabetic schemata, or map, into which they fit and store the letter/sound relations they encounter.


National Geographic Reach for Reading includes consistent routines for phonics. Using these routines, children are taught first to blend using the sound-by-sound blending routine; additional routines (vowel-first blending, whole word blending) are included for children needing additional support. Consistent, systematic classroom routines are provided to help students acquire knowledge and automaticity in reading and spelling words.

Typical English texts include a large number of High Frequency Words. These are common words that appear very frequently and are often phonetically irregular, such as *a*, *are*, *one*, *of*, and *the*. Children must learn to read these words, as well as write them. To achieve this most efficiently, students use a High Frequency Word routine and a variety of review and practice games that provide multiple opportunities to read as well as write those words.

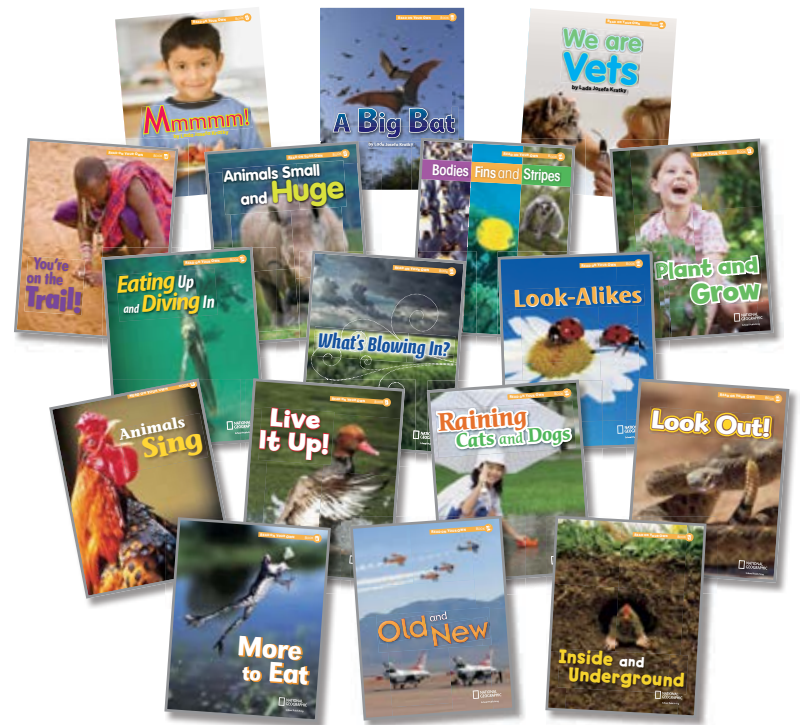
After learning and practicing phonics skills and High Frequency Words in individual words and sentences, children read the Read On Your Own Books, which have decodable informational texts and stories. Accurate reading of words is only the first step in efficient reading. In order to develop automatic recognition of words, students must have multiple exposures to words in a variety of contexts. Read On Your Own Books have been designed with the idea that children can learn content even as they are learning to read, debunking the traditional thinking that in kindergarten through second grade, students learn to read, and not until third grade do they start to read to learn content.

Research shows children love science, and the books in this program abound with science stories, illustrated with outstanding National Geographic photographs. Children practice new phonics skills as they learn all about animal look-alikes, animals huge and small, bodies, fins and stripes, and so many other wonders of nature and culture.

Cover up all spellings except *i*, *e* on **Sound/Spelling Card 34**. Then use **Decoding Routine 1** to connect sound and spelling */i/, e* and to blend words.

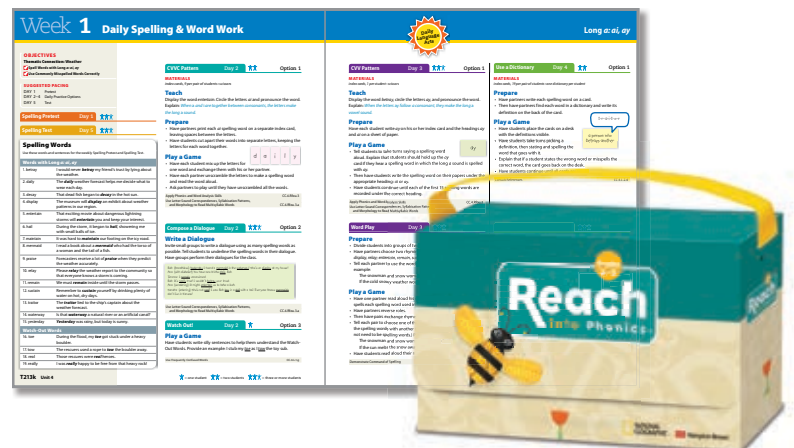
Step 1 Develop Phonological Awareness	/i/, e
1. Tell children: <i>This word has /i/ at the beginning. These words have /i/ in the middle.</i>	ice slide, price, shine
2. Tell children: <i>I will say a word. Listen for /i/. If you hear it, tug your ear. If you don't hear it, do not tug your ear. (chin and plate do not have the /i/)</i>	dive, pile, chin, plate, slice, knife
Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Sound/Spelling Card 34 . Say: <i>ice</i> . Have children repeat.	 Card 34 ice, /i/, e
2. Say: <i>/i/</i> . Have children repeat.	
3. Turn the card over. Point to the <i>i</i> , <i>e</i> spelling. Explain that one way to spell <i>/i/</i> is with an <i>i</i> followed by a consonant followed by an <i>e</i> . The <i>e</i> comes at the end of each word. The <i>e</i> is silent. The sound for vowel <i>i</i> is its own name, <i>/i/</i> .	
4. Give examples of long <i>i</i> words with <i>i</i> , <i>e</i> by pointing to long <i>i</i> words in the song on page 42.	nine, like, dine, time, white, bite, line, fine
Step 3 Blend Sound-by-Sound	
1. Write <i>f</i> Say <i>/f/</i> and have children repeat.	f
2. Add <i>i</i> , <i>e</i> . Remind children that the <i>e</i> is silent and the sound for <i>i</i> is its own name. Say <i>/i/</i> , sweeping your hand beneath the spellings. Have children blend the sounds with you.	fi e
3. Add <i>n</i> between the <i>i</i> and <i>e</i> . Model blending the whole word and then have children blend with you.	fine
4. Write and blend other words with <i>/i/, e</i> .	nine, bike, smile, dime, prize

For Decoding Routine 1, see page BP32.
See Differentiate



Read On Your Own Books are not simplistic decodable texts. They present grade-level science and social studies concepts, topics that relate to real life, and texts that are worth reading and are interesting to students. Beginning readers read for meaning and are then asked to think about their reading. They give opinions, hold discussions, ask questions, and answer them. With National Geographic photographs, texts can be both decodable and content-rich.

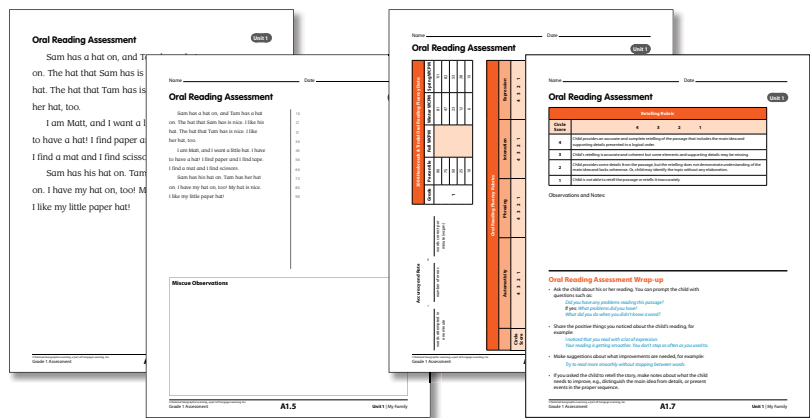
In third grade and beyond, the Common Core Standards indicate that students have acquired most foundational phonological awareness, decoding, and spelling skills. In *Reach for Reading*, Daily Spelling and Word Work helps reinforce and build automaticity for all learners. Additionally, resources are provided for older learners who may need to build any prerequisite skills. An intervention kit, *Reach into Phonics* for grades three through five, provides age-appropriate lessons and texts to build foundational reading skills. To help students transition from the primary grades to this more rigorous intermediate-level expectation, additional games and activities are provided in the grade three Teacher's Edition for daily phonics intervention.



Fluency and comprehension

All children should learn to read accurately and without effort. Fluent reading, the ability to read with speed, accuracy, and prosody, is essential to reading comprehension. Students' oral reading provides insight into their fluency. If they are still developing decoding skills, their reading will be labored as they sound out words, and their reading of text may resemble reading a list of unrelated words—reading in a monotone.

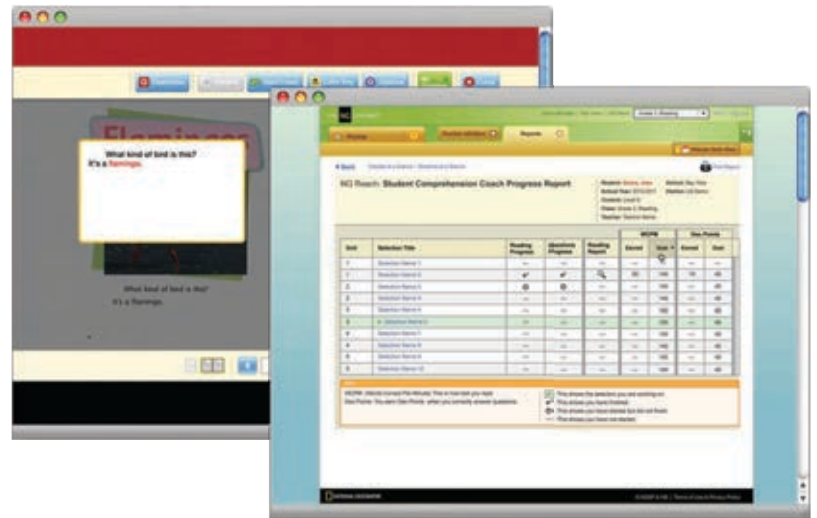
If students pause appropriately, use correct phrasing, or change their intonation and expression in response to the text, they may not need fluency practice. Furthermore, we can usually assume that they understand what they are reading. Their response to the text is a reflection of their processing of the text as they read. These students may not need additional fluency practice. However, to be sure, assess students' oral reading fluency to ensure they are meeting grade-level benchmarks. Oral reading assessments focus on accuracy, rate, and comprehension to reinforce the importance of reading to understand, rather than simply calling out words.



- ▲ Oral reading assessments include resources for measuring accuracy, rate, and comprehension.

Reach for Reading has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several activities every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension. The Comprehension Coach is an interactive software resource that provides a risk-free and private individualized opportunity for repeated reading. Literature selections from the anthology and Read On Your Own decodable books are included in the program. Students can read silently or listen to a model of the selection being read fluently. They can also record and listen to their own reading of the selection. After reading a section, the software automatically calculates and graphs their reading rate in words correct per minute

(WCPM). This frequent and individualized opportunity for repeated readings helps students build fluency in a risk-free environment. The inclusion of rich texts and comprehension questions supports the connection between smooth reading and understanding.



- ▲ Speech recognition technology is built into the online Comprehension Coach so individual students can record multiple readings and track improvement in their words correct per minute (WCPM).

Conclusion

It is important to see the five components of reading instruction as being interdependent, and that mastering them will lead to reading success. Through poems and chants, students are naturally engaged, focus on sounds in words, and learn that words are made up of a sequence of sounds and that you can manipulate those sounds. Through explicit phonics instruction and multiple exposures to words in a variety of contexts, students learn to read accurately and without effort. Students are given engaging, content-rich text to help them continue to learn to read by reading for information. Fluent reading is essential to reading comprehension, and providing reading material that is worth reading and high interest to students will ensure that they read for meaning and think about what they are reading.

For **research citations** see page R27.



Nancy Frey, Ph.D.

Developing Young Writers *by Nancy Frey*

The ability to read and write to convey information, provoke thought, and inspire others has long been considered a hallmark of an educated person (Manguel, 1996). More importantly, reading and writing are tools for empowerment—they provide a voice and a forum for those who would otherwise be silent (Freire, 2000). The importance of being heard, both verbally and through writing, is especially vital.

Writing instruction across dimensions

Writing instruction has lagged behind reading instruction in both its scope as well as its depth. While educators recognize that reading requires carefully crafted experiences to promote phonemic awareness, mapping sounds onto letters, building vocabulary knowledge, and fostering comprehension across longer pieces of text, writing lacks the same fine-grained approach. Writing instruction has been confabulated with causing writing (Cutler & Graham, 2008; Gilbert & Graham, 2010), with comparatively little attention dedicated to building skills, establishing a variety of purposes for writing, and building motivation for doing so. Even worse, writing occurs infrequently and for short durations, leaving students without the stamina they need to engage in sustained writing.

Reach for Reading seeks to alter the way writing occurs in the classroom by promoting instruction across dimensions. Dimensions include project-based writing and writing in response to authentic questions; writing to reinforce comprehension; developing writing fluency; and building writing skills.

First and foremost, the need to write begins on the first page of the unit when a true purpose is established. Students confront meaningful Big Questions such as “When do harmless things become harmful?” as they explore the world of insects and competition for habitats. Students also write daily in lessons that focus on specific skills. They learn about the grammar of the language through writing as well, and incorporate vocabulary and grammar in generative sentences. Importantly, they build their writing fluency through daily power writing. Weekly project writing allows students to answer these Big Questions across a variety of genres and forms as they apply their knowledge of conventions and build their capacity to engage in skilled production. Taken together, these instructional components consolidate to form systematic, scaffolded writing instruction that mirrors the purposeful teaching of reading. Let’s look further at the research base on programmatic implications of each of these principles.

Motivating writers with Big Questions

As with all people, children are spurred to discovery by questions that require investigation. Ask a child “What is the difference between then and now?” and then give her the resources and experiences she will need to address the topic, and wonderful things can occur. She might learn about how communication technologies have changed, but the need to communicate has not. She can compare and contrast similarities and differences between past and present, view a video about invention, and develop visual literacy skills to examine photographs and illustrations of transportation across time. The question can even spur on investigation about space exploration and changes that have occurred as women have become astronauts and scientists. This is intriguing content for anyone. And, in *Reach for Reading*, the content is presented in a way that is accessible to young students. With information, ideas, and opinions swimming in her imagination, the student can use writing as a natural outlet for sharing with an audience.

Motivation in writing is essential in the development of this complex skill. Young writers are motivated to write when they have an audience and purpose (Wilson, 2008). As well, knowledge of content and writing forms has been found to have a significant positive impact on the writing performance (Olinghouse & Graham, 2009). It is also significant that even primary writers find self-expression to be a motivation for writing in school (Nolen, 2007).

The spirit of inquiry in *Reach for Reading* serves as a catalyst for spurring the act of writing. But the willingness to write can be muted by a lack of skill. Therefore, writing instruction needs to be scaffolded to build competence and confidence.

The image shows a book cover for 'Invaders!' featuring a large, colorful beetle. The cover includes the text 'Unit 5' and 'Share What You Know'. A callout box with a question mark icon contains the text 'BIG Question When do harmless things become harmful?'.

Scaffolded instruction builds writing skills

Scaffolded instruction is a principle of teaching dating back to the early 20th century. Vygotsky's (1938/1978) observations of the interactions of children who were learning together gave him insight into the possibilities of what could occur when a competent other (teacher or peer) was present to offer support. Over time, Vygotsky's insights about a learner's zone of proximal development were reinterpreted as the teacher practice of scaffolding (Wood, Bruner, & Ross, 1976). Scaffolding in turn has been further explained in reading as a gradual release of responsibility model of instruction (Pearson & Gallagher, 1983). More recently, this model has been expanded for reading and writing instruction to include a collaborative learning phase where students engage in productive group work in the company of peers (Fisher & Frey, 2007, 2008).

Effective teachers deliver writing lessons designed to scaffold student learning using a gradual release of responsibility model of instruction (Pearson & Gallagher, 1983). Scaffolded instruction in writing includes opportunities for students to witness the act of writing by their teacher while he or she uses a think aloud approach to explain the decision-making used by a writer (Davey, 1983). *Reach for Reading* provides examples of modeled writing to support teachers as they implement scaffolded writing instruction.

Think Aloud	Write
<i>I'm going to write about the Great Wall of China. When I visualize the wall, I think about its stone walls. They are bumpy and remind me of a tortoise's shell, so I'll make that a simile.</i>	The Great Wall has stone walls that are as bumpy as tortoise shells.
<i>The wall is long and twists like a snake. I'll make that a metaphor.</i>	The wall is a snake. It twists through the mountains.

At various times, students also benefit from writing together through the guided instruction offered by interactive writing. In addition, students regularly experience skill-building exercises such as generative sentences, daily writing skills, power writing, and close examination and replication of writing models (Fisher & Frey, 2007). Schleppegrell and Go (2007) examined the writing of fourth and fifth grade English learners who had generated lists of possible academic language and vocabulary prior to writing and found that the young writers utilized these lists to strengthen the structure and content of their writing. In addition, the children whose teachers used writing models were able to transfer these linguistic structures effectively.

Daily writing builds fluency

Systematic building of writing skills within a supportive environment that includes scaffolded instruction is essential if students are to become accomplished writers. However, the issue of writing fluency is also critical to their development. As with reading instruction, where it is understood that a steady daily diet of texts nourishes young readers and contributes to fluency, so it is with writing. In addition to the scaffolded writing instruction noted above, additional daily writing instructional activities are provided in *Reach for Reading* including power writing, generative sentences, and daily writing skills.

Power writing (Fearn & Farnan, 2001; Fisher & Frey, 2007) builds the writing stamina of young writers. These brief, timed writing events encourage children to put their ideas down on paper in order to build writing fluency. Students are encouraged to write for both volume, and with effort, for a minute at a time and then count words and circle errors. This can be repeated, and students can chart their best result to gauge their own progress over time. By engaging in these short timed writing exercises, students build stamina similar to results of daily training for a physical activity. In addition, students can track their own growth, set goals, and discuss their progress with their teacher. All of these practices are found to be essential for maintaining motivation (Bong, 2009).

Power Writing

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

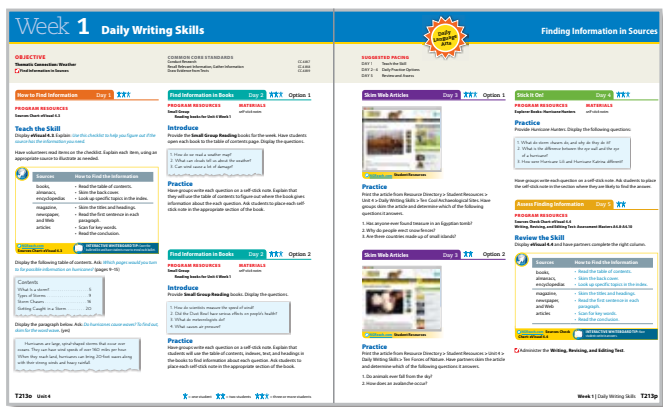
For **Writing Routine 1**, see page BP47.

The purpose of generative writing is to draw the student's attention to several key features of effective writing, including vocabulary, syntax, and semantic meaning (Fisher & Frey, 2007). Inspired by the work of Fearn and Farnan (2001) on given word writing, students are challenged to incorporate a vocabulary word or specific part of speech into a sentence. Unlike convention writing exercises, several conditions are provided to constrain their work. For instance, students might be instructed to use the word *weather* in the third position in a sentence that is at least seven words in length. Responses include the following:

- The cold *weather* caused me to go back to get a coat.
- I like *weather* that brings sunshine after a rainstorm.
- Meteorologists study *weather* so they can make predictions.

The attention to position and length causes the writer to simultaneously consider the grammatical and semantic elements required, giving them a time to consolidate this knowledge authentically. By integrating grammar instruction into a progression of more extended writing, students move from learning basic skills in isolation toward making decisions about grammar at its point of use.

Daily Writing Skills provide focused instruction, practice, application, and assessment resources that target specific skills such as using transitions or supporting ideas with sufficient and relevant details. These focused activities help develop the craft of writing to support students as they participate in extended writing projects.



Conclusion

The act of writing is far too important to leave to chance. We know that merely “causing” writing through writing prompts is not enough. Young writers must be taught about the structures and conventions of the language, as well as the craft. Purposeful attention to building the fluency, content knowledge, and art of writing are woven together into a compelling program. Using a scaffolded approach to writing instruction, children learn not only what and how to write, but most importantly, why we write. In discovering the art of writing, they also discover themselves.

Language Frames

<p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____.
---	---

Writing projects extend writing opportunities

The view that recognizes that writing is a social act, not just a strictly cognitive one (e.g., Au, 1997; Dyson, 1989) is a central tenet of *Reach for Reading*. These social acts are fueled by the conversations that occur between writers. The weekly writing projects in the program capitalize on the interaction of oral language development and writing development. Students regularly experience research-based instructional routines that invite them to compose orally in the company of their peers (Lapp, Flood, & Tinajero, 1994). They meet to discuss their writing with peer responders who are supported with language frames to shape their collegial discussions.

Time is devoted at the end of each week to publish and share their writing with an audience, thereby further reinforcing the purpose of the writing as a way to answer a compelling question. These writing projects do double duty, as each spotlights a writing trait as well as a format or genre. These projects provide further opportunity to consolidate complex writing behaviors, develop self-awareness, and build community in the classroom. After all, isn't that what writing is for?

While writing is often viewed as an independent activity, the research on the importance of collaboration before and after writing is compelling. Writing is ultimately about audience, so conversation and response is integral to the process. As noted earlier, writers typically begin to compose orally before they put pencil to paper. Therefore, it is essential for young writers to convey their own ideas, listen to the ideas of others, and dialogue about both. Children also need opportunities to discuss what they have written with fellow writers in order to obtain peer responses. Students meet the authors of many of the readings in the *Reach for Reading* program and learn how these professionals approach their craft. These author conversations are intended to model the kind of thinking that writers of all ages engage in.

Writing Project *continued*

<p>Revise</p> <p>1. Read, Retell, Respond Read your draft aloud to a partner. Your partner listens and then retells the story. Note ways to improve your writing.</p> <div style="border: 1px solid #0070C0; padding: 5px; margin: 5px 0;"> <p style="text-align: center; font-weight: bold; color: #0070C0;">Language Frames</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. </td> <td style="width: 50%; padding: 2px;"> <p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____. </td> </tr> </table> </div> <p>2. Make Changes Think about your draft and your partner's suggestions. Then use the Revising Marks on page 585 to mark your changes.</p> <ul style="list-style-type: none"> • Is every event clearly described? If not, add details. • Make sure you write what the character says sounds like that character. Replace words that don't. 	<p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____. 	<p>Edit and Proofread</p> <p>Work with a partner to edit and proofread your tall tale. Remember to use lots of action verbs. Use verb forms of have and be. Make sure that each verb agrees with its subject. Use the marks on page 585 to show your changes.</p> <p>Spelling Tip When you write a correction, use an eraser to erase the letters that are left over.</p> <p>Publish</p> <p>1. On Your Own Add pictures. Read your story to your classmates. You may even want to use sound effects!</p> <div style="border: 1px solid #0070C0; padding: 5px; margin: 5px 0;"> <p style="text-align: center; font-weight: bold; color: #0070C0;">Presentation Tips</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <p>If you are the speaker...</p> <p>Read with expression. If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p> </td> <td style="width: 50%; padding: 2px;"> <p>If you are the listener...</p> <p>Try to picture the story in your mind.</p> <p>Laugh or smile to show the speaker when you think something is funny.</p> </td> </tr> </table> </div> <p>2. With a Group Invite family and friends to a storytelling festival. Choose several of your tall tales to act out. Create scenery and assign parts. Practice and perform the stories for your audience.</p> <div style="text-align: center; margin-top: 10px;"> </div>	<p>If you are the speaker...</p> <p>Read with expression. If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p>	<p>If you are the listener...</p> <p>Try to picture the story in your mind.</p> <p>Laugh or smile to show the speaker when you think something is funny.</p>
<p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____. 				
<p>If you are the speaker...</p> <p>Read with expression. If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p>	<p>If you are the listener...</p> <p>Try to picture the story in your mind.</p> <p>Laugh or smile to show the speaker when you think something is funny.</p>				

For research citations see page R27.

Author Monograph | Writing **BP9**



Nonie K. Lesaux, Ph.D.

Beyond the Word List: Comprehensive Vocabulary Instruction

by Nonie K. Lesaux

Across generations of schooling, vocabulary instruction has started with a list of words—often words from a particular story. And in many classrooms, to teach these words, a familiar scene unfolds: the teacher introduces the words and posts the list. As part of this vocabulary instruction, students might match words with their dictionary definitions, and, at some point, they might read a story containing the words and answer a set of comprehension questions. After these kinds of instructional activities, it's often time for assessment.

In this traditional scenario, the time and attention devoted to vocabulary learning are limited. But to meet the needs of today's readers, and the literacy demands that are part of today's Common Core Standards, research tells us that this instructional paradigm is going to have to shift. We need to focus more carefully on the words we're choosing to teach, reconsider the duration and overall approach to vocabulary instruction, and investigate the types of opportunities we're giving our students to learn any given word.

For all learners, vocabulary and reading comprehension have a reciprocal relationship—while greater vocabulary leads to greater comprehension, better comprehension also leads to learning more vocabulary words (Stanovich, 2008). Yet vocabulary learning is an enormous task; in order to be academically successful, students must leave high school with a working understanding of about 50,000 words. And at the core of the role of vocabulary in reading comprehension is the relationship between vocabulary and a child's knowledge about the world—their background knowledge.

Thinking about vocabulary instruction as a vehicle to building up a child's background and conceptual knowledge, though, has major implications for how we go about the instructional task (Heibert, 2005). And that means a paradigm shift—in at least four ways. We need to

- focus on the words that matter most
- use a deep, interactive approach to build word knowledge
- follow research-based routines
- build strategies for word learning.

Focus on the words that matter most

We can't possibly teach students the roughly 50,000 words they need to know to be academically successful—we just don't have the time. So we need to make sure that we're making the absolute most of that time. That means a focus on building up students' vocabulary and background knowledge for reading success in *all* content areas.

As in the opening scenario, traditional vocabulary instruction practice tends to focus on low-frequency or rare words, or to focus on the concrete nouns that are part of children's everyday lives (e.g., *furniture, foods*) (Heibert, 2005). But these words can be relatively unimportant when we stack them up against all of the words that our students need to know. To be effective, we must more strategic about the words we are teaching as part of vocabulary instruction.

In every classroom, we can focus on the words students need to be academically successful and then use them as a platform for a number of important learning goals, including 1) increasing academic talk (e.g., dialogue, debate); 2) promoting more strategic reading of narrative and informational text; and 3) supporting students' research and inquiry—all skills that make up what we call "advanced literacy" and all key anchors of the Common Core Standards. We call these words *high-utility, academic* words (e.g., *analyze, characteristic, observe*) because if learned deeply, they support overall academic success, not just the comprehension of a specific text or reading lesson. They are words that show up far more in print than they do in conversation, even between educated adults.

A focus on academic words is especially important when teaching students with underdeveloped vocabularies, who need to know them in order to access the content-specific words they encounter. In *Reach*

for Reading, we have been very strategic about what words are taught during the precious instructional time spent on vocabulary instruction (high-utility, academic words).



Use a deep, interactive approach to build word knowledge

Knowing a word is not an all-or-nothing affair—we all have *degrees* of knowledge of any given word. Degrees of knowledge range from no knowledge at all to a general sense of the word, all the way to an understanding of the abstract concept that underlies the word. As is the case for many students in today’s classrooms, we might understand a word when *someone else* uses it in a specific context, but we don’t use the word in our own writing or speaking, and we might struggle with its meaning when we come across it in print when we are reading on our own and don’t have the benefit of interaction with another person. And this compromises our comprehension in that instance. But for many of our students, lack of deep word knowledge compromises not just their reading comprehension, but their academic success. These students have *some* understanding of a whole lot of words—but it’s not accumulating for academic success.

The goal of vocabulary instruction, then, is for students to gain an understanding of the concept that a word represents, to acquire its multiple meanings, to understand its relationship to other words, and to understand how it is used figuratively or metaphorically. But getting to deep knowledge of a word takes time and a much more interactive, comprehensive approach than what has been standard in our classrooms. This means an instructional plan that builds in opportunities to learn these words over an extended period of time, providing multiple exposures across the lesson cycle, and in different ways—drawing on and developing students’ reading, writing, listening, and speaking skills.

Word learning must be anchored in rich content. Students need to learn *how* to think about language and how words work—and this takes time and multiple opportunities across different instructional contexts. It especially means the benefit of discussion and dialogue to clarify one’s knowledge and grapple with new learning. And there is consensus that this deeper, more sustained approach to vocabulary instruction means focusing on fewer words. This contrasts with the more common practice of teaching a large number of words starting with a list or workbook, a practice that might get us to Friday’s vocabulary test but not to deep knowledge that is maintained over the long-term.

Reach for Reading includes academic and content words that are very tightly connected to content under study—to build up background knowledge. Students using *Reach for Reading* gain multiple exposures to each word and are given myriad opportunities to hear, read, and use the word in reading, writing, listening and speaking.

Part 1
Think and Respond

Talk About It

- What seems **realistic** about the story? Give two examples.
The story is realistic because _____.
- Imagine you are the dad. **Give information** to the girl about the life **cycle** of a potato plant.
First, the plant has _____. Next, _____. Then, _____.

Key Words

blossom	produce
characteristic	root
conditions	seed
cycle	soil
depend	sprout
growth	

Follow research-based routines

In spite of the fact that gaps in reading performance are often associated with gaps in vocabulary knowledge, instruction in this area occurs infrequently and inconsistently in most classrooms across the U.S. and Canada (Foorman et al. 2001; Lesaux et al., 2006; Scott, Jamieson-Noel, & Asselin, 2003; Watts, 1995). Estimates suggest that in kindergarten through second grade classrooms, only between 10 percent and 28 percent of academic time focuses on explicit instruction to support oral language development; by the middle school years, this number is about 10 percent. And when it does happen, much of this vocabulary instruction is what we would call “incidental” in nature. Instruction is often not part of a long-term plan, nor does it provide students with multiple, varied opportunities.

Take, for example, what research finds to be one of the most common scenarios for vocabulary instruction: The class is gathered around for a read aloud and the teacher starts reading. As she moves through the pages, she comes across a word that she is fairly certain many of the students will not know. She stops, provides a definition (with example) for the word, in passing, and continues through the pages. In this way, the students are really only exposed to the word once, and there is just one teaching method (i.e., a verbal explanation). This instruction is not part of a long-term plan, nor does it provide students with multiple, varied opportunities as part of a comprehensive routine to build up deep knowledge. Whether deep teaching and learning has occurred is questionable, even unlikely; we know from important research on vocabulary instruction, especially that which focuses on the number of exposures, across contexts, that a child needs to learn a word, that a much more playful, comprehensive approach is needed.

Guided by a long-term plan for vocabulary learning, *Reach for Reading* features a weekly research-based vocabulary instructional routine. The routine recognizes the importance of repetition in deliberate and strategic ways to provide students with multiple, varied exposures to the words (and their concepts) and to practice their word learning. Across the cycle, instructional tasks draw on and develop students reading, writing, listening and speaking skills.



▲ My Vocabulary Notebook is a digital resource to support the *Reach for Reading* vocabulary routines.

Build strategies for word learning

As mentioned earlier, we can't possibly "cover" all the words students need to learn for academic success. But while reading, students constantly come up against words that they don't know—and readers need tools to figure out the meaning these words. Therefore, as part of deep, interactive vocabulary instruction, we need to equip students with strategies to try to figure out the meaning of an unfamiliar word they encounter while reading. Without these tools, readers might skip the words repeatedly and potentially lose overall meaning, or they may get "stuck" on those words and lose their train of thought that is central to the meaning-making process. What the students do at a crossroads while reading depends in large part on the word-learning strategies they have in their toolkits.

To become advanced readers, students need to be able to pull apart an unfamiliar word (e.g., *is there a root or suffix that might help to signal its meaning?*), dig deeply enough to find a helpful context clue (e.g., *does something in the prior paragraph signal what this might mean?*), think of a related word that looks the same (e.g., *is it a cognate?*), or think about when they heard the word prior to this reading (e.g., *what is the connection to background knowledge?*). With direct and explicit teaching of word-learning strategies, students are better able to work through more challenging text and get closer to that goal of acquiring the thousands of words needed for academic success.

Instruction in word-learning strategies is systematic and incorporated into the instructional pathway presented in *Reach for Reading*. Students connect strategies to key words and have multiple opportunities to apply word-learning strategies.

Part 2
Word Work

Suffixes

Many English words end with a **suffix**, or a short word part. Many of these English suffixes came from Latin, Greek, or Old English. Sometimes knowing the meaning of the suffix can help you predict the meaning of the word.

This chart shows some common suffixes.

Suffix	Origin	Meaning	Example
-able	Latin	can be done	allowable, transferable
-ist	Greek	one that does	biologist, geologist
-ful	Old English	full of	useful, careful

The suffix *-ful* means *full of*. What do you think the word *thoughtful* means?

Try It Together

Read the sentences. Then answer the questions. Use the chart to help you.

Marine botanists study plant life in the ocean—from spiky sea urchins, to bountiful seaweed. They think studying plants is enjoyable and useful work.

- Look for the Latin suffix in the word *enjoyable*. What do you think *enjoyable* means?
 A not enjoyable
 B one who enjoys things
 C a fun object
 D can be enjoyed
- Look for the Greek suffix *-ist*. What do you think *botanist* means?
 A an ocean plant
 B one that studies botany
 C the study of plant life
 D a male scientist

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▲ Instruction and practice in word-learning strategies equip students to extend vocabulary beyond the words taught in *Reach for Reading*.

Conclusion

Research finds that well-developed vocabulary knowledge—the often specialized and sophisticated language of text—is an important tool for making meaning while reading. It is also a common source of weakness for students who don't understand deeply the text they've read, even when they might have read it fluently. In fact, these same students might answer a set of literal comprehension questions accurately, but when they move to more complex literacy tasks—including drawing inferences, producing a written composition, and engaging in academic debate and dialogue—lack of deep vocabulary knowledge impedes performance.

To equip today's readers with the advanced literacy skills that are needed for post-secondary success (and full participation in society) and that are part of today's Common Core Standards, research tells us that there are key shifts to instructional paradigm for promoting word learning. Within our literacy blocks and across classrooms, we need to focus more carefully on the words we're choosing to teach, reconsider the duration and overall approach to vocabulary instruction, and investigate the types of opportunities we're giving our students to learn any given word.



Nonie K. Lesaux, Ph.D.

Academic Talk: A Key to Literacy *by Nonie K. Lesaux*

To develop stronger readers in classrooms across the country, we need more productive noise—the sounds of students talking and working together on academic tasks. Talk is, in fact, one of the most crucial tools in the classroom to promote critical reading and thinking. Consider the following statistics that clearly demonstrate we must strengthen our reading instruction for *all* students:

- On one International Student Assessment, only 30 percent and 12 percent of U.S. students scored in the highest category on the reading and problem solving sections, respectively (Wagner, 2008).
- According to the National Center on Education Statistics, over 40 percent of students in community colleges and 20 percent of students in four-year institutions require remedial instruction (NCES 2004b).
- Educators in colleges and universities, including elite institutions, report a steady decline in students' critical thinking, reading, and writing skills (Baum & Ma, 2007).

So why focus on academic talk? Well, we know that reading words is necessary to support comprehension, but it's only a first step. While the reader must be able to successfully decode, he or she must also recognize the meaning of the words themselves and especially the concepts those words represent. To do this, the reader draws on his or her background knowledge, constantly applying what he or she already knows about the text's topic while making his or her way through the word-covered pages. But if the words or the topic are completely unfamiliar or just too difficult to grasp independently, then sounding out the words may look like "reading," but it is simply an exercise, unresponsive of learning.

The specialized, sophisticated language and abstract ideas featured in text prove challenging for many readers—not just those who are struggling. In fact, we may have a false sense of security that students who reach proficiency in early grades are inoculated against later difficulties and destined for success.

The following guiding principles will help teachers design effective academic language instruction to promote students' academic reading and writing skills:

- Provide daily opportunities for academic talk.
- Go beyond comprehension questions.
- Facilitate rich discussion.
- Connect academic talk to academic writing.

Provide daily opportunities for academic talk

Despite national calls for instructional frameworks that focus on *Reading, Writing, Listening, and Speaking*, and although talk is one of the most powerful tools for comprehending and analyzing text, research tells us very clearly that speaking is the neglected standard. For hundreds of years, students have been taught to listen quietly as the teacher talked, so that they would learn; still today teachers dominate classroom talk (Cazden, 1988; Heath, 1978; Snow, Tabors, & Dickinson, 2001). When attention to developing oral language does occur in most classrooms, it tends to be in preschool and kindergarten. So, ironically, as the texts and the language needed for academic success become more difficult, less instructional time, if any, is devoted to academic talk and oral language development. For students to succeed as readers and writers, we need to focus on developing their sophisticated language skills.

And if speaking is the neglected standard, listening is the misunderstood standard. *Passive* listening, like following directions, is the norm. *Active* listening is needed. Teachers can help students develop *active* listening and speaking skills through structured dialogue and debate activities that center on rich concepts. These practices also build the reasoning skills and background knowledge that are at the core of strong reading and writing.



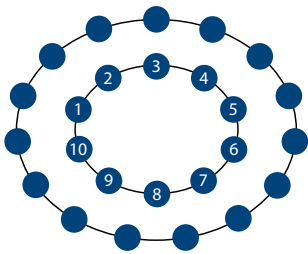
Reach for Reading is designed to infuse reading time with significant opportunities for students to develop their academic speaking and listening skills. In every unit, and across the lesson cycle, students are presented with

- Big Questions that focus on interesting cross-curricular topics to talk about
- interesting ways to engage in academic discussion (cooperative learning structures, book discussion groups, and more).

By placing academic talk at the core of good literacy instruction, *Reach for Reading* not only builds students' speaking skills, but their active listening skills also. Teachers are guided to support students to participate in academic talk effectively with structured opportunities to do so.



- ◀ Big questions provide interesting, cross-curricular topics for reading, writing, listening, and speaking.



Talk Together

- ◀ Cooperative learning and partner work facilitate active engagement involving every student.

Go beyond comprehension questions

When students are given opportunities to speak during reading instruction, they most often answer low-level questions with one or two word replies, and usually during the whole-group lesson. Consider the read-aloud: the teacher reads a story, pausing every now and again to pose a question to the group. Some students raise their hands, and the teacher calls on one to respond. This practice is widespread. Researchers have found that questions about the here and now or questions with answers easily found in text are used between 50 percent and 80 percent of the time in classrooms (Watson & Young, 1986; Zwiers, 2008). But these questions serve primarily one purpose—to evaluate students' understanding about something relatively concrete and literal. It's our strongest readers who can engage effectively with the question-answer format. Overall, however, very few students benefit from this.

To promote academic talk, we can't just have whole-group settings, and we can't rely almost exclusively upon teacher questioning as our tool to do so. Effective instructional practices to promote academic talk in the service of reading comprehension and writing development focus very seriously on *dialogue*—engaging conversation about rich topics and ideas featured in text—in order for students to develop their ideas and informed opinions.

When they engage in academic talk, students make claims and justify them with evidence, articulate causes and effects, compare ideas. They work as a whole class and in pairs or small groups. Students may have roles to play so they consider perspectives other than their own, or they may share opinions and work to build consensus. In classrooms focused on academic talk for improved literacy, teachers model good academic discussions. Teachers might also work with students on turn-taking or constructive disagreement with another's opinion.

In *Reach for Reading*, instruction to broaden academic talk centers on a Big Question featured in every unit and is anchored in rich text, which is key to building comprehension skills. Instruction draws significantly on the teacher's and students' personal connections to topics. At the end of each unit and throughout the course of study, students take a stance and debate a point of view, or do some research as part of a collaborative project, and report out to their peers as experts. In conjunction with a high-quality literature and nonfiction selections, students pose questions and find answers or apply their knowledge to new situations.

In structured discussions, we ask students to learn from their peers by observing and listening, exposing them to rich and engaging text that features academic language. *Reach for Reading* also teaches and provides repeated exposures to cross-curricular and academic language registers and vocabulary words to improve their academic language skills. The scaffolded instruction on language frames moves students from forming basic sentences to making comparisons, giving opinions, and justifying choices to their peers. Students pull together their emerging skills and practice academic talk in all of the unit projects as well. Overall, the instruction is dynamic and engaging. It qualifies as much more than basic communication and prepares students for the rigorous academic environments in middle school, high school, and beyond. Academic language frames scaffold students to promote participation at all levels.

Facilitate rich discussion

If our students are going to advance to the next level, they need to actively construct their own knowledge. This means we need a paradigm shift in the role and actions of the teacher. If students are to deeply understand new texts and topics and generate new conceptual knowledge, lessons need to be designed accordingly. This means much less stand-and-deliver or step-by-step instruction to show students how produce the “right” answers, and more lessons designed around an open-ended question or big idea, connected to a long-term plan for content learning, and student collaboration. As a facilitator of students' own active learning, the teacher leads discussions on topics and texts. She is skilled at managing the process of inquiry—which doesn't always go in the direction planned—and, over time, supports students' unpacking of difficult text and big ideas (Goldenberg, 1992).

Reach for Reading supports this shift in roles through the gradual release of responsibility. Its design was guided by the principle that teachers are facilitators of student learning, guiding students on how to construct their own knowledge through in-depth interactions with text and abstract ideas. For this reason, the program supports teachers in leading fertile discussions about big ideas. Teachers model what good conversations look like and how one builds on the ideas of others. Rich discussion is fostered by enabling students at all levels to engage with authentic fiction and nonfiction texts that extend social studies and science questions beyond the shared reading in the anthology. After reading, heterogeneous groups meet to share and compare knowledge and insights gained from the different books. Cross-text sharing enables students to apply reading in authentic ways in a context that facilitates contributions by all participants.

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Miss Ramphus

Everest: The Climb, Part 1

The Coy, Part 1

Compare and contrast the books you have read. Discuss these questions with your group:

1. What helps each character imagine the world? How do these books help readers imagine the world?
2. How does each author help you visualize each amazing place?
3. What is similar about the settings in each book? What is different? What makes each of the places in these books amazing?

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▲ Students at varied reading levels explore different content-rich texts and novels. Heterogeneous groups share and compare thematically-related books creating an authentic context for academic discussion.

The *Reach for Reading* teacher's edition offers effective whole-group and small-group lessons to increase academic talk in our classrooms, encouraging teachers to take advantage of built-in opportunities for peer scaffolding to push students forward, while paying careful attention to groupings. Every unit features numerous occasions for teachers to foster academic language, including the end-of-unit collaborative projects that focus on the Big Questions.

Connect academic talk to academic writing

Recent research is very clear that writing is a significant weakness for many students in our classrooms. For example, in a recent study in urban middle schools, participating teachers agreed that writing a paragraph is a difficult exercise for 6th graders (Kelley, Lesaux, Kieffer & Faller, 2010). How does increasing academic talk relate to promoting students' writing skills? It does so at least three ways:

1. Effective pre-writing work begins with teacher direction and modeling and encourages structured academic talk as students generate and organize ideas with the help of a classmate.

2. Effective writing assignments provide a platform for developing students' academic language skills; when students can accurately use new vocabulary or sentence structures in writing, clearly they have a sound understanding of the meaning and mechanics.
3. When writing instruction is embedded into the overall unit of study, and therefore linked to texts, it's another chance to have students grapple with academic language. Students gain the scaffolded support they need to generate and organize ideas, incorporate appropriate academic words and sentences, and move from notes or a graphic organizer to a flowing paragraph.

The *Reach for Reading* writing approach provides opportunities for increased academic talk and peer-learning. This is especially the case during the prewriting and editing phases when students share ideas with a partner and when students edit each other's work and learn how to give feedback constructively. In addition, all writing instruction is embedded in the unit of study and connects to rich text, providing further opportunities to develop academic language.

Language Frames

Tell Your Ideas

- Something in nature I know about is _____.
- One tall tale I know is _____. I could write something like that.
- The problem could be _____.

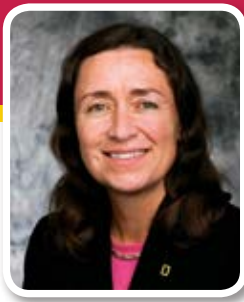
Respond to Ideas

- How would you turn _____ into a tall tale?
- _____ sounds funny. What will make your tale different?
- What will _____ do to solve the problem?

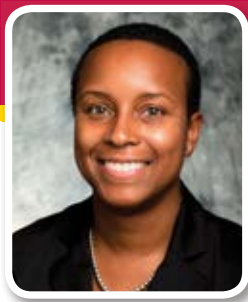
Conclusion

If we are to support all students' literacy development, prevent reading difficulties, and close achievement gaps, our classrooms should be filled with academic talk—talk that centers on big ideas and complex concepts worthy of discussion and debate and is engaging for our students. To do this we need to increase student talk and decrease teacher talk (Cazden, 2001; Fisher, Frey, & Rothenberg, 2008; McIntyre, Kyle & Moore, 2006; Saunders & Goldenberg, 1992). We need to expand teachers' repertoires to go beyond questioning to get students speaking. The dialogue that promotes reading comprehension and writing skills engages students to work and think together about a complex problem, to see others' viewpoints, and to better understand the knowledge and experiences they bring to the issue.

For **research citations** see page R27.



Deborah J. Short, Ph.D.



Jennifer D. Turner, Ph.D.

Reaching Your Reading Potential

by Deborah J. Short and Jennifer D. Turner

Our classrooms are very diverse across a range of variables: income, culture, first language background, learning styles, and more. Children enter our classrooms with different early literacy backgrounds—strengths and weaknesses in reading and writing, varied personal experiences that could be activated as prior knowledge, ranges of vocabulary knowledge, Roman or other alphabetic/graphic systems, and perspectives on print. Even with similar backgrounds, students learn to read at different rates.

Nonetheless, all students have the potential to be effective readers, writers, and thinkers. They need more than basic skills instruction to reach their potential, however. They benefit from meaningful, generative activities that ask them to analyze and apply what they are learning, make connections and compare ideas, solve problems, and create new products. The call for college and career readiness standards now being instantiated in many state standards and for deeper learning (Alliance for Excellent Education, 2011) demonstrate that many educators are ready to shift away from rote learning and standardized testing of facts to promote instruction that can lead students to be successful in school and beyond.

While the thought of high school graduation may be far from the average first or third grader's mind, these thoughts should be front and center in their teachers' minds. We want all students to start on the path to postsecondary learning and we want to give them critical tools to move forward. Unfortunately, many students from lower income or language minority families are not in classrooms that focus on challenging, creative learning (Au, 2006; Snow, Griffin & Burns, 2005; Edwards, McMillon & Turner, 2010). Sadly, research has shown that these classrooms often focus on basic skills instruction with decontextualized worksheets and memorization drills. If these students start to struggle with reading, they receive more of the same, perhaps with more intensity. This is not a winning solution.

Reach for Reading has been designed to break this cycle. It provides rich, robust instruction for all students with relevant and engaging literature that gives students satisfaction when they reach the conclusion of a story, article, or poem. Moreover, the series has connected reading instruction to the content areas—giving students tools to access the content and fostering higher-level reading skills across all subjects encountered during the school day.

Differentiated instruction is the underpinning of all lesson activities. As we discuss below, whether the class is working on vocabulary, post reading responses, unit projects, or another task, *Reach for Reading* gives teachers multiple approaches for delivering new knowledge to the students and for enticing the students to practice and apply that knowledge.

Content-based reading

How will *Reach for Reading* move students along the pathway to reading success? The move begins with content-based units centered around a Big Question that connect to science or social studies. These are not questions with simple, factual answers, but questions that require both facts and analysis. Students can think about questions the way one might in the real world, a college course, or a workplace. The Big Question thread is pulled through the unit. *Reach for Reading* holds fast to the thematic plan and addresses grade-level content standards in addition to foundational skills development, grade-level reading, and language arts standards.

Oral language

Big Questions are written to promote academic talk among students, giving them an opportunity to consider the topic from their personal perspectives and read the selections. But if we want to generate more productive talk in classrooms, we also have to ensure students have the skills and knowledge to participate in academic discussions (Fisher, Frey & Rothenberg, 2008).

To facilitate academic talk, *Reach for Reading* involves students in a range of vocabulary development activities focusing on subject-specific words and general academic words which have been carefully selected to convey conceptual knowledge. Lessons incorporate many opportunities for students to learn and practice using the words through discussions, sketches, brief writing tasks, role plays, and hands-on activities. Technology supports learning with resources including online photographs, video clips, and a student's own personal vocabulary notebook.



Linking discussion with reading and writing strengthens all skills. *Reach for Reading* systematically taps all language domains for student activities. For instance, oral language practice is not just fluency work. We know that competent readers can talk about what they have read, make predictions as to what will happen next in a story, and express an opinion about a character or action. Yet to do so orally, they must have structure for their utterances.

Many students have rich oral language backgrounds, but they may not have developed the academic language proficiencies that advance literacy and content learning in schools. So students will benefit from *Reach for Reading's* academic language frames. According to the purpose of their statements, students learn how to start a sentence or how to organize their thoughts effectively. Teachers can help students make statements with increasing levels of sophistication, too, so their oral language development grows. Plus, these academic language frames help with reading and writing. Structures students use orally they learn to recognize in print and employ in writing.

Language Frames

I wonder _____.

I read _____.

So _____.

Now I wonder _____.

Authentic literature libraries and anthology selections

While the Big Question can whet the students' appetite for reading, good literature seals the deal. *Reach for Reading* includes Caldecott and Newbery winners as well as National Geographic exclusive articles and interviews with scientists and explorers. The rich multicultural selections and the assortment of genres entice the students. When they have something in front of them that they want to read, they are motivated to learn how to read well. And *Reach for Reading's* leveled libraries will help ensure that students have access to high-interest fiction and nonfiction texts at their appropriate reading levels. Pre-reading supports, such as video clips from National Geographic and summaries of the selections in multiple languages, coupled with the vocabulary development work, set the stage for reading success.

If students struggle with comprehension, differentiation is available, particularly with flexible reading groups that can accommodate varied reading levels, English language proficiency, and genre preferences. Some of the supports built into *Reach for Reading* include specialized collections of leveled readers. One set has thematically linked books for each unit at different reading levels. Another set has content-related readers for independent reading and fluency work. Young learners can partner read with Read with Me Big Books. For students who are working on decoding, Read On Your Own decodable texts are also included.

■ **The Great Wall of China**

■ **BL Sitti's Secrets**

■ **BL Miss Rumphius**

■ **OL Everest: The Climb, Part 1**

■ **AL The Cay, Part 1**

Week 1 Teaching Resources

Objectives: Read and Comprehend Information Text

Theme: Weather

Mini Lesson: **Comprehend Visual Information**

Build Comprehension: **Science Vocabulary**

Check & Reteach: **Comprehend Visual Information**

BL BELOW LEVEL **OL ON LEVEL**

Science Vocabulary

Build Comprehension

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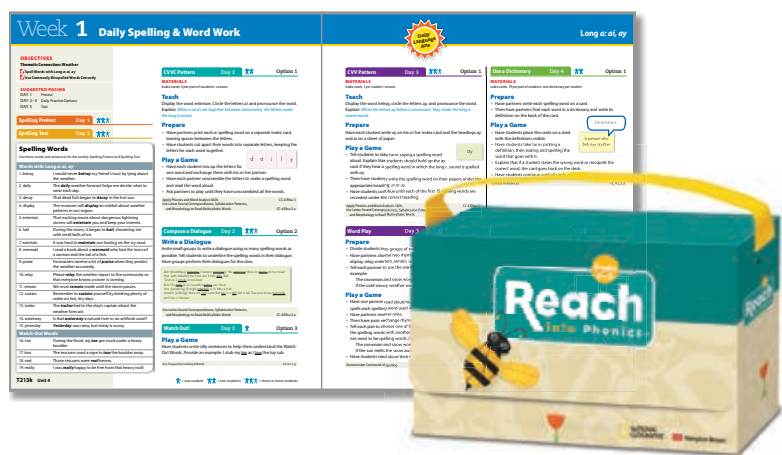
Science Vocabulary

Build Comprehension

Check & Reteach

Explicit, systematic instruction and assessment

Furthermore, the building blocks for reading, phonemic awareness and phonics, are present in the grade-level books. In the primary grades students experience daily lessons on these elements. In the upper grades for the small percentage of students who still need help decoding or for the recent immigrant students new to English, a supplementary kit, *Reach into Phonics*, is available. At any grade, online phonics games can supplement the regular instruction. Teachers have flexibility in choosing the amount of support to provide students based on their needs.



Explicit instruction in reading comprehension strategies, another critical piece of the reading puzzle, is also present throughout the units. With step-by-step instructions and practice with a portion of the selection to be read, students experience a consistent introduction to each strategy. These strategies are the focus of the comprehension checks while they read texts at their level and the post-reading activities that link the topics to the Big Question.

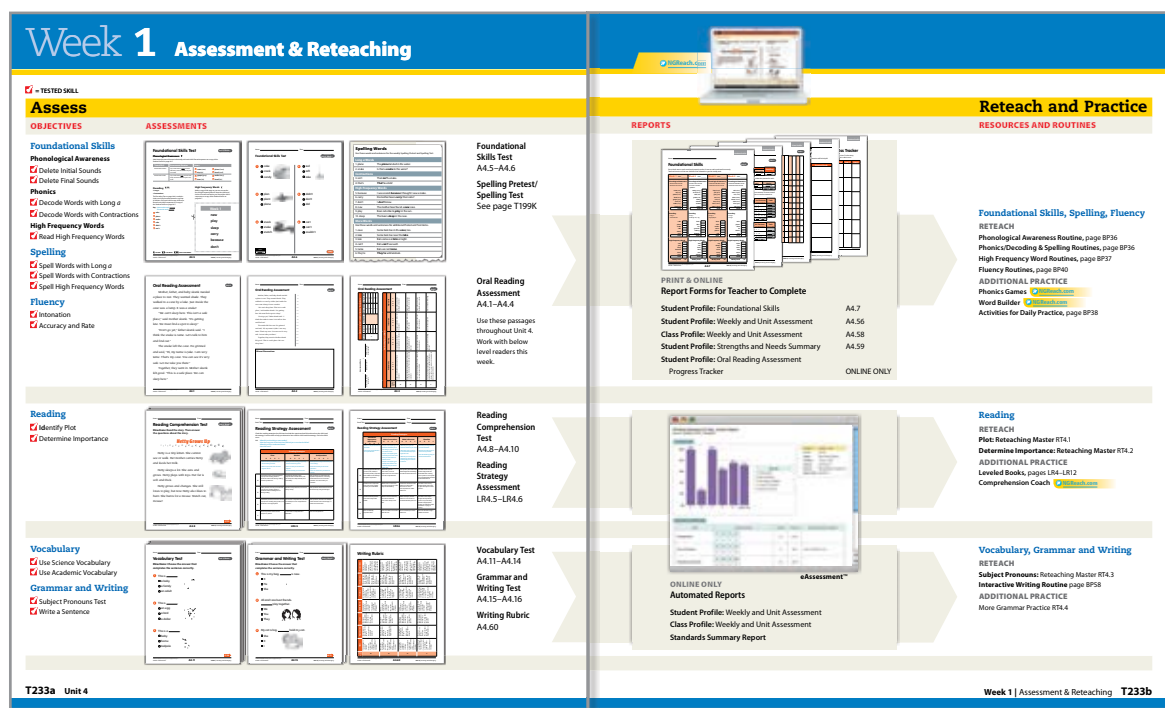
Reach for Reading offers teachers and students multiple ways of demonstrating understanding. Students respond to reading through writing activities designed for their reading and language proficiency levels. *Reach for Reading's* informal assessment tools, including running records and comprehension strategy checklists, help teachers to monitor students' progress and tailor instruction to meet their needs on a daily basis, while unit tests and projects allow teachers to gauge their learning over time.

A major concern for all teachers is what to do when children struggle. What if they can't read well despite one's best efforts? Before moving students to intensive interventions, we encourage teachers to try the monitoring and reteaching techniques built into *Reach for Reading*. Students can use online games, Comprehension Coach, and other technology resources for extended practice.

An extensive array of scaffolding features helps teachers to readjust instructional tasks so that students are challenged at the appropriate level. Cooperative learning activities anchor each lesson so that students support one another as they are learning the subject matter, and practice their oral language skills as they interact verbally. Additionally, on-the-page text supports, including Before You Move On and In Other Words, scaffold students' vocabulary knowledge and reading comprehension. Writing activities are designed to guide students through the process of authoring and editing texts in print (e.g., stories, essays) and online formats (e.g., blogs, emails).

Conclusion

By 2050, demographers predict the U.S. population will be majority-minority. In many of our school districts, this trend has become a reality. We have to reach all our students with core reading instruction that will move below-level students to on-grade level and on-grade level students up to an advanced level. Our advanced readers, who may be in these classrooms as well, need to be challenged so they make progress, too. With *Reach for Reading* we will help all students—below-level, on-level, and above-level—become better readers, writers, and thinkers.



For research citations see page R27.



Sylvia Linan-Thompson, Ph.D.

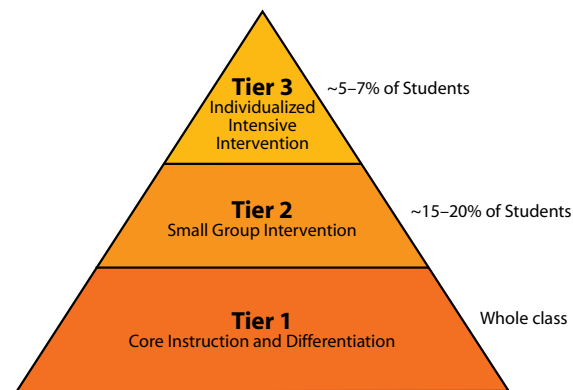
Monitoring Progress to Reach Reading Goals

by Sylvia Linan-Thompson

In today's heterogeneous classroom, monitoring progress is more important than ever. Research has long shown that teachers need to use assessment data to inform their instructional planning and decision making (Afflerbach, 2007; Edwards, Turner, & Mokhtari, 2008). With today's focus on Response to Intervention, or RtI, this principle of using assessment to inform instruction has been more formally defined and organized in a system to help connect this critical research finding to the complex logistics of classroom teaching. Response to Intervention (RtI) describes a framework that promotes the use of successive cycles of assessment, instruction, and decision-making as a means for preventing the development of learning difficulties.



Students who continue to exhibit difficulty in acquiring reading skills after one or two cycles of Tier 2 receive Tier 3 instruction. While there might be some variation in terms of the length of Tier 2 or who provides instruction, the sequence is standard. The third tier is the most intense. Because very few students (5–7 percent) need this level of instruction, students receive instruction in groups of one to three students. In many models, the third tier of instruction is provided outside the classroom



Multi-tier instruction

The cycle begins with benchmarking. The data provides the teacher with information about students' reading skills. All students receive core reading instruction or Tier 1. The classroom teacher provides the first tier of instruction to all students. This does not mean that all students get the same instruction, however. In this first tier, instruction is differentiated and scaffolded, and flexible grouping is used to maximize learning.

Students who do not meet benchmark are also provided Tier 2 instruction, and their progress is monitored with formative assessments. Assessments are used on a regular basis. If students have made adequate progress and meet benchmark, they exit from Tier 2 instruction. If they have not made adequate progress, they continue to receive Tier 2 instruction in addition to Tier 1. In most models, the first two tiers of instruction are provided in the general education classroom. The second tier of instruction is provided to students, usually 15–20 percent, who do not meet grade-level benchmarks. Targeted instruction meant to “catch them up” is delivered to these students in small, homogeneous groups.

Characteristics of effective Tier 1 instruction

Tier 1 reading instruction and core reading instruction are synonymous. For Tier 1 to be effective for all students, attention must be paid to both the content and delivery of instruction. Furthermore, it has to meet the literacy needs of all the students in the class. To accomplish this, *Reach for Reading* has ensured that the instruction is explicit and systematic, is differentiated, and that there are sufficient materials to ensure that all students have multiple opportunities to read every day regardless of their reading level.

There is consensus in the research field about what constitutes effective reading instruction. Effective reading instruction builds students foundational reading and decoding skills, develops their vocabulary knowledge, teaches strategies and builds knowledge needed to comprehend and analyze text, and focuses on fluency instruction that includes increased exposure to vocabulary and print (National Reading Panel, 2000). *Reach for Reading* includes instruction in all of these areas with interactive and integrated lessons.

Additionally, because *Reach for Reading* is built around content area topics, students as early as first grade are engaged with both narrative and expository text and acquire not only new content but also the vocabulary, language, and text structures associated with a variety of texts. This enables students to apply core reading knowledge in all subjects throughout the school day.

The content of instruction is only one part of effective instruction. *How* instruction is delivered is equally important. Well-delivered and supported instruction helps to create a safe environment in which students can acquire new knowledge. The lessons in *Reach for Reading* are structured to provide several layers of support. The first level is the structure of the lessons. They provide a clear introduction, with modeling to make the task explicit for children. Guided practice is included so the teacher can ensure that children learn the task, and then there is independent practice to solidify learning. Additionally, guidance in providing corrective feedback and opportunities to check for understanding are included.

Differentiation and Tier 1 instruction

As noted earlier, Tier 1 instruction includes differentiation. To become successful readers, students need opportunities to read different types of text every day. To ensure all students have access to text they can read during Tier 1 instruction, the *Reach for Reading* program gives students a variety of reading resources. The rich, authentic literature and informational texts in the student anthologies are scaffolded with on-page supports, frequent comprehension checks, and pre- and post-reading activities that build skills, strategies, background knowledge, and vocabulary to support all learners. In addition, a range of leveled reading options are available for small group reading. In addition to providing reading practice, content-based reading at varied levels builds students' content knowledge and allows them to participate in and contribute to discussions.



◀ Scaffolded anthology selections provide an entry point for all learners in Tier 1.



▲ Differentiated small group reading—with Explorer Collection books and trade books—matches readers and texts over a range of reading levels.

Finally, across lessons, flexible grouping formats are used to provide students with additional opportunities to practice what they are learning. Homogeneous and heterogeneous small group formats are used in addition to purposeful pairing as appropriate for the learning objective.

Multiple measures

Frequent assessments are critical to monitoring progress and identifying opportunities for reteaching for all students. A variety of assessment tools, including both formal tests and embedded informal assessments, are provided to gauge student progress and identify students who may require reteaching or students who would benefit from additional practice to build automaticity. Using a range of measures is critical to capture the multi-dimensional range of skills required to read, write, listen, and speak.

3 Spell Words with Long a ✓
Use **Letter Cards** to build *bake* and blend the word. Then have pairs use **Letter Cards** to build *same*, *haze*, *cape*, *grape*, and *frame*. When all pairs have built their words, have the class chorally blend and read the words together. Repeat for word families *-ake*, *-ale*, *-ame*, and *-ate* like those in the Word Bank. Assign **Practice Master PM4.4** for more practice.

bake	tale	name	gate
lake	male	game	date
make	pale	same	late
take	sale	tame	plate
rake	whale	flame	skate
snake			
shake			

Word Bank: Long a

Check & Reteach
OBJECTIVE: Read and Spell Words with Long a ✓
Read and Spell CCVc Word Patterns ✓
Dictate: *Tale*. *Farfallina & Marcel is a tale*. *Tale*. Have children write then chorally spell *tail*. If children misspell *tail*, display the word using **Sound/Spelling Cards**. Repeat the word and have children sound out the word with you. Then have children rewrite the word correctly. Repeat with this sentence: *Marcel is a male goose*.

▲ In addition to formal assessments at the end of each week, every tested skill includes point-of-use ideas for informal monitoring of progress and reteaching.

Providing Tier 2 instruction

Who needs Tier 2 instruction? Students who do not meet benchmarks benefit from Tier 2 instruction. There are a variety of factors that inhibit students' reading progress including

- limited early literacy experiences
- lack of instruction or practice
- failure to develop phonemic awareness
- failure to develop the alphabetic principle
- failure to master basic decoding skills
- ability to read accurately but not automatically
- very slow learning.

When planning Tier 2 instruction, use data to determine what students need and group them homogeneously. When children can't decode, we focus on basic word-level skills and ensure that students learn the skills needed to read words. They need to know letter sounds, how to map those sounds to letters, and blend them to read words. They also need to practice reading the words until they can read them automatically. It is also important to ensure that students are also learning language. Building students' listening and speaking vocabulary will also help them in reading words automatically. When words are known well, both the pronunciation and meaning are accessed automatically.

Reach for Reading has several components that can be used to support these students as they develop the code, including routines and resources for reteaching foundational skills identified for the early grades. For intermediate grades, a complete phonics intervention kit, *Reach into Phonics*, is provided for students who struggle with foundational reading skills. In addition, a range of digital resources provide opportunities for repeated practice for automaticity development.



▲ Comprehension Coach and *Reach into Phonics*

When children can decode but are not fluent, Tier 2 instruction focuses on building fluency in text reading. But children who are not fluent may also need to develop language and automaticity. They also need opportunities to read text at their independent reading level.

For this group of children, the *Reach for Reading* trade books are a valuable resource. Materials in the program's leveled library extend to reach students who are two years below the grade-level reading targets. These books can be used to provide students practice reading at their independent level while they build content knowledge. Further, there are several opportunities for students to practice additional independent reading. Time is allotted in pacing for the leveled library for teacher work with Tier 2 students and to conduct conferences with all students.



Some children will develop adequate decoding and fluency skills but will not comprehend what they read. These students need to learn to monitor their comprehension and to use comprehension strategies. However, to understand text, students must also know the meaning of the majority of the words they are reading:

- Pacing includes reading and rereading texts to enable the students to read once for literal comprehension and then read a second time to deepen comprehension.
- Background knowledge and vocabulary lists are provided for anthology and library reading to help students at all levels.
- Writing options provide options for all students to respond to reading in level-appropriate ways.

Building students' background also aids in comprehension. The words we can associate with topics we know about and the depth of our knowledge of specific topics facilitate our understanding of texts on those topics. Therefore exposure to a wide range of topics provides students with opportunities to develop vocabulary associated with various topics in an engaging and embedded context and thereby build their world knowledge in the process.

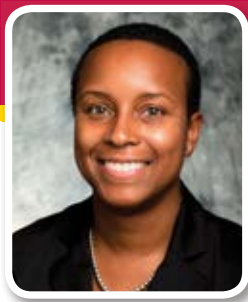
Conclusion

It is not enough for us to assess for accountability purposes. Teachers not only need to know how to collect pertinent data on students' learning and development, but to use it in an easy-to-implement way to make appropriate instructional decisions about grouping, reteaching, and more. The range of measures, teaching resources, and reteaching resources in *Reach for Reading* help teachers respond to individual needs and grow as capable and confident readers, writers, listeners, and speakers.

For **research citations** see page R27.



Lada Kratky



Jennifer D. Turner, Ph.D.

Orchestrating Instruction *by Lada Kratky and Jennifer D. Turner*

Our classrooms are made up of students with a variety of interests, strengths, and personalities. Some are shy while others are outspoken; some are afraid to take risks, while some are bold; some have been read to, others have never held a book. In the classroom, one of the challenges a teacher faces is grouping these diverse personalities in such a way that they will all flourish. It has been shown that small group instruction is more effective for students than simply doing whole group instruction during the entire day (Taylor, Pearson, Clark & Walpole, 2000). And so, how do we group students?

We know that the best literacy teachers don't simply organize their instruction; they *orchestrate* learning within their classrooms (Turner, 2005). Heilman and his colleagues (2002) note that "Implementing reading instruction in a class requires careful orchestration of time, materials, and instruction to satisfy the needs of individual children" (p. 508). This means that teachers must be thoughtful and purposeful as they make grouping decisions.

Reading groups

Although there are many grouping formats that teachers may use for reading instruction in their classrooms, we focus on two primary types—homogeneous groups and heterogeneous groups. Homogeneous groups are formed when students of similar reading levels come together to read a text. The purpose of homogeneous reading groups is to provide explicit instruction to groups of four to six students at their instructional levels (Fountas & Pinnell, 1996; 2001) and to scaffold students' understanding of texts (Frey & Fisher 2010). Importantly, homogeneous groups should not be static, or students will remain in the same reading group for the entire year (Fountas & Pinnell, 2001; Iaquina, 2006). Rather, homogeneous groupings must be flexible and allow for individual growth and continued challenges.

Heterogeneous groups are formed with students of varying strengths, needs, and interests as readers. According to Heilman et al (2002), heterogeneous groups "have the potential to increase students' academic engaged time and achievement by promoting active learning, with students talking and working together rather than passively listening" (p. 502).

Which grouping format is best? A primary consideration for making this decision is identifying the task at hand, and the question becomes if students should be placed in homogenous or heterogeneous groups to provide the best setting for the given task.

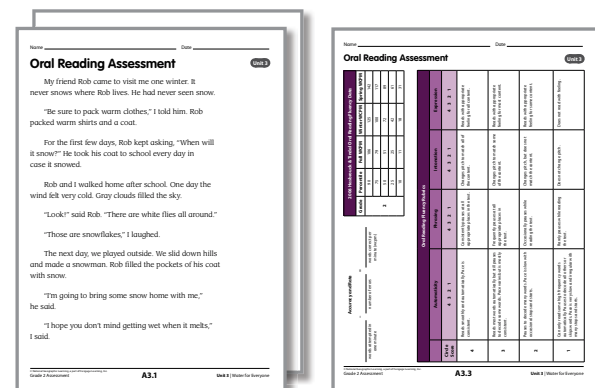
When learning and practicing a skill, students will work best when grouped with others of similar skill levels. Instructional levels are determined by observation of student strengths. Reading means deriving meaning from print. To that end, teachers should be aware if students are purely decoding or if they are using phonics and language skills to arrive at meaning. Teachers of emergent readers, in addition, should be aware if students control concepts of print, have letter knowledge, and can identify High Frequency Words. The best tool for assessing student strengths in reading is the running record.

Running records

In *An Observation Survey*, Marie Clay (2000) states that running records help teacher in

- the evaluation of text difficulty
- the grouping of children
- the acceleration of a child
- monitoring the progress of children
- observing particular difficulties in particular children.

A running record of student performance can be carried out with any introduced text and at any time. It consists of following the student's reading by making markings, which will be used to analyze strengths and difficulties. The teacher jots down a tick, or check mark, for each word read correctly. A miscue is recorded. If a child corrects an error, the correction is recorded as well. A struggling reader should be observed frequently in order to track his or her progress and inform his or her instruction. On-level readers can be observed on a regular basis.



▲ Oral reading assessments provide running records of reading progress. Measures are provided for accuracy, rate, and comprehension.

Flexible grouping

Using running record scores and other measures, the teacher will create homogeneous reading groups. Reading groups are formed to provide explicit instruction to a group of four to six students at their instructional levels. These groupings must be flexible and allow for individual growth and continued challenges.

The most important and continual consideration has to be that groupings are flexible. Students grow at different speeds. Flexible groupings are essential to avoid frustration and keep kids engaged by keeping them appropriately challenged and meeting individual needs. Running records and conferences must become part of routine and constant observations of each student's growth, which will guide continual and necessary adjustments between groups.

As Iaquinta (2006) observes, flexible groups “avoid the traditional problems of grouping, because teachers change the composition of groups regularly to accommodate the different learning paths of readers” (p. 414). In order to maintain flexibility, it is necessary to assess students' strengths and needs on an ongoing basis. Thus, constant observation of each student's growth, as well as periodic adjustments within groups, are vital in order to allow each student to advance at his or her own rate.



▲ Leveled books provide opportunities for students to explore science and social studies content and apply reading skills and strategies at their individual instructional levels.

Once groups are formed, there are a variety of different instructional approaches that classrooms take to implement small group reading. Guided reading involves teacher-supported discussions in small groups (Fountas & Pinnell, 1996). Literature circles are heterogeneous, student-lead groups of four or six children who read the same book. They prepare for discussion by taking on particular role e.g. Discussion Director, Connector, Illustrator. (Daniels, 2002). Many other reading routines exist and can be effective once groups are formed. Regardless of the format used, homogeneous group reading is just a first step in reading. It's also important to have students share and extend learning through heterogeneous group discussions.

After students work with texts at their level, *Reach for Reading* provides the opportunity for all students to share the knowledge gained about the different stories and informational texts they have read through heterogeneous group discussions. The “Connect Across Texts” part of the small group and leveled reading routines provides opportunities for all learners to transform facts and ideas gleaned from their books into knowledge, ideas, and opinions about the core content topics and questions that form the center of each unit.

Name _____ Date _____

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Book's Series _____

Miss Ramphias _____

Event: The Climb, Part 1 _____

The Cup, Part 1 _____

Compare and contrast the books you have read. Discuss these questions with your group.

1. What helps each character imagine the world? How do these books help readers imagine the world?
2. How does each author help you visualize each amazing place?
3. What is similar about the settings in each book? What is different? What makes each of the places in these books amazing?

563.7



Selecting the right book

Among the many baskets of books that are made available in a classroom, students will find books that are easy for them, those that are at instructional level, and those that are difficult. It is important to know which books are appropriate for each learner. Fountas and Pinnell say, “Easy readers...allow children to focus on the meaning and enjoy humor and suspense. [They] give children “mileage” as readers and build confidence.” However, it is not enough for children to just read easy texts.

Instructional-level books are those that allow readers to learn more and progress little steps at a time. They provide practice of known strategies and go a step beyond, allowing for fluent reading and opportunities to problem solve. Hard texts will more than likely discourage the reader. The reading will be choppy, punctuation will be ignored, perhaps there will be sounding out of individual letters, all of which will result in little or no comprehension and the message that reading is difficult and frustrating.

Reach for Reading provides a large range of texts to meet the diverse levels of today's heterogeneous classrooms for every one of the

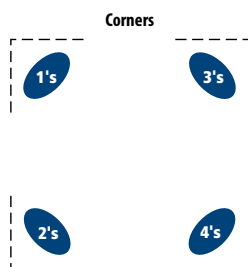
- 32 content-based decodable readers are provided in the primary grades
- over 100 thematically-connected trade books carefully selected to span across the range of below-level, on-level, and above-level readers
- 64 Explorer Books featuring articles from *National Geographic Explorer* magazine written at two different reading levels.

Grouping for cooperative learning

Generally speaking, when involved in cooperative learning activities, heterogeneous groupings will engage students most effectively. These groups mix language abilities as well as personalities in order to combine talkers with non-talkers, the shy with the bold. The purpose of this type of grouping is to share ideas, discuss, talk, brainstorm, or build together. By having heterogeneous grouping, talkers become role models, and non-speakers slowly build up enough confidence to speak. These activities allow students to learn from each other as they work together.

The teacher is the most informed person with regards to student strengths in language and participation and is the best person to match up different students for mutual benefit and growth.

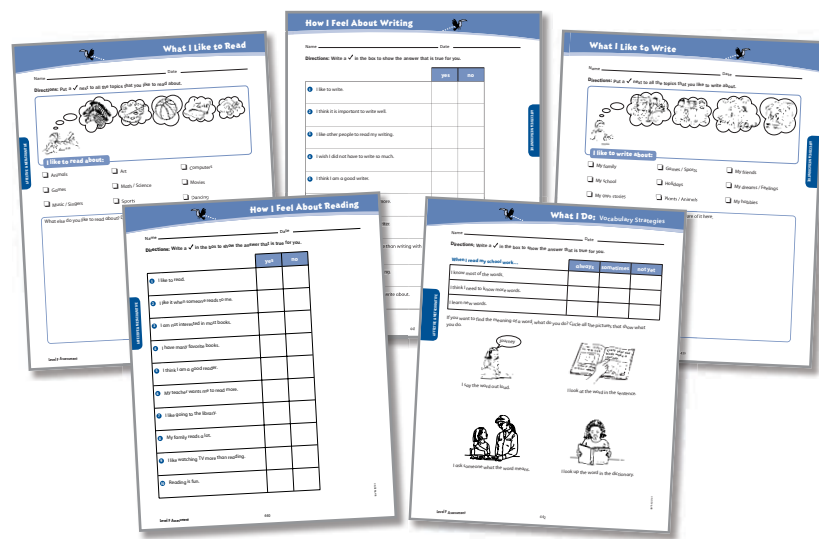
National Geographic Reach for Reading offers a wide range of cooperative learning activities. An example of such an activity is “Corners.” Each of the four corners of the classroom is assigned one aspect of a discussion. At their seats, students think and write about one of those aspects. Then they go to the corresponding corner to discuss their ideas. At the end, one student from each group shares the thoughts of the group with the class.



Cooperation, discussions, listening to others’ opinions and sharing of ideas are behaviors that are desirable and have to be learned. When students work together in heterogeneous groups, those behaviors can be nurtured and made to develop.

Independent reading

In addition to selecting texts according to students’ reading levels, teachers should also select texts based on students’ interests and preferences. For example, students generally choose the book that they would like to read during independent reading time. Teachers may also encourage students to select topics of interest in science and social studies and support students in using a wide range of informational texts, which promotes content learning and literacy development (Bergoff & Egawa, 1991). Finally, recent research suggests that students respond enthusiastically to texts that mirror their cultural, linguistic, or ethnic backgrounds, and teachers should select books which are relevant to students’ lives and interests outside of school (Louie, 2006; Turner & Kim, 2005).



▲ Affective and metacognitive assessments are provided at NGReach.com.

Independent reading time is a time in the day for readers just to explore reading. Whereas leveled reading takes place in homogeneous groups and texts are selected primarily for their appropriate instructional level, independent reading can happen when students are grouped heterogeneously and texts are selected based on personal interests of the reader. Book baskets are leveled, so students can select easy or instructional-level texts and read to each other. In addition, students can explore book baskets that might contain selections to entice diverse interests. These might be catalogs, how-to manuals, magazines on motorcycles, cars or airplanes, cookbooks, or any other type of texts that might not otherwise be available to students. It is exploration time, a time readers confirm the fact that reading is fun.

Conclusion

Small group instruction has been proven to be most effective when teaching students of different backgrounds and strengths. In activities where the focus is learning a skill, such as reading, homogeneous groups are more efficient because they group students by ability and instruction is aimed at each specific ability level. Constant observation of student participation and progress is required for teachers to be informed about their students. Finally, it is important for teachers to remember that small group instruction is critical, but it is just one part of a balanced literacy program. Small group instruction provides opportunities for students to work closely with their peers and with texts, yet it should not be the only instructional feature of the literacy block. Participating in small instructional groups, as well as accessing literacy events within the whole community (e.g., read alouds, shared writing experiences) and opportunities to read independently, enhance children’s development as critical readers, writers, talkers, and thinkers.

For **research citations** see page R27.



Nancy Frey, Ph.D.

Using Technology to Foster Learning for a New Century

by Nancy Frey

Peer over the shoulder of an elementary-aged child who is working on a computer and prepare to be amazed and a little intimidated. The children in today's classrooms have never known a time when the Internet did not exist and have been raised in an environment where information is just as likely to be presented digitally as it is in print. When confronted with an interesting question, they are as likely to turn to a computer, or other device with a Web browser, as they are to look in a book. This shift in learning is not confined to school-aged children. Increasingly, teachers of these same students have themselves experienced curriculum development as a process that occurs within digital spaces.

Professional organizations have united in their calls for a 21st century approach to education that broadens our approach to teaching, learning, and literacy. The International Reading Association in 2009 called for literacy curriculum that emphasizes use of print and digital technologies in learning, and further stated "students have the right to... teachers who use ICTs (information and communication technologies) skillfully for teaching and learning effectively" (IRA, 2009). The Partnership for 21st Century Learning Skills, a consortium of education and business organizations, states that the 21st century content must include "global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, and health and wellness awareness" (Partnership for 21st Century Learning Skills, 2009). The digital divide still exists, and there is enormous disparity in access to technology in homes, classrooms, and communities. A survey by the Kaiser Family Foundation reported that schools play a key role in providing access to those students who lack access to technology in their homes and communities (Rideout, Foehr & Roberts, 2010).

However, the development of 21st century learners who are also learning to be literate is complex. Hobbs (2010), in her testimony to the United States Congress, noted that there are three kinds of possible risks: *content risks* that expose students to harmful material; *contact risks* that may result in online harassment or bullying; and *conduct risks* that include misrepresentation and misinformation. The troubling nature of access to 21st century learning experiences is confounded by access to hardware that is connected to the Internet.

According to the Pew Internet and American Life Project, access to broadband is significantly lower in poorer households, among Hispanics, and in homes where English learners live, and that the rate of access has declined in the last several years among this population due to cost (2008).

The fact is that preparation of students for learning in a new century means that the curriculum they use must focus on building the types of critical literacy needed for global communication. It presents a unique challenge for elementary educators who need to balance the development of the kinds of skills needed for becoming digitally literate with the very real concerns about shielding young children from risk.

Reach for Reading is designed to build students' capacity for learning with technology, and to support teachers' efforts in utilizing technology in a safe environment. In addition, the curriculum design of the program accentuates the content knowledge needed by 21st century learners.

Literacy 2.0: learning in the 21st century

Literacy and learning in the 21st century is shifting from an emphasis on the tools (e.g., computers, smartphones, podcasts, networks) to processes. In other words, we know that the tools teachers and students use will continue to change at breathtaking speed. In fact, it is likely that by the time you read this white paper, there will be new tools that did not exist when it was written. Instead, educators understand that the focus needs to shift to the processes used by learners when utilizing technologies. All learners need the following technology literacy skills (Frey, Fisher, & Gonzalez, 2010). Students must be able to

- search and find information
- use information
- create information
- share information.

Reach for Reading is designed to promote searching for information across both print-based and digital texts through online reading experiences focused on topics and issues that impact the social, biological, and physical world. Students view video clips to build their background knowledge and listen to both the teacher and others to build their language skills. They use information from printed texts and digital texts to formulate answers from an inquiry-based curriculum. The Digital Library provides a media-rich search resource and access to National Geographic texts, videos, and images is available online.



▲ In addition to traditional printed texts in anthologies, Big Books, and trade books, interactive texts are designed for whole-class reading.

Each day, students create information through writing. Importantly, writing genres include those needed for digital communication, such as writing emails and blogs. Many of the writing projects utilize Magazine Maker which focuses students on using technology to produce writing. The digital nature of these resources brings the most current information about the world to the classroom. As always, students are consistently challenged to be discriminating consumers of information.



◀ Students create writing projects using the Magazine Maker.



Social learning in the 21st century

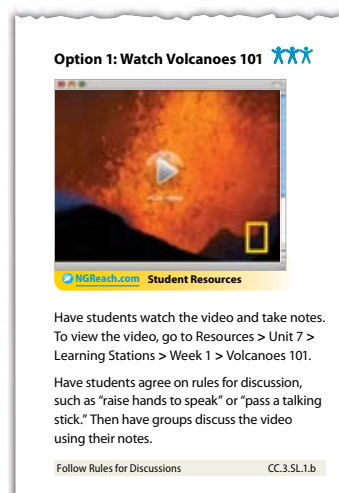
Noted literacy researcher Paul Gee (2007) states that learning is socially constructed between people and requires them to probe, hypothesize, reprobe, and rethink and that this occurs in both face-to-face and digital environments. The Web 2.0 revolution has made digital spaces interactive, and people expect to be able to dialogue, confer, and debate on any topic of interest. Whether in a classroom or a digital environment, students need the skills to ask questions, form opinions, ask more questions, and draw conclusions. Therefore, a curriculum designed to prepare 21st century learners must include ample opportunities for students to converse with their peers, ask questions, disagree, and formulate their own opinions.

In *Reach for Reading*, communication is located at the heart of the program. Students engage daily in verbal and written discourse about ideas and information that impact their local communities and the world at large. Rest assured that these environments are constructed to reduce the content, contact, and conduct risks that might otherwise lead to restriction of such experiences due to these concerns.

Reading and writing in the 21st century

Leu et al. (2009) state that the "self-directed text construction" of online reading experiences represents a shift from traditional print-based literacy. Students in an online environment move freely between texts to form understandings. Students need ample experiences with moving among a group of texts in order to develop the ability to synthesize information. Therefore, each unit in *Reach for Reading* is organized around a Big Question that prompts students to move among a set of informational and narrative texts to construct understanding.

The Big Questions are designed to defy easy answers, and learners are prompted to use both their background knowledge and what they have learned from their readings to draw conclusions and formulate answers. Research activities in the program include traditional print-based research and online research. This organization encourages students to engage in the kinds of nonlinear multi-text explorations needed when reading and researching online.



◀ Web research activities help students use synthesis skills using printed resources in the program and text and media resources online.

Communication in the 21st century

Both on- and offline experiences are necessary for students to become thoroughly literate in the 21st century. *Reach for Reading* emphasizes the communication and collaboration skills necessary for students to engage in these practices in both face-to-face and digital environments. In particular, the language frames present in every lesson cause students to focus on both the academic language and academic vocabulary needed in verbal and written communication. As Leu and colleagues (2009) note, “[o]nline reading and writing are so closely connected it is not possible to separate them; we read online as authors and write online as readers” (p. 266). The ability to do so requires that learners are immersed in the rich oral and written dialogue with others that is critical for online learning.



The screenshot shows a digital writing activity. At the top, it says "Learn test-taking strategies. NGRReach.com". The main heading is "Write About It" with a pencil icon. Below the heading, it asks: "What **traits** do you most admire in Cuy? Why? Write an e-mail to Cuy to tell him. Use **Key Words**." To the right is an illustration of a bear and a beaver. Below the text is a simulated email interface titled "Cuy's traits". The email fields are: To: Cuy@ngreach.com, From: ileana@ngreach.com, Subject: Cuy's traits. The body of the email says: "Hi Cuy, You have some great traits, like ____ and ____ . I like these things about you because ____ .". The page number "96" is in the bottom left corner.

Let's not forget literacy learning!

Reading, writing, and communicating in digital environments is essential for learners in a new century, but let's not forget that our primary job is to induct children into the world of literacy. Therefore, the resources available to the teachers of these students must be similarly cutting edge. Because the *Reach for Reading* program features both print and digital tools, teachers are able to draw from a rich catalog of materials that would otherwise be prohibitively large to store in a classroom. These include instructional support tools such as online letter cards that can be manipulated to form words for use in phonics instruction, vocabulary cards that bring meaning to life when providing reading comprehension instruction, and graphic organizers that make it easy to show students how information is sequenced during writing instruction.

Even better, digital resources make it even easier to provide the necessary alternative materials needed for Tier 2 Response to Intervention programs to supplement quality core instruction. In the past, students who struggled to read and write often did so because their teachers were not able to supply them with enough repetition and practice of skills. However, the digital resources make it possible to provide struggling students with meaningful reteaching and practice opportunities to accelerate their progress.



◀ Digital resources like phonics games, vocabulary games, and the Comprehension Coach provide options for additional practice.

Conclusion

It is imperative that we prepare students for their future as members of a global community where information is shared, produced, and understood across space and people. It is clear that the challenge is great, especially because the past decades have taught us that we are not able to predict the tools they will be using as adults. Rather, our best approach is to ensure that students know how to communicate and collaborate with one another in both face-to-face and digital environments. They must be provided with daily opportunities to read, write, speak, listen, and view using many kinds of visual and written texts. Students must become increasingly comfortable searching for information, storing it, sharing it, producing it, and presenting it to a variety of audiences. Learners who are able to do these things are well prepared for a new century.

For **research citations** see page R27.

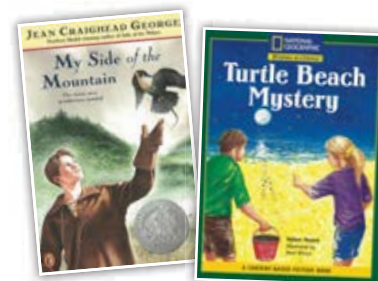
Reading

Research Basis: Research demonstrates the importance of teachers providing support for comprehension skills as students read text at their instructional level. Working with leveled text helps students negotiate increasingly difficult texts (Pinnell & Fountas 1996)

Small Group Reading Routine 1

Introduce

- **Assign books.** Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the **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.
- **Introduce vocabulary.** Use **Vocabulary Routine 1** to teach the story words for each book.



Small Group Reading Routine 2

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? 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 member of the group.
- **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:
 - Week 1: SG60–SG61 Week 3: SG64–SG65
 - Week 2: SG62–SG63 Week 4: SG66–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.



This is a screenshot of a digital resource page titled 'Week 1 Teaching Resources'. It is organized into four columns, each representing a different reading level: 'Below Level', 'Approaching Level', 'On-Level', and 'Above Level'. Each column contains a grid of information for various books, including titles, authors, and page counts. The page is densely packed with text and small icons.

This is a screenshot of a 'Cause-and-Effect Chart' graphic organizer. At the top, it says 'Cause-and-Effect Chart' and 'Use the chart to take notes about your book as you read.' The chart consists of two vertical columns labeled 'Cause' and 'Effect'. Between the columns are three horizontal boxes, each with a right-pointing arrow from the 'Cause' column to the 'Effect' column. Below the chart, there is a prompt: 'Use your chart to tell a partner about the book.'

Small Group Reading Routine 3

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 places in the world.
- **Have students summarize.** Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.
- **Have students connect across texts.** Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.
- **Monitor groups.** Use the Speaking and Listening Observation Log **Assessment Master** to assess students' participation in discussions.

Small Group Reading Routine 4

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 **Assessment Masters** to assess how well the student uses the reading strategies. Then have the student complete a Reader Reflection **Assessment Master** to assess his or her own reading fluency.
- **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 asking questions, identifying problem and solution, identifying cause and effect, or identifying and explaining figurative language, use the Assessment and Reteaching resources provided.
 - 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.

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Year of the Flood, Roshel W.
Cocaine Fever
Mr. Higgins, the Lion, Paul T.
Mock, Paul T.

Compare and contrast the books you have read. Discuss these questions with your group.

1. What habitats are in danger in these books? Why?
2. Which reading strategies did you use to help you better understand your book? How did they help you?
3. What decisions do characters in these books make in order to protect something?

568.7

Research Basis: Research confirms the importance of all students being exposed to grade-level text for concept and vocabulary development. These routines provide support for students who are not yet able to read grade-level selections on their own. Listening to a recording of the selection provides the most support.

Echo reading has been shown to contribute to the reading growth of low-achieving readers (Mathes et al 2001). Echo reading, choral reading, and paired or partner reading provide increasingly lower levels of support and encourage students to develop toward independent reading of grade-level text. In addition, the added comprehension focus that teachers provide before, during, and after reading provide additional opportunity to rehearse reading skills and strategies. Observe students as they read, with the goal of providing the lowest level of support that will enable students to access the text being read.

Learning Station Routine 1

Listening Center

1. **Choose a space.** A good space is a quiet corner, where students using the center will not be distracted or disturb others.
2. **Gather resources.** Resources can include MP3 or CD players, headphones, books recorded onto a computer, audio CD, or other electronic device, and one or more copies of books students will listen to. You may also want to provide response sheets, pencils and markers, and baskets to hold books and materials.
3. **Assign text.** Students can listen to books on their own or in groups, depending on interest and reading level. Encourage students to follow along in the text as they listen.
4. **Provide ways to respond.** Have students illustrate their favorite part of the story, complete a response sheet, write about what they heard, or respond in some other way.

Learning Station Routine 2

Echo Reading

1. **Select a text.** The text can be a complete selection or a portion of text. Passages for echo reading are best when they are short and motivating for students.
2. **Select students.** Echo reading can be used with a small group or an individual student. It is most appropriate for students who are not yet able to process the text on their own but can track the print as you read aloud and as they repeat the sentences after you.
3. **Have students listen and repeat.** The teacher reads a sentence aloud, modeling good intonation and rhythm. Students then read the sentence aloud following the teacher's model. Encourage students to track the print as they listen and repeat.
4. **Correct errors.** The teacher provides immediate feedback to correct student mistakes.
5. **Have students reread.** After reading aloud with the teacher, have students reread the text in pairs until they can read it fluently.



Learning Station Routine 3

Choral Reading

1. **Select a text.** The text can be a complete selection or a portion of a text. Passages for choral reading are best when they are short and motivating for students. Predictable text works well for choral reading.
2. **Select students.** Choral reading is most appropriate for students who are hesitant to read aloud independently but can join in reading the text in unison with other students with the teacher leading. Choral reading helps build students' motivation, confidence, and fluency.
3. **Read the text aloud first.** Model fluent reading and good intonation.
4. **Read the text in unison with students.** Have all students in the group read the passage aloud in unison with you. Encourage them to use good intonation.
5. **Have students reread.** After reading with the teacher, have students reread the text in pairs until they can read it fluently.

Learning Station Routine 4

Paired Reading

1. **Select a text or portion of text.** Passages for paired reading are best when they include strong emotions or dialogue.
2. **Pair students.** You may wish to pair students of similar reading ability, or pair a higher level reader with a lower level reader.
3. **Explain the procedure.** Tell students if you want them to:
 - Read the passage aloud in unison.
 - Take turns with each person reading a sentence, paragraph, or page.
 - Have one student listen while the other reads.
4. **Model error correction.** Demonstrate how students should support each other by rereading misread words, and asking for and giving help when needed.
5. **Encourage fluent reading.** Partners should practice good prosody (phrasing, expression, and intonation) as they read.
6. **Encourage discussion.** Have the reader pause at the end of a paragraph or section. The listener can then summarize or make a connection. Pairs can ask each other questions about what was read, such as:
 - *What was your favorite part of the story?*
 - *What was your page about?*
 - *Were there any parts that were hard to read?*



Research Basis: Within a good instructional program, independent reading can help students develop fluency, vocabulary, comprehension, and background knowledge. However, reading independently is not a substitute for key skill instruction in decoding, vocabulary, comprehension, and fluency. Teachers can support students as independent readers by assisting with book selection and encouraging students to share information about what they have read (Cunningham & Stanovich, 1998).

Independent Reading Routine

Purpose: Support students in making effective and successful use of independent reading time.

- 1. Select topics.** Provide a rich collection of books to choose from. Books may include known texts, classroom favorites, or picture books. Support students in selecting books of interest for independent reading. Discussing books in advance with individual students or groups can motivate readers and help them determine what they want to read. Use the Small Group Reading Books at a Glance on SG1 and the Recommended Books list on SG68 of every Teacher's Edition for book suggestions.
- 2. Share.** Bring students together to share their reading experiences. Students who have read different books can summarize what they read, and share what they found most interesting in their reading. Students who have read the same or similar books can share what they have learned about the topic and what more they would like to learn.
- 3. Extend.** Encourage students to extend their understanding of the book with an activity such as one of the following:
 - Rewrite the story with different or additional characters, a new ending, or other changes.
 - Create a short play or pantomime based on the book.
 - Write a letter to the author or to one of the book's characters.
 - Research and report on something mentioned in the book.



Use the **Leveled Book Finder** to find more books.



Research Basis: Research has shown that repeated reading of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard et al. 2002; Dowhower 1987; Kuhn & Stahl 2003; O’Shea et al. 1985; Samuels 1979), and that it can enhance comprehension (Daly & Martens 1994; Dowhower 1987; Freeland et al. 2000).

Fluency Routine 1

Choral or Echo Reading/Marking the Text

1. **Select a passage.** Choose an appropriate text and provide copies for students. Keep passages short and use a variety of texts: narrative, expository, poems, songs, student writing. Choose text that is motivating.
2. **Provide a model.** Have students listen to a fluent reading of the text. This can be read aloud by the teacher or a recorded version. Use the fluency models provided on the selection recordings audio CD or in MP3 format at **NGReach.com**.
3. **Have students mark the text.** As they listen to the model, have students mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising or falling inflections) on a copy of the text.
4. **Have students read the text.** Students can echo or choral read the text with you, following markings for phrasing and intonation. Coach phrasing and intonation as needed.
5. **Have students do repeated readings.** Have partners practice reading the same text in its unmarked version until they can read it fluently.

Fluency Routine 2

Paired Reading

1. **Select a passage.** Choose an appropriate text and provide copies for participants. Paired reading works best with a selection that contains strong emotions.
2. **Establish pairs.** Pairs can be peer-to-peer or student-adult groupings. Note that performance tends to be better when students read aloud to an adult as opposed to a peer.
3. **Read alternate sentences.** Have partners alternate reading sentences, checking each other’s readings as they go.
4. **Monitor fluency.** Encourage students to attend to prosody (phrasing, expression, and intonation).

Fluency Routine 3

Recording and Tracking Comprehension Coach

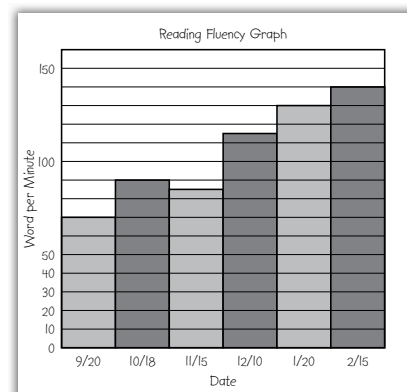
1. **Read and record.** Have students use the **Comprehension Coach** to record and analyze their readings.
2. **Re-record as needed.** Encourage students to repeat their recording until they are satisfied with their reading and rate.
3. **Note progress.** Have students note their accuracy and rate as measured by the **Comprehension Coach**. They should see increases in both rate and accuracy over time.

Fluency Routine 4

Timed Reading Comprehension Coach

Use this technique to help students develop an appropriate reading rate with good accuracy. Research suggests this technique is highly motivational if students have a clear target for words read correct per minute (WCPM) and then chart their progress.

1. **Read and record.** Have students use the **Comprehension Coach** to record their readings. The **Comprehension Coach** encourages students to read carefully and thoughtfully, repairing miscues, thinking about vocabulary, and actively comprehending.
2. **Graph results.** Have students record their WCPM on a graph or chart each time they use the **Comprehension Coach**.



Vocabulary

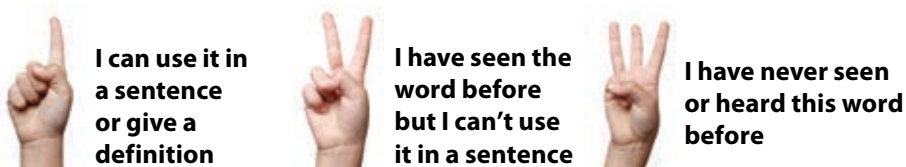
Research Basis: Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this view of robust, explicit instruction, vocabulary is introduced using consistent, predictable routines (Beck et al. 2002). Follow these steps to help students make words fully their own, so that vocabulary can be accessed at will in a variety of situations.

Vocabulary Routine 1

Introduce the Words

Purpose: Students engage in learning concepts and acquire background knowledge as they learn new key words and develop a deeper understanding of the words.

1. **Pronounce the word.** Model the pronunciation of the key word and point to the accompanying picture; have students pronounce the word.
2. **Rate the word.** Have students hold up their fingers to show how well they know the word.



Ask: *What do you know about this word?* Encourage students to share their ideas about the word.

3. **Define the word.** Use a student-friendly definition to explain the meaning. (Definitions are provided in the Picture Dictionary at the back of the Anthology.)
4. **Elaborate.** Generate discussion of the word. Use one or more of the following strategies:
 - Relate the word to your personal experience.
 - Encourage students to use the word as they talk about their own experience.
 - Using questions or comments, motivate students to engage in discussion about the word. Extended discussion will help all students understand the word and how it is used.
 - Point out word parts and spelling patterns that will help students recognize the word.
 - Challenge students to connect the word across content areas.
 - Post the words on the Word Wall.



Have students add words to **My Vocabulary Notebook**.

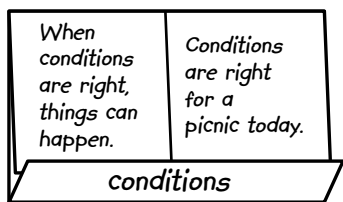
Research Basis: Research confirms that students need to use a word multiple times in different contexts to become fully familiar with the word and its meaning or meanings. Exploring the word through the use of graphic organizers, writing, and illustrations provides a rich array of experiences with the word that helps students develop deep word knowledge (Beck et al. 2002; Carlo et al. 2004; Marzano et al. 2005).

Vocabulary Routine 2

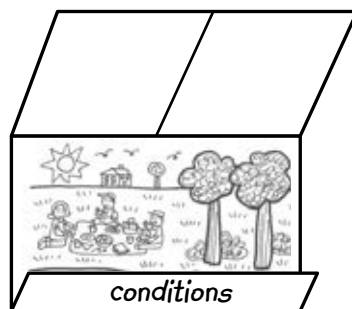
Expand Word Knowledge

Purpose: Students use graphic organizers, illustrations, and writing to expand their knowledge of the meaning and usage of new words.

- Form pairs.** Explain that each pair will become experts on one vocabulary word.
- Display the graphic organizer.** Use the graphic organizer or three-dimensional graphic organizer specified in the Teacher's Edition lesson, or another graphic organizer from the examples in Vocabulary Routine 4.
- Select a key word.** Display the vocabulary word and model for students how to locate information about the word and complete the graphic organizer.
 - Find the word in the Picture Dictionary in the Anthology or in another dictionary and read the information about the word.
 - Write the word.
 - Add a definition, context sentence, and picture.
- Assign key words.** Assign a word to each student pair and have them create a similar graphic organizer for their word.



Fold-Up Tab



Word home	Picture 
Word in Context My home is at 123 Main Street.	Definition a place to live

4-Corner Vocabulary

Definition think something is good	Characteristics support, like, good
Examples my writing paper topic	Non-Examples talking without raising my hand
approve	

Fruyer Model

Vocabulary, continued

Research Basis: Talking about words and sharing their knowledge of words provides additional opportunities for students to use new words in different contexts and to become increasingly familiar with how the words are used. Taking the role of the class expert on a word motivates students to continue exploring words and their meanings (Beck et al. 2002; Blachowicz et al. 2005).

Vocabulary Routine 3

Share Word Knowledge

Purpose: Students deepen word knowledge by sharing their deeper understandings of words for which they have become class experts.

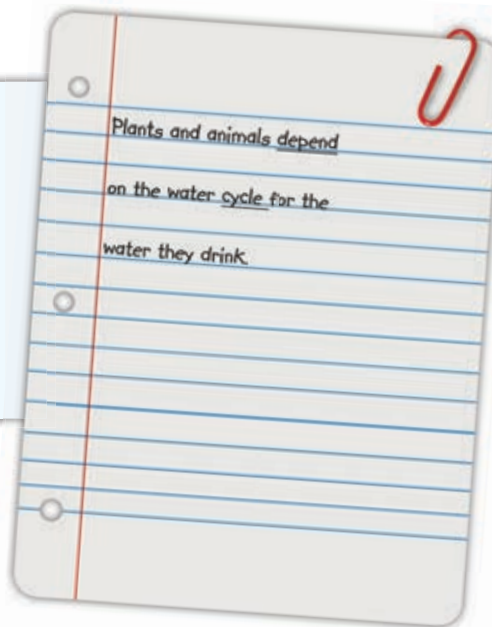
1. **Form pairs.** Pair each student with a partner who studied a different vocabulary word for Vocabulary Routine 2 (Expand Word Knowledge).
2. **Share.** Partners take turns reading to each other their graphic organizers from Vocabulary Routine 2.
3. **Discuss.** Partners discuss and create sentences using both vocabulary words. If needed, give students sentence starters.
4. **Write.** Students write their sentences in their journals or **My Vocabulary Notebook** and draw a line under each vocabulary word.
5. **Repeat.** Repeat steps 1–4 above until each student has an entry for each vocabulary word.

Student 1: My word is cycle.

Student 2: The word I studied is depend.

Student 1: Let's make a sentence using both words.

Student 2: How about, "Plants and animals depend on the water cycle for the water they drink."



Research Basis: In addition to learning key words that are important for selection comprehension and understanding content area concepts, students are often exposed to many new words used in classroom directions, explanations, and discussion. Examples are words such as *classify*, *clarify*, and *routine*. Research demonstrates that graphic organizers are an effective tool for introducing these words and giving students experience in using them and exploring their meanings (Hiebert & Kamil 2005).

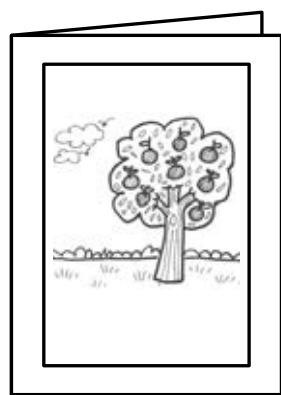
Vocabulary Routine 4

Review, Extend, or Reteach Vocabulary

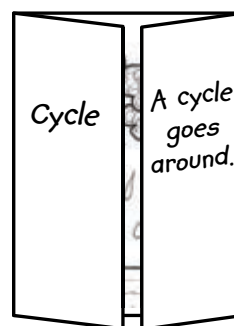
Purpose: Provide instruction and practice with vocabulary words and other important words used in classroom directions and discussion.

1. **Display the word.** Write the word on the board or chart paper.
2. **Display the graphic organizer.** Use the graphic organizer specified in the Teacher's Edition or select another graphic organizer from those shown below.
3. **Model.** Think aloud as you model partially completing the graphic organizer.
4. **Involve students.** Encourage students to create their own graphic organizers and add information about the word to the graphic organizer. Information can include a picture, examples and non-examples. Have students use the graphic organizers to talk about the word and concept.

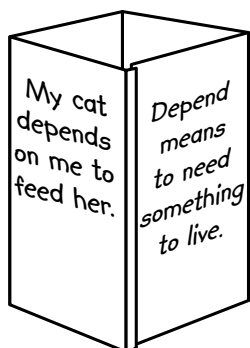
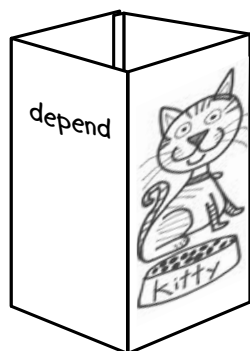
Three-Dimensional Graphic Organizers



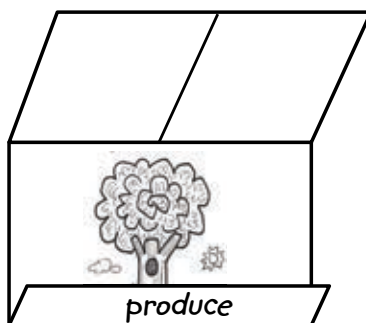
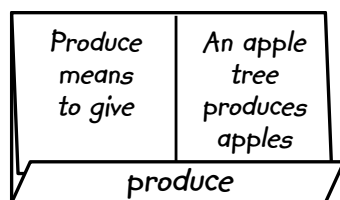
Portrait



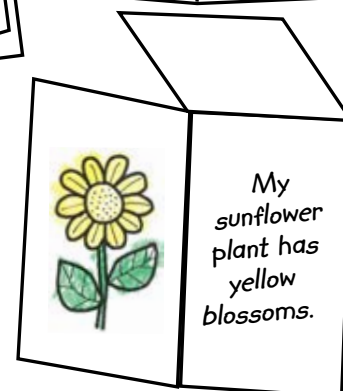
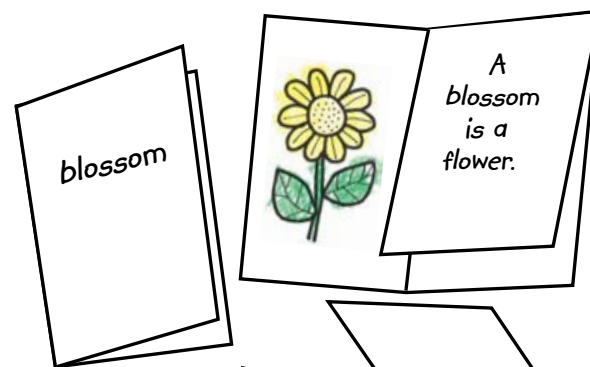
Window



Upright

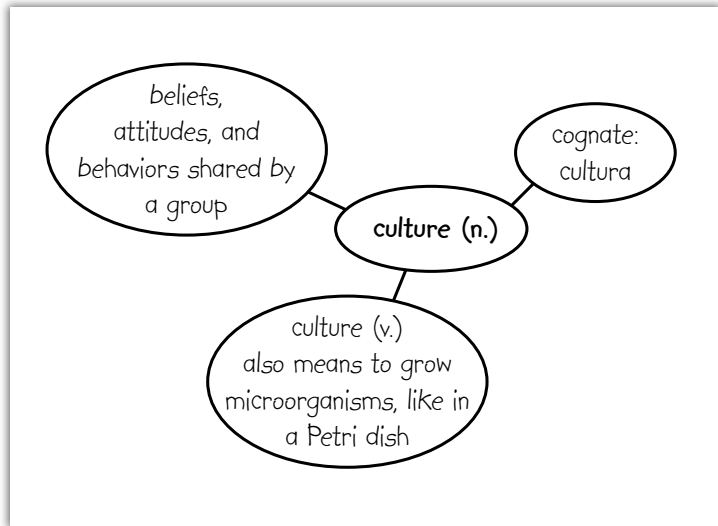


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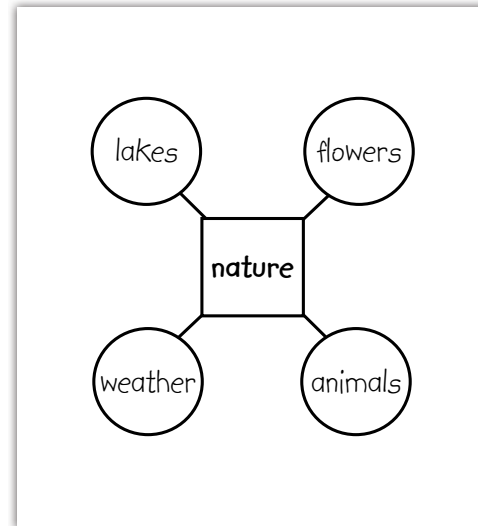


Three-Quarter Book

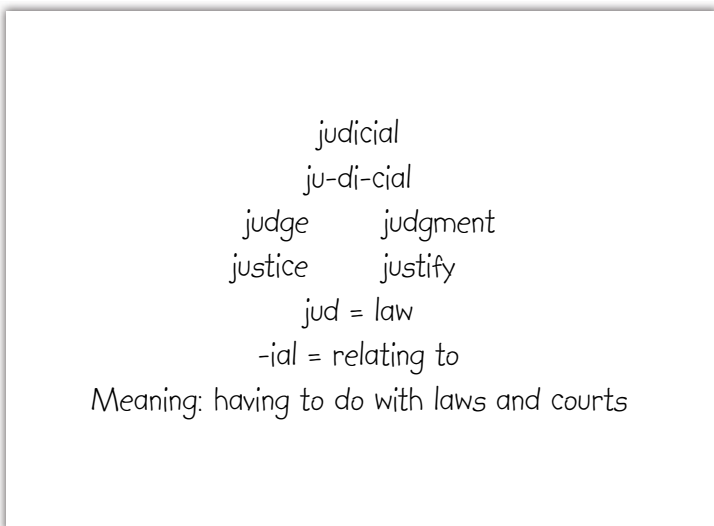
Other Graphic Organizers



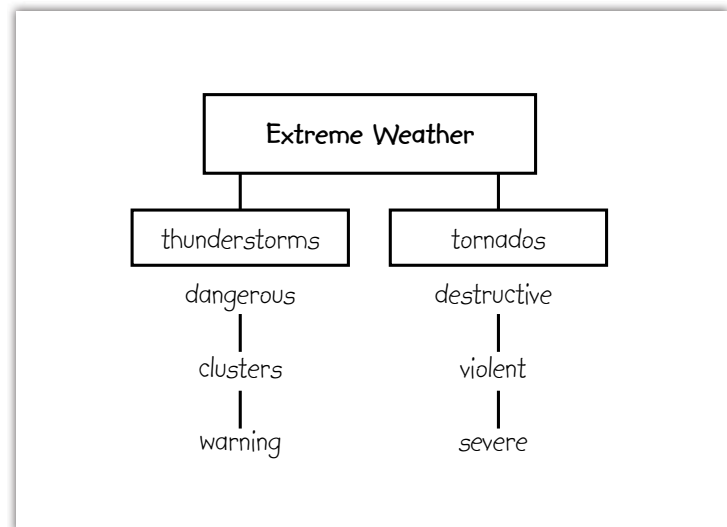
Word Web



Word Web of Examples



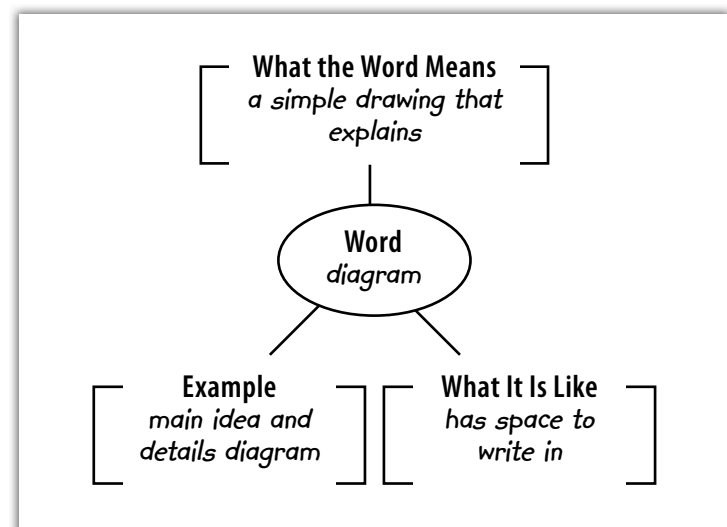
Wordbench



Semantic Web

Word	Definition	My Example
strategy	a plan	my football team's plan to win

Example Chart



Word Map

Research Basis: Research demonstrates that reading aloud to students is most effective when the teacher engages students in discussion about words, concepts, and events in the selection both during and after reading aloud. The text-talk method provides a framework for guiding discussion and focusing on important key words (Beck et al. 2002; Gambrell et al. 1996).

Vocabulary Routine 5

Text-Talk Read Aloud

Purpose: The text-talk method teaches text-specific vocabulary after a selection has been read aloud to students.

1. **Display the key words.**
2. **Read aloud.** As you read, pause to provide a short explanation of each key word as you come to it. For example, if you are teaching the word *otherwise* you might say: *You can use the word otherwise when you are explaining what might happen. For example, I hope I catch the bus today after school, otherwise I might be late.*
3. **Elaborate meanings.** After reading, activate prior knowledge: *What do you know about this word?* Explain the meanings of the key words more fully, using the steps of Vocabulary Routine 1.
4. **Discuss.** Create discussion prompts that encourage students to use the words together. For example, for the word *otherwise*, you may display the following frame and ask students to use the word as they tell about an upcoming weekend activity, holiday, or school event.


I hope _____ otherwise _____.

5. **Extend.** Encourage students to think about and use the key words at other times in classroom discussion, and in their lives beyond the classroom. Invite them to tell about how they have used the target words outside of class and to tell about how they have heard friends and family use the target words.

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

"Gross."

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



In Other Words
Otherwise If we don't

156

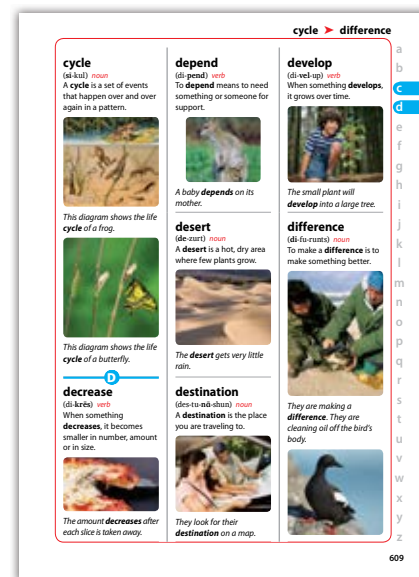
Otherwise, the bugs will eat the leaves and the plants won't grow. In other words, if we don't, the bugs will eat the leaves..."

Vocabulary Routine 6

Reteaching Vocabulary

Purpose: Review or reteach vocabulary that has been previously introduced.

- Form groups.** Group students who did not master vocabulary, or who will benefit from reviewing the words. Follow the following steps for each word to be retaught or reviewed.
- Focus on the key word.** Point out the word on the Picture Dictionary page of the Anthology.
- Pronounce the word.** Say the word and have students repeat it after you.
- Teach the meaning.** Read the definition of the word, and then elaborate the meaning using different words and giving additional examples. For example, for the word *depend* you might say: *You depend on something when you need it to live or to do something. Some students depend on the school bus to get to school. We all depend on each other to make our school a healthy, happy place.*
- Make connections.** Discuss with students when they might use the word. Model an example. Then have students use Think, Pair, Share (BP46) to make connections.
- Write and remember.** Have students record each word on a separate page in their journals or review the word's entry in **My Vocabulary Notebook**. Ask them what they note about the word's sounds and spelling. Then have them do one or more of the following:
 - Make a Word Map to help them remember the word. (See Word Map, page BP38).
 - Add a drawing or photo to illustrate the word's meaning.
 - Write a definition in their own words.
 - Write a context sentence.
 - Write their connections to the word.
 - Write the translation of the word in their home language. Go to **NGReach.com** to find translations of key words in seven languages.



Picture Dictionary in Anthology

You depend on something when you need it to live or to do something. Some students depend on the school bus to get them to school. Can you think of a way you might use depend?

Animals and plants depend on water to live.

Research Basis: Research confirms that interaction with new words combined with multiple exposures in varied contexts enhances students' ability to learn and retain new vocabulary. (Beck, McKeown, and Kucan 2002)

Activities for Daily Vocabulary Practice

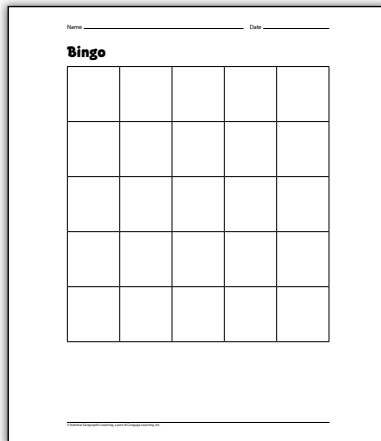
Purpose: These routines can be used to give students additional experience in a variety of contexts with vocabulary introduced during lessons.

Whole Group Games



Vocabulary Bingo

- Distribute cards.** Hand out Bingo cards. (Go to [NGReach.com](https://www.ngreach.com)).
- Fill out cards.** Have students write the key words in random order on the card.
- Give clues.** Provide oral clues or questions about the key words. For example, for the word *produce* you might say: *This word means to make or give.*
- Mark the words.** Have students place a marker on each word as they identify it.
- Bingo!** When a student has a complete row of markers, he or she calls, "Bingo." Ask the student to review his or her answers and pair answers with the clues.



Stump the Expert

- Name the expert.** Designate one student to be the expert.
- Challenge the expert.** Another student (the stumper) presents a definition. The expert has 10 seconds to produce the term.
- Continue the challenges.** If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped or answers a set number of challenges and earns applause.
- Name a new expert.** The student who stumps the expert becomes the new expert.

Whole Group Activities



Yes or No?

- Ask questions.** Pose yes or no questions using two vocabulary words. You or your students can make up the questions. For example, the following questions might be asked using words to do with plants: *Do roots grow in the soil? Are blossoms a characteristic of rose plants?*
- Students respond.** Students can respond orally, in writing, or they can use thumbs up or thumbs down. Have students compare responses and pair their answers with the clue. Remind students to use complete sentences and restate the question. For example: *Yes, roots grow in the soil.*

Around the World

- Choose a traveler.** A student designated as the traveler moves from his or her seat to stand by a neighboring student, the challenger.
- Provide a definition.** The teacher gives the traveler and the challenger a definition; whoever responds first with the correct word becomes the new traveler and challenges a new student.
- Continue the challenge.** A traveler who continues to respond first and returns to his or her own seat has gone "around the world."

Rivet

- Select a key word.** For this variation of the game Hangman, choose a key word.
- Write a blank for each letter.** On the board, write a blank for each letter of the word. For example, for *ecosystem*, write _ _ _ _ _ .
- Fill in letters one by one.** Fill in the blanks one letter at a time: *e c o* _ _ _ _ .
- Have students guess the word.** Pause briefly after you write each letter. Encourage the class to guess the word.
- Complete the word.** When someone identifies the word correctly, have that student fill in the remaining blanks.

Small Group Games



Picture It

1. **Write the words.** Display several vocabulary words.
2. **Group students.** Arrange students in small groups, each with chart paper and a marker.
3. **Teams plan.** Have each group:
 - Choose a key word (without telling what the word is)
 - Decide how they can show the word's meaning in a drawing
 - Choose one member of the group who will create the drawing.
4. **Students create drawings.** Call on a group, and allow the drawer 15 to 30 seconds to complete the picture.
5. **Students identify the word.** Have other groups talk quietly about the picture. When they agree on the key word, they designate one member to raise his or her hand and give their answer.
6. **Award points.** When a group guesses the key word correctly, award 1 point to the group and have that group's drawer take the next turn. Continue until one group has collected 3 points.

Small Group Activities



Multiple Key Word Skit

1. **Group students.** Organize students in small groups and give each group a list of five or more vocabulary words.
2. **Brainstorm.** Allow time for groups to brainstorm how the words relate to each other and to create a skit with dialogue that includes all the words.
3. **Discuss.** After students present their skits, discuss with them which skit was most original, most humorous, or used the words most accurately.

Vocabulary Concentration

1. **Prepare pairs of cards.** Write each key word on two cards or slips of paper.
2. **Spread the cards.** Turn the cards over and spread them randomly on a table.
3. **Students look for matches.** Students take turns turning over two cards. When a student turns over two cards that have same word, he or she keeps the cards and uses the words in a sentence.
4. **The winner!** The student with the most cards is the winner.



Partner Activities



Word Sorts

- Students write words.** Have students write the words on index cards or strips of paper, one word per card or strip.
- Establish categories.** For a closed sort, provide the category of how the words should be sorted, such as:
 - Related meanings or concepts
 - Synonyms
 - Part of speech
 - Connotation
 - Formal or informal
 - Spelling patterns
 - Words with multiple meanings
 - Words with Spanish cognates

For an open sort, have students work together to determine the sort categories.
- Explain sorts.** When students have sorted the words, have them explain their sorts. Have them create a chart or web to record the word relationships they found.
- Sort again.** Have students sort the words again using different categories. Have them record the information in a graphic organizer.

<u>Nouns</u>	<u>Verbs</u>	<u>Adverbs</u>
abstract (n.)	adhere (v.)	ethically (adv.)
dilemma (n.)	advocate (v.)	desolately (adv.)
	reinforce (v.)	deliberately (adv.)

<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
ab-stract	ad-vo-cate	des-o-lae-ly	de-lib-er-ate-ly
ad-her-e	di-lem-ma		
e-thi-cal	re-in-force		

Individual Activities



Word Poems

- Diamante Poems.** Diamante poems are 7 lines long. To begin, have students think of two words that are opposites (antonyms).
 - Line 1: Write a noun
 - Line 2: Add two adjectives that describe line 1
 - Line 3: Add three action verbs that relate to line 1
 - Line 4: Add two nouns that relate to line 1, and two nouns that relate to line 7
 - Line 5: Add three action verbs that relate to line 7
 - Line 6: Add two adjectives that describe line 7
 - Line 7: Write a noun that is the opposite of or contrasts with line 1
- Cinquain Poems.** Cinquain poems have different patterns. Have students use key words to complete the pattern below.
 - Line 1: A noun
 - Line 2: Two adjectives
 - Line 3: Three related words ending in -ing
 - Line 4: A related phrase
 - Line 5: Another word for the noun
- Concrete Poems.** Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. For example, a student may draw a volcano and along the outline write: *lava, magma, cone, flow, ash, erupt*.



Structured Response

Research Basis: Structured response formats are instructional practices that can be incorporated into daily lessons and allow all students to participate productively (Heward, 2006). Carefully planned structured response routines can ensure that every student participates in a lesson, and that participation remains focused and on task. They also allow for immediate feedback to support correct answers and to address incorrect ones.

Structured Response

Purpose: To support all students in participating actively in daily lessons.

Choral Responses

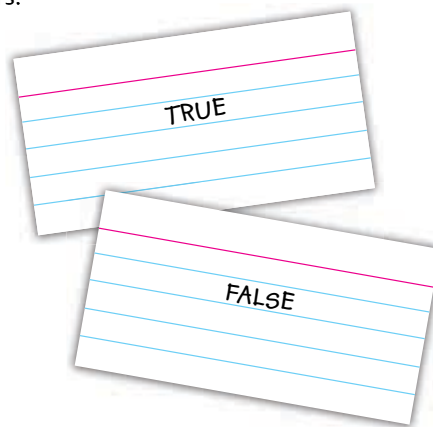
Choral responses allow students to join in on important academic words, expressions, or ideas. They allow the teacher to determine immediately which students understand a presentation.

- 1. Cue students in advance.** Use an established spoken cue (e.g., *Everybody; Look at me; Eyes up*) to focus students' attention.
- 2. Give a prompt or ask a question.** Use prompts or questions that can be answered with one or two words or an academic phrase.
- 3. Allow wait time.** Use a visual cue (e.g., holding up a hand as a "stop sign," then dropping it quickly) to provide wait time for students to think before they answer (and to keep some students from blurting out the answer). This use of wait time allows students to think about and form their answers and increases their confidence to join in class interactions.
- 4. Provide feedback.** Acknowledge correct responses. For example: *That's right. Good work, everyone!* If some students give the wrong answer or say nothing, provide immediate corrective feedback. For example: *The correct answer is _____. Let's all say that together.*

Response Cards

Response cards can be used to ensure participation by every student. Response cards work best when the answer is short; for example, students are asked to change a verb in a sentence from present to past tense. Response cards can be index cards, small white boards, or small pieces of paper.

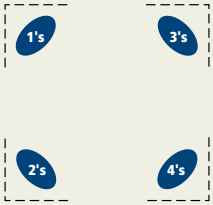
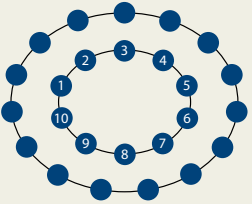
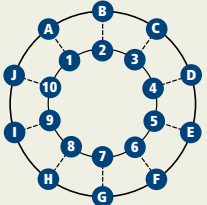
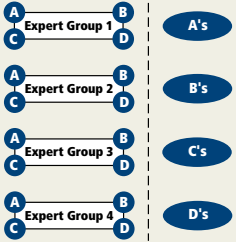
- 1. Use simple prompts.** Give students a prompt or ask them a question that can be answered with one or two words, *yes/no*, or *true/false*.
- 2. Allow wait time.** Tell students to think about their answers. Silently count to 5, then say: *Write your answer.*
- 3. Students display their cards.** After students have had time to write, say: *Hold up your cards.*
- 4. Give feedback.** Quickly check all of the cards and provide feedback, such as: *Good work! Almost everyone wrote true, which is the correct answer.* If some students give an incorrect answer, provide immediate corrective feedback, such as: *I see some of you wrote Sammy, which is the name of the main character in the passage. The correct answer is _____. Say it with me, _____.*
- 5. Continue with other prompts and questions.**



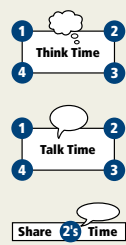
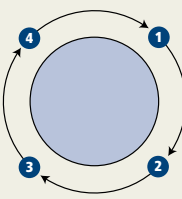
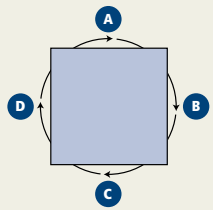
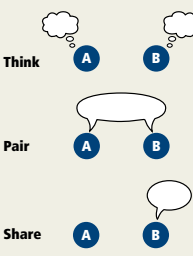
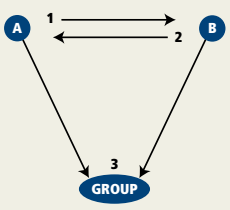
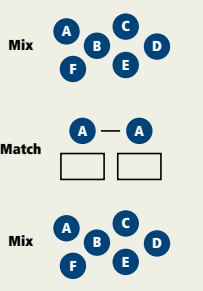
Cooperative Learning

Research Basis: Cooperative learning routines take advantage of classroom diversity and make it a vital resource for helping all students acquire challenging academic content and language. These routines promote active engagement and social motivation for all students. For English language learners, they also create opportunities for purposeful communication. Regular use of such routines has been shown to be effective (Johnson & Johnson 1986; Kagan 1986; Slavin 1988).

Purpose: These routines provide consistent opportunities for students to work together and learn from one another.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p>CORNERS</p> 	<ul style="list-style-type: none"> • Corners of the classroom are designated for focused discussion of four aspects of a topic. • Students individually think and write about the topic for a short time. • Students group into the corner of their choice and discuss the topic. • At least one student from each corner shares about the corner discussion. 	<ul style="list-style-type: none"> • By “voting” with their feet, students literally take a position about a topic. • Focused discussion develops deeper thought about a topic. • Students experience many valid points of view about a topic.
<p>FISHBOWL</p> 	<ul style="list-style-type: none"> • Part of a group sits in a close circle, facing inward; the other part of the group sits in a larger circle around them. • Students on the inside discuss a topic while those outside listen for information and/or evaluate the discussion according to pre-established criteria. • Groups reverse positions. 	<ul style="list-style-type: none"> • Focused listening enhances knowledge acquisition and listening skills. • Peer evaluation supports development of specific discussion skills. • Identification of criteria for evaluation promotes self-monitoring.
<p>INSIDE-OUTSIDE CIRCLE</p> 	<ul style="list-style-type: none"> • Students stand in concentric circles facing each other. • Students in the outside circle have one role; those inside have another. • On a signal, students rotate to create new partnerships. • On another signal, students trade inside/outside roles. 	<ul style="list-style-type: none"> • Talking one-on-one with a variety of partners gives risk-free practice in speaking skills. • Interactions can be structured to focus on specific speaking skills. • Students practice both speaking and active listening.
<p>JIGSAW</p> 	<ul style="list-style-type: none"> • Group students evenly into “expert” groups. • Expert groups study one topic or aspect of a topic in depth. • Regroup students so that each new group has at least one member from each expert group. • Experts report on their study. Other students learn from the experts. 	<ul style="list-style-type: none"> • Becoming an expert provides in-depth understanding in one aspect of study. • Learning from peers provides breadth of understanding of over-arching concepts.

Cooperative Learning, continued

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p>NUMBERED HEADS TOGETHER</p> 	<ul style="list-style-type: none"> • Students number off within each group. • Teacher prompts or gives a directive. • Students think individually about the topic. • Groups discuss the topic so that any member of the group can report for the group. • Teacher calls a number and the student from each group with that number reports for the group. 	<ul style="list-style-type: none"> • Group discussion of topics provides each student with language and concept understanding. • Random recitation provides an opportunity for evaluation of both individual and group progress.
<p>ROUNDTABLE</p> 	<ul style="list-style-type: none"> • Seat students around a table in groups of four. • Teacher asks a question with many possible answers. • Each student around the table answers the question a different way. 	<ul style="list-style-type: none"> • Encouraging elaboration creates appreciation for diversity of opinion and thought. • Eliciting multiple answers enhances language fluency.
<p>TEAM WORD WEBBING</p> 	<ul style="list-style-type: none"> • Provide each team with a single large piece of paper. Give each student a different colored marker. • Teacher assigns a topic for a web. • Each student adds to the part of the web nearest to him/her. • On a signal, students rotate the paper and each student adds to the nearest part again. 	<ul style="list-style-type: none"> • Individual input to a group product ensures participation by all students. • By shifting point of view, students develop broad and in-depth understanding of concepts.
<p>THINK, PAIR, SHARE</p> 	<ul style="list-style-type: none"> • Students think about a topic suggested by the teacher. • Pairs discuss the topic. • Students individually share information with the class. 	<ul style="list-style-type: none"> • The opportunity for self-talk during the individual think time allows the student to formulate thoughts before speaking. • Discussion with a partner reduces performance anxiety and enhances understanding.
<p>THREE-STEP INTERVIEW</p> 	<ul style="list-style-type: none"> • Students form pairs. • Student A interviews student B about a topic. • Partners reverse roles. • Student A shares with the class information from student B; then B shares information from student A. 	<ul style="list-style-type: none"> • Interviewing supports language acquisition by providing scripts for expression. • Responding provides opportunities for structured self-expression.
<p>MIX AND MATCH</p> 	<ul style="list-style-type: none"> • Prepare cards that can be matched as pairs, such as a word and its definition. • Hand one card to each student. • Students mingle and talk about their cards. • Teacher calls "Match," and each student finds the partner whose card matches with his or her own. Students exchange cards and mingle again. 	<ul style="list-style-type: none"> • The mixing process encourages students to have multiple conversations with an academic focus. • Discussions provide each student with language and concept understanding. • Cards can be traded, so students don't know who their partner is until the end.

Writing

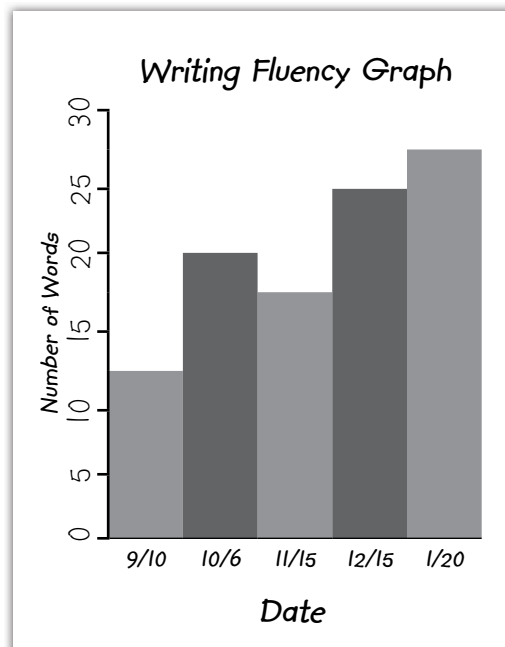
Research: Research shows that expert writers write longer strings of words before stopping to think than less skilled writers. Power writing practice helps students learn to get their words down on paper quickly. It also helps them overcome the tendency to stall before starting to write (Fisher & Frey 2007). While power writing can focus on any word or concept, this routine is most effective when key words and ideas relate to the topic or theme of a unit.

Writing Routine 1

Power Writing

Purpose: Develop students' writing fluency; provide an opportunity for students to record their progress in writing fluency.

- 1. Display a word or picture.** Choose a word or picture that will be motivating for students to write about. Invite them to think about the word or picture and what they know about the word or concept. Activate prior knowledge or experiences: *What do you think of when you hear/see _____?*
- 2. Set the timer.** The timer is usually set for one minute. In some cases you may want to vary the amount of time.
- 3. Have students write.** Ask students to write as much as they can, as well as they can in one minute.
- 4. Check work.** Have students check their spelling and grammar and circle any mistakes.
- 5. Count words.** Have students count the number of words they wrote and record the number on their papers.
- 6. Repeat the procedure.** If time allows, have students create more than one passage. Repeat steps 2–5 one or two times.
- 7. Record results.** Have students record their best result and create a writing fluency graph. Over time, the graph will show students' growth in fluency and help motivate their progress as writers.
- 8. Adjust the time.** To develop fluency further, vary the amount of writing time from 30 seconds to two minutes or more in separate Power Writing sessions.



Research: Many students may not understand the process of recording their thoughts or conversation in writing. Modeled writing demonstrates the process of how language is represented in written form. Modeling the process often is effective in improving students' attitude toward writing as well as their writing skills (Fisher & Frey 2007). Modeled writing also helps deepen vocabulary, language, and concept development through frequent exposure to clear models and think-alouds.

Writing Routine 2

Modeled Writing

Purpose: Model the process of composing to help students learn the writing process, writing strategies and writer's craft.

- 1. Model thinking about the first sentence.** Think aloud as you decide what you will include in your first sentence.
- 2. Write the first sentence.** Read aloud what you have written.
- 3. Continue thinking aloud as you write.** Think aloud to model how you plan and write additional sentences.
- 4. Involve students.** Encourage students to help write additional sentences. Discuss their ideas with them, and add the new ideas to the writing as appropriate.

Think Aloud	Write
<i>I want to tell about some new puppies that were born last week. I'll write a news article to tell about the puppies. I'll begin by telling the most important facts.</i>	Last week, six new puppies were born on Davis Street.
<i>Next I'll tell what the puppies looked like.</i>	The puppies were brown and white and had soft fur. Their eyes were closed.
<i>What else do people want to know about the puppies?</i>	They were born under the porch of the Marino's house. Mrs. Marino fixed a bed for the puppies and their mother in the hall.

Puppies Born

Last week, six new puppies were born on Davis Street. The puppies were brown and white and had soft fur. Their eyes were closed. They were born under the porch at the Marino's house. Mrs. Marino fixed a bed for the puppies and their mother in the hall. Mrs. Marino said she would look for new homes for the puppies in a few weeks.

Research: Young writers need to spend time constructing sentences. Generative writing provides specific practice, discussion, and instruction about word relationships. This draws students' attention to several key features of effective writing, including vocabulary, syntax, and semantic meaning (Fearn & Farnan 2001, Fisher & Frey, 2007).

Writing Routine 3

Generative Writing

Purpose: Provide specific practice for structuring grammatically-correct sentences.

1. **Provide a prompt.** Give students a directive about the position of a word or part of speech in a sentence. For example: *Write a sentence with the noun magma in the third position.*
2. **Have students write.** Ask students to write their sentences and underline the word that addresses the prompt.
3. **Respond to writing.** Check students' work. If the word is in the wrong position in the sentence, guide the writer to rework it to meet the prompt. If the word is used incorrectly in the sentence, reteach the grammar skill to help the writer understand the concept.
4. **Provide additional prompts.** For further practice, give directives that have students use the same part of speech in different positions in different sentences.
5. **Have students write independently.** Encourage students to use their generative sentences as the beginning of paragraphs they write independently.

The bubbling magma exploded from the volcano.



Research: Most elementary students need continued support as they become independent writers. They are most successful when the teacher provides effective prompts, a collaborative context, and effective coaching (Fisher & Frey 2007).

Writing Routine 4

Independent Writing

Purpose: Provide support to help students achieve success as independent writers.

- 1. Provide appropriate writing prompts.** Make sure that writing prompts are motivating and appropriate. Prompts should:
 - Encourage a variety of responses
 - Allow for a range of writing abilities
 - Be appropriate for the writers' experiences
 - Include topics that interest students.
- 2. Use RAFTs.** Have students use the RAFT structure to make sure writing assignments have a clear purpose and authenticity. Students should understand their Role, Audience, Form, and Topic before they begin to write. Here is a sample RAFT:
 - Role:** A student who wants to clean up a vacant lot
 - Audience:** Neighbors who could help clean up the lot
 - Form:** An email message
 - Topic:** A gathering on Saturday to help clean up the lot
- 3. Support peer response.** Teach students how to be effective peer reviewers of each others' writing.
 - Use the language frames from the Writing Projects to scaffold conversation.
 - Have writers invite responses from peers, but don't compel them.
 - Encourage students to talk with each other as readers, not as critics. If something makes them laugh, or feel sad, or catches their interest, they should tell the writer so. If something isn't clear, they should tell that, too. However, details of word choice, organization, sentence structure, etc. are best dealt with in teacher-student conferences.
- 4. Conference.** Confer with students about their writing. Conferences should be short and focused. Include the following steps:
 - **Inquiry:** Ask about the topic, how the work is coming, and areas of difficulty.
 - **Decision:** Based on student responses, decide on the focus for the conference.
 - **Instruction:** Choose a point for teaching. This may be any of the writing traits, writer's craft, grammar, usage, spelling, capitalization, and punctuation. Refer to records of student performance on grammar, revising and editing, and spelling lessons and assessments. Writing Rubrics for conferences are provided in the Assessment section of each Teacher's Edition.
 - **Recording:** Record anecdotal notes of the conference for follow-up. Include next steps for the writer.

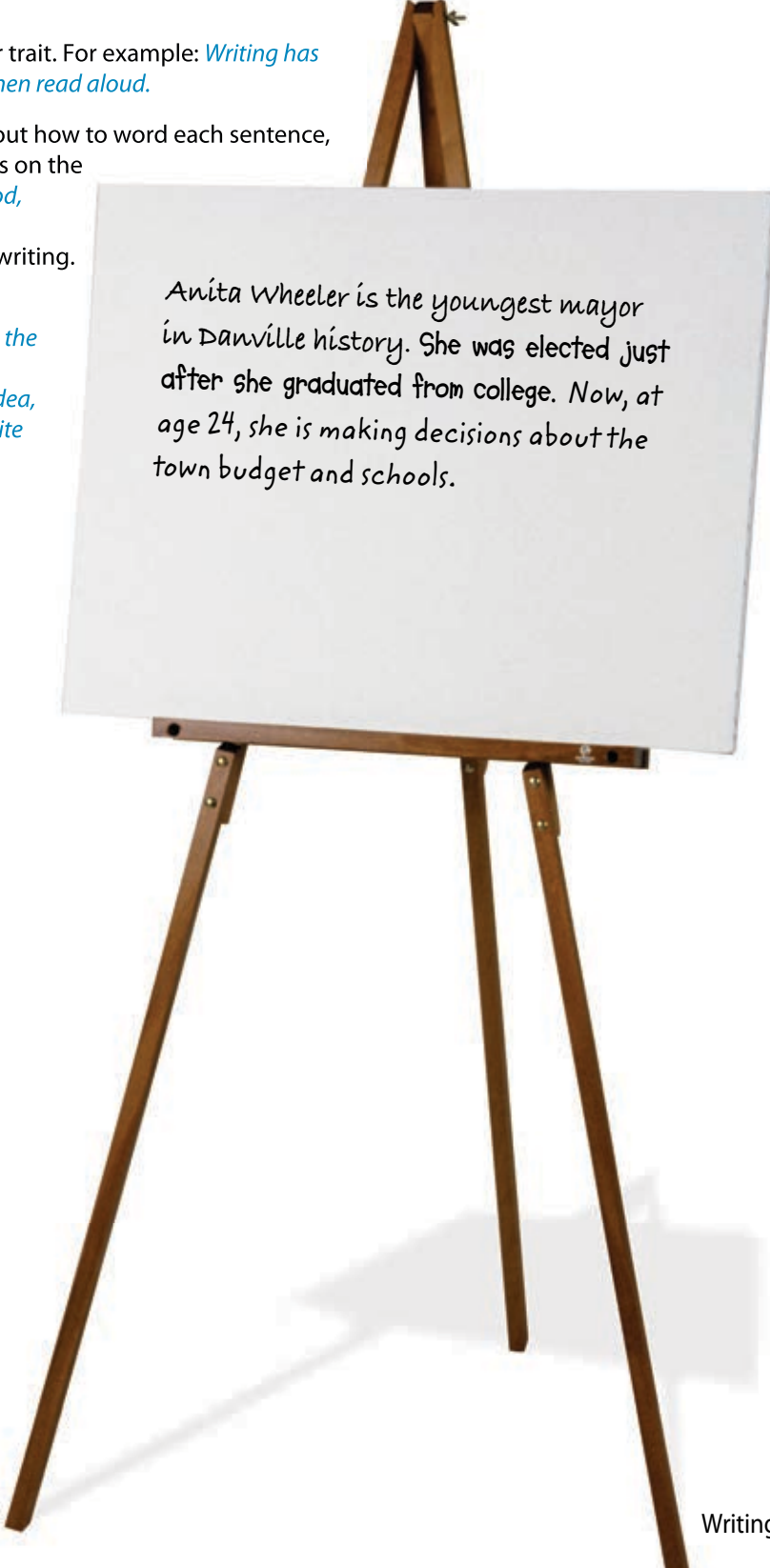
Research: Expert writers make many decisions as they write. Students may not understand all of the decisions involved. Interactive writing makes these decisions part of the conversation between teacher and students. It also demonstrates for students how expert writers think about word choice and constantly review to maintain syntax and meaning as they write (Fisher & Frey 2007).

Writing Routine 5

Reteaching Writing

Purpose: Use a collaborative composition to reteach a writing skill or trait.

- 1. Introduce the activity.** Provide a RAFT that allows for focused practice of the skill or trait being reviewed.
- 2. Review the skill.** Give a brief overview of the writing skill or trait. For example: *Writing has fluency when the sentences are varied. It also sounds natural when read aloud.*
- 3. Talk through the text.** Lead a discussion with students about how to word each sentence, and then support individual students as they write sentences on the board or chart paper. For example: *How will we begin? ... Good, Alana, Can you come up and write that for us?* Continue the discussion having different members of the class take turns writing.
- 4. Practice.** Use questions or prompts to help students practice the skill or trait as they write. For example: *Let's read the first two sentences we've written aloud. We want to vary our sentences so how should we begin the next sentence?... Good idea, Duwayne, let's start with an adverb... Can you come up and write the next sentence?*
- 5. Reread frequently.** Reread the entire message after each sentence is added. This will help students see how a skill or trait is being applied in each sentence.



Anita Wheeler is the youngest mayor in Danville history. She was elected just after she graduated from college. Now, at age 24, she is making decisions about the town budget and schools.

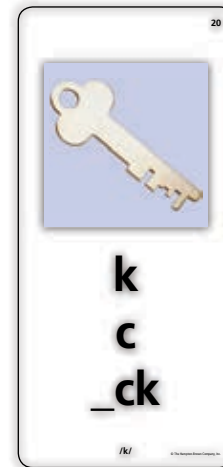
Foundational Skills

Dictation Routine 1

Sound-by-Sound Spelling

Purpose: Students segment sounds to spell words with the target sound/spelling.

1. **Review sound/spelling.** Review the target **Reach into Phonics Sound/Spelling Card**. Tell students that they will be spelling words with (identify sound).
2. **Say the word.** Say the first word.
3. **Segment sounds and identify sound/spellings.** Model how to segment the sounds in the word. Have students say the first sound in the word, match the sound to a **Sound/Spelling Card**, and identify the spelling.
4. **Write spelling.** Have students repeat the spelling and then write it. Repeat for the remaining sound/spellings in the word.
5. **Check and correct spelling.** Write the word. Have students check their spelling. If a word is misspelled, students should circle it and write it correctly.



Dictation Routine 2

Whole Word Spelling

Purpose: Students spell words to write sentences with the target sound/spelling.

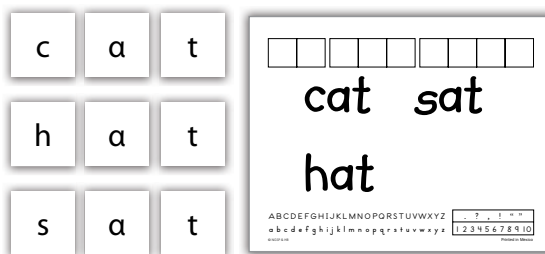
1. **Say a sentence.** Have students listen as you read the sentence.
2. **Spell words.** As you read the sentence slowly several times, have students write it.
3. **Check and correct spelling.** Write the sentence. Have students check their spelling. Students should circle any misspelled words and write them correctly.

Word Work Routine 1

Word Building

Purpose: Students use **Reach into Phonics Letter Cards**, magnetic boards and tiles, or **Write-On/Wipe-Off Boards** to build and transform words. In the beginning of the year, you may want to limit the number of **Letter Cards** students work with at once.

1. **Build a word.** Say a word and ask students to make or spell it. Students should say the word slowly and place or write the spelling for each sound they hear.
2. **Self-check.** Circulate and check for accuracy. Then display the word and ask students to self-check.



Word Work Routine 2

Word Sorts

Purpose: Students sort words into categories based on sound and/or spelling patterns.

1. **Prepare.** Create word sort charts by drawing column lines on blank paper and making copies. Distribute and have students write key words or sort categories at the top of each column.
2. **Sort words.** Provide a word list or have students choose words to sort into the categories. Students write each word in the appropriate column.
3. **Read words aloud.** Have students read each group of words aloud. Ask them to tell what is the same about the words in each group.

Variations: Students can sort **Reach into Phonics Phonics Picture Cards** by beginning, ending, or middle sound. They can sort words by sound or by spelling pattern. Once students are familiar with sorting, they can do open sorts. In an open sort, students decide how to group the words.



Activities for Daily High Frequency Word Practice

Whole Group Practice: Word Wall



Post Words

After introducing new High Frequency Words, post the **High Frequency Word Cards** cut from the **Practice Masters** on a classroom Word Wall. Organize words by the sound of the first letter.

Sound Sort

Students take turns saying a sound, other students name the words on the Word Wall that start with that sound.

Random Reading

Point to words at random and have students read them aloud. Increase the pace as students gain familiarity with the words.

Word Sorts

Have students sort words by beginning letter, numbers of letters, rhymes, rimes, onsets, vowel sounds, or other categories.

Create Sentences

Post sentences with High Frequency Words. Read them aloud or have volunteers read them. Underline the High Frequency Word and have students place the matching High Frequency Word Card in the Pocket Chart.

I am a <u>mother</u> .	mother
I am <u>his</u> mother.	his
I <u>have</u> a mother.	have
I have a sister, <u>too</u> .	too
My sister <u>has</u> a mother and a sister.	has
<u>Find</u> the mother and her son.	find

Whole Group Games



Word Clues

Begin spelling a word from the Word Wall one letter at a time. Pause after placing each letter, give a clue to the word, and see if students can guess the word you are spelling. Students can respond with the correct answer orally, in writing, or by holding up individual **Word Cards**. Continue adding letters and clues until students guess the word. Clues can include number of letters, meanings, antonyms or synonyms, or sentence frames. This activity can be done with **Word Builder** or with **Letter Cards** in a pocket chart.

It has three letters.
It begins with *n*.
It rhymes with *blue*.
It completes the sentence:
I want to buy some _____ shoes.

new

Bop!

Organize students into two teams in front of the Word Wall. Give the first student on each team a cardboard tube. Read a word. The first student to bop the word with the tube spells and reads the word to score a point for that team. Play continues until all students have had a turn.



Build, Mix, Fix

Write or display a High Frequency Word. Have students build the word with **Letter Cards**. After all students have spelled the word, have them mix up their letters. Cover the displayed word and have students fix their word by putting the letters back in the correct order. Uncover the word and have students check and correct their work. Then chant the word's spelling. Continue with remaining words.

Toss and Spell

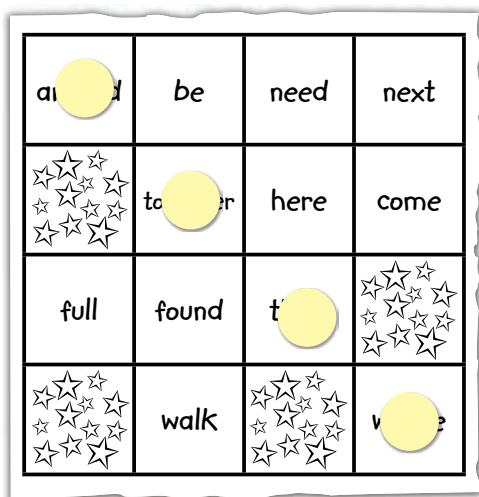
Use a bean bag and sit in circle. The first student says a High Frequency Word and its first letter, and tosses the bean bag to next student. That student says the next letter. Tossing continues until word is complete. The student who says last letter also uses the word in an oral sentence.

Whole Group Games, continued



Wordo

Create blank grids by drawing a grid like the one below and making copies. Distribute grids and game chips. (Depending on the number of words you are using, you may want to fill extra spaces with stars to show that they are bonus spaces.) Have students write the target words in random order on the grid. Shuffle the **High Frequency Word Cards** for the same set of words. As you call out each word, chant the spelling together and have students mark their boards. The first student to mark a 4-word row horizontally, vertically, or diagonally says “Wordo!” and play begins again.



Hopscotch

Make a hopscotch grid on the classroom floor with tape. Choose a Word Wall word and write one letter in each box of the hopscotch and the whole word at the top. Students hop and say each letter to spell the word and then say the word at the end. Repeat for additional words.

Small Group and Partner Games



Bang!

Place **High Frequency Word Cards** and three or four cards that say Bang! in a container. Have a small group of students pass the container and choose a card. If they can read the word and use it in a sentence, they get to keep the card. If they get a Bang! Card, they return all of their cards to the container.

Clues and Choose

Lay several High Frequency Word Cards face up on the floor. Have a small group of students sit in a circle around the cards. One student mentally chooses a word and gives a clue about it: *This word begins with a b.* The student can continue to give clues until another student selects the correct card. He or she gets to give the next set of clues.

Guess the Missing Word

Write sentences with the target High Frequency Words. Cover up the target word in each with a stick-on note. Work with a small group of students. Have students guess the word with no letters showing. Write 5 reasonable guesses out to the side. Uncover the onset and cross out any guesses that are eliminated. Make additional guesses if necessary. Show the whole word and help students confirm which guess makes sense and has the right letters.

Memory or Matching

Create two of each target **High Frequency Word Card**. Partners lay the cards face down and take turns turning up two cards. If the cards match, the student keeps the cards. If the cards don't match, the student turns the cards face down again and play continues. When all cards are matched up the student with the most pairs wins.

Word Hunt

Partners or small groups find words from the list in their reading selections or in print around the school or classroom.

Flashcard Routine

Use **High Frequency Word Cards** as flashcards. Show each card and have students read the word. If students can read the word easily the card goes in their pile. If they have trouble you keep the card. Review the tricky words in your pile at the end of the activity. (This game can be played one-on-one, with small groups, or as a whole group.)

Technology

Research Basis: When readers engage with a text more actively, they comprehend it more deeply (Harvey, 2000). Marking a text is one method for facilitating this deeper, more active comprehension. Teachers can more effectively model abstract thinking process by annotating as they think aloud. Students can then have focused opportunities to follow the teacher model by adding their own highlights and making their own notes about questions, important parts, opinions, connections, and so on. Annotating texts is a strategy that not only supports retention and synthesis of information, but can also be used by teachers to provide insights into students thinking (Harvey, McAuliffe, Benson, Cameron, Kempton, Lusche, Miller, Schroeder, and Weaver, 1996).

Mark-Up Text Routine

Purpose: Having students interact with text reinforces their comprehension and acquisition of reading skills.

- 1. Preview the text.** Download the appropriate **Mark-Up Model** file from **NGReach.com**.
 - If you are working on an interactive whiteboard, ensure that the appropriate interactive whiteboard software is installed on your computer. Then download the Notebook file for a SMART™ board or Flipchart file for a Promethean board.
 - If you use a computer and projector, you can project the PDF file onto a chalkboard or paper where students can mark up the text.
 - If you use an overhead projector, copy the PDF file pages onto acetate to create transparencies. Project them onto a chalkboard or paper for students to mark.
- 2. Prepare your tools.** Preview the lesson to see what tools you will need for the **Mark-Up Model**. For example, on an interactive whiteboard, make sure that the highlighters are set to the colors needed for the lesson.
- 3. Read aloud the Mark-Up Model.** Display the lesson and read the selection text aloud.
- 4. Conduct the lesson.** Involve students in a variety of ways:
 - Assign a different student to mark each step of the lesson.
 - Have one set of partners mark up one screen and then have different partners mark the next.
 - Assign highlighter colors to different students. Have the class offer answers while the student with the appropriate color makes the marks.
 - Have the student marking the text choose the next student to mark the text.

Regularly remind the class to copy the marks onto their **Practice Masters** to serve as a model for their independent work.



Mark-Up Text Routine, continued

5. **Have students mark the Mark-Up Reading.** Have students read the remaining **Mark-Up Reading** on the **Practice Masters** independently. Then have them work with partners to follow the model and mark up the reading.
6. **Close the Mark-Up Model file.** If you are using the Notebook or Flipchart file, choose how to close the file.
 - To save the marks the students made during the lesson, save the file with a different name.
 - Close the file without saving to keep an unmarked version of the file.If you need a clean file for future lessons, download it from **NGReach.com**.
7. **Review students' notes.** Look through the **Mark-Up Reading** to determine if students comprehend the skill. If students are highlighting too much text or the wrong text, offer the **Reteaching Masters** that align with the skill.

For more technical assistance, see the user guide on **NGReach.com**.




Name _____ Date _____

Mark-Up Reading

Travel

by Robert Louis Stevenson

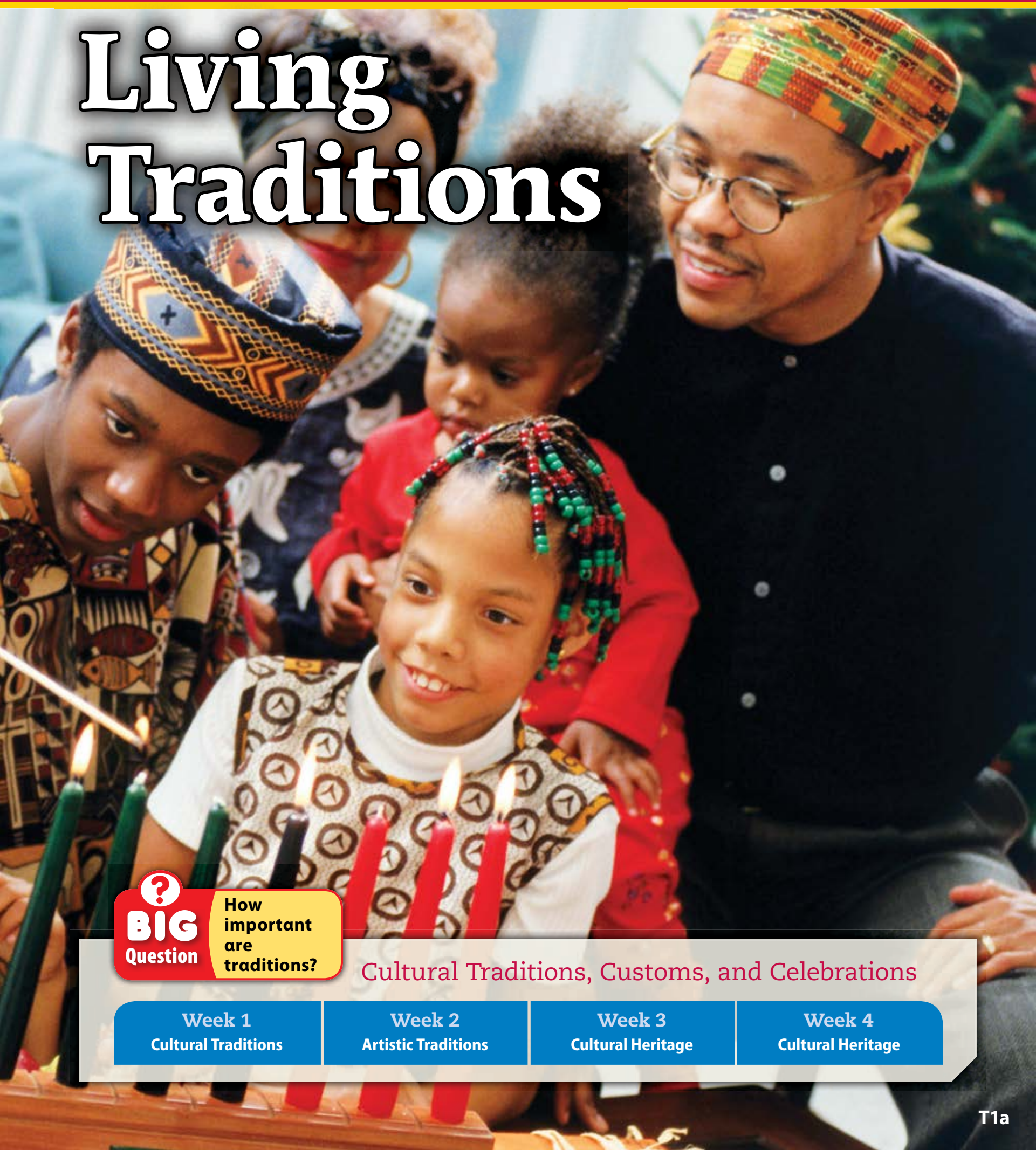
I should like to rise and go
Where the golden apples grow;
Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats,
Lonely Crusoes building boats;
Where in sunshine reaching out
Eastern cities, miles about,
Are with **mosque and minaret**
Among the sandy gardens set,
And the rich goods from near and far
Hang for sale in the **bazaar**;
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum,
Cities on the other hum;
Where are forests, hot as fire,
Wide as England, tall as a **spire**,



In Other Words
Lonely Crusoes people who are alone in unusual places. Use the character in the story Robinson Crusoe.
mosque and minaret the building where people worship and the tall tower that is part of that building.
Bazaar marketplace.
spire tall, narrow tower on a roof, steeple.

For use with TE pp. 117a–117b **PM3.13** **Unit 3 | Amazing Places**

Living Traditions



BIG
Question

How important are traditions?

Cultural Traditions, Customs, and Celebrations

Week 1
Cultural Traditions

Week 2
Artistic Traditions

Week 3
Cultural Heritage

Week 4
Cultural Heritage

Unit 1 Program Resources

WHOLE GROUP TIME



Student Technology

- Student eEdition
- Digital Library

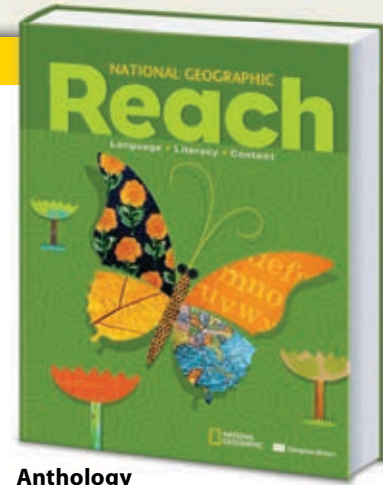
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard

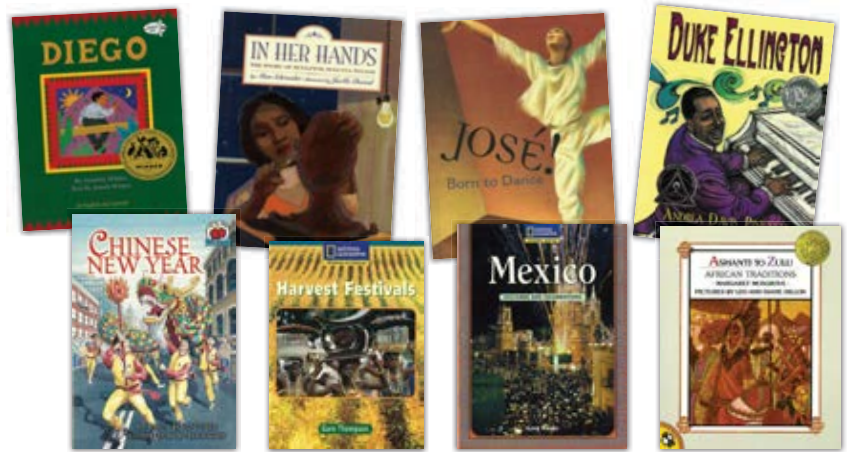


Mark-Up Models 1.1, 1.2

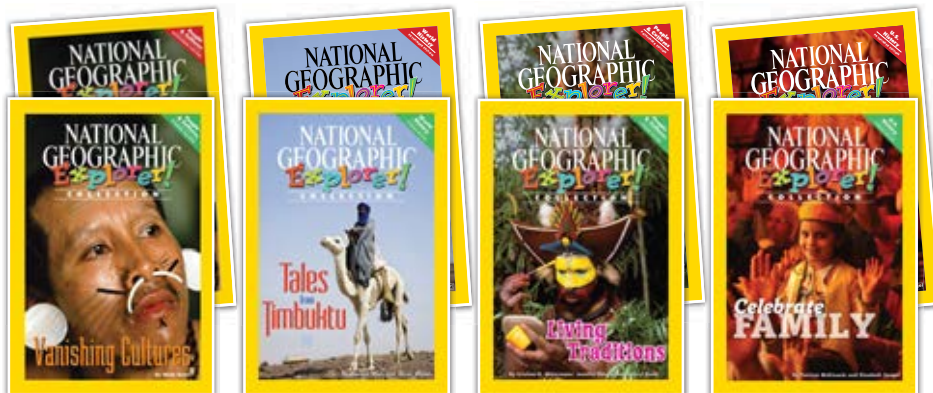
SMALL GROUP READING TIME



Fiction Books



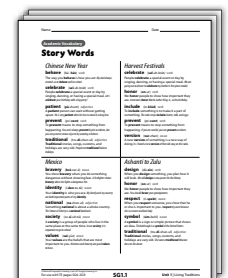
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG1.1–SG1.32

Cultural Traditions, Customs, and Celebrations

LEARNING STATION TIME



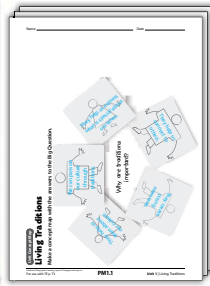
NGReach.com

Student Technology

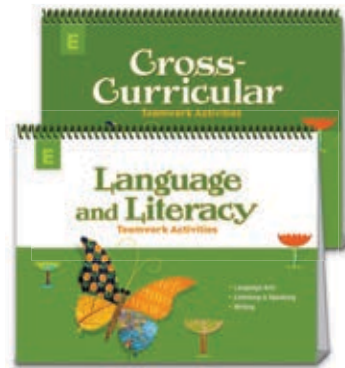
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Practice Book
PM1.1–PM1.39



Practice Masters
PM1.1–PM1.39

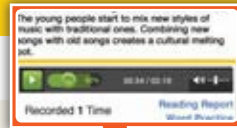


Teamwork Activities

ESL Kit



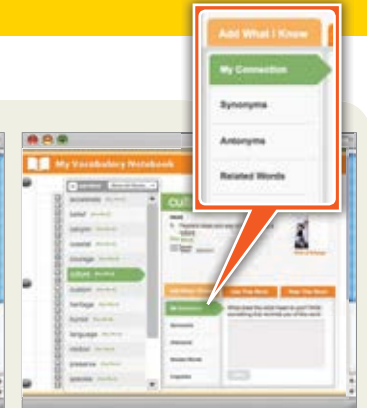
Reach into Phonics Kit



Comprehension Coach



Digital Library



My Vocabulary Notebook

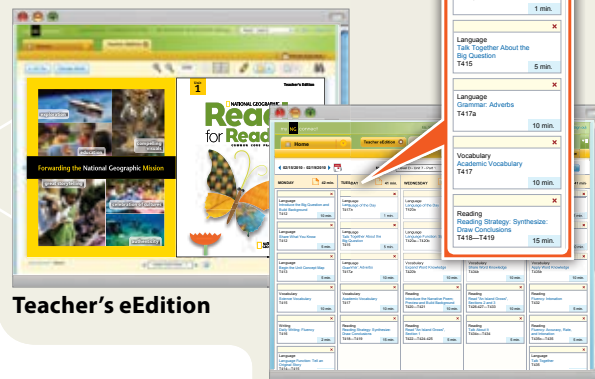
PLANNING RESOURCES



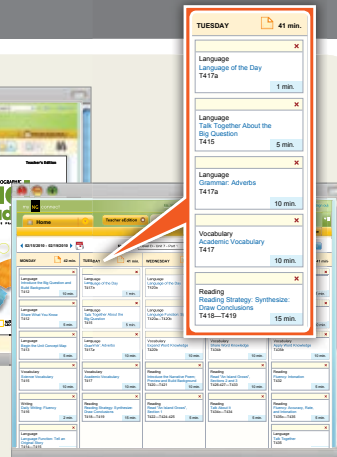
NGReach.com

Teacher Technology

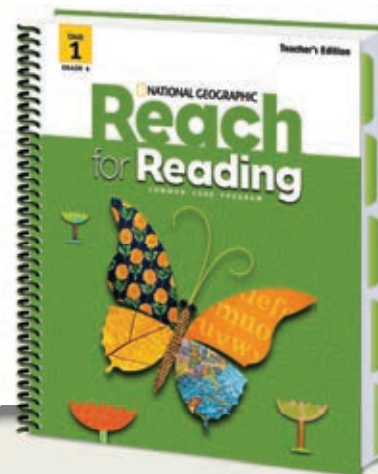
- Student and Teacher eEditions
- Lesson Planner
- eVisuals 1.1–1.35
- Family Newsletter 4 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition



Online Lesson Planner



Teacher's Edition

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

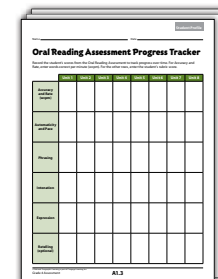
ASSESSMENT & RETEACHING



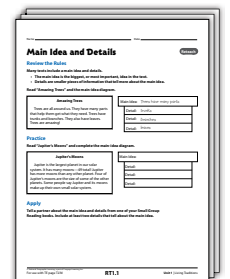
eAssessment™



ExamView®






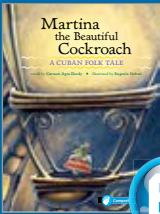



Assessment Masters
A1.3–A1.44



Reteaching Masters
RT1.1–RT1.11





















Unit 1 Skills at a Glance

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

Introduce Unit 1	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1   eEdition	Express Feelings Plan for Discussions	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with short <i>a</i>, and Commonly Misspelled Words ✓ Daily Grammar: Complete Sentences, Simple Subject-Verb Agreement, and Types of Sentences ✓ Social Studies Vocabulary craft musical perform pottery tradition weave ✓ Academic Vocabulary create culture express medium style detail preview author's purpose monitor clarify 	Read and Comprehend an Interview <ul style="list-style-type: none"> ✓ Determine Main Idea and Details ✓ Plan and Monitor: Preview and Predict ✓ Fluency: Practice Phrasing 	
Week 2  eEdition  Interactive Whiteboard	Report on a Biography Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with short <i>o</i> and Commonly Misspelled Words ✓ Daily Grammar: Fragments, Dependent Clauses, and Complete Sentences (complete subject/complete predicate) ✓ Use a Dictionary 	Read and Comprehend a Biography <ul style="list-style-type: none"> ✓ Determine Author's Purpose ✓ Plan and Monitor: Preview and Predict Read and Comprehend a Biography ✓ Learn and Compare Text Structures ✓ Fluency: Practice Expression 	
Week 3   eEdition	Ask for and Give Information Ask for Clarification	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with short <i>i</i>, <i>u</i>, and Commonly Misspelled Words ✓ Daily Grammar: Review Simple Subject/Simple Predicate and Relative Pronouns ✓ Social Studies Vocabulary ancestor ceremony marriage occasion ritual ✓ Academic Vocabulary belief custom influence relationship role 	Read and Comprehend a Folk Tale <ul style="list-style-type: none"> ✓ Determine Plot ✓ Plan and Monitor: Monitor & Clarify ✓ Fluency: Practice Expression 	
Week 4  eEdition  Interactive Whiteboard	Describe Setting Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with the digraph <i>ch</i>, <i>tch</i>, and Commonly Misspelled Words ✓ Daily Grammar: Review Dependent Clauses, Simple Subject-Verb Agreement, and Fragments; Introduce Subject-Verb Agreement with Compound Subjects ✓ Idioms and Expressions 	Read and Comprehend a Magazine Article <ul style="list-style-type: none"> ✓ Relate Details ✓ Plan and Monitor: Monitor & Clarify Read and Comprehend Coming-of-Age Stories (fictional) ✓ Describe and Compare Settings ✓ Fluency: Practice Phrasing 	
Unit 1 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

Cultural Traditions, Customs, and Celebrations

BIG Question How important are traditions?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Main Ideas and Details Write About Previewing and Predicting Write About Author's Purpose [stated] Write About It</p> <p>Daily Writing Skills: Choose and Focus a Topic; Develop Research Questions Research Project: Choose and Focus a Topic; Develop Research Questions</p>	<p> <i>Vanishing Cultures</i></p> <p> <i>Chinese New Year</i></p> <p> <i>Harvest Festivals</i></p> <p> <i>Mexico: Cultures and Celebrations</i></p> <p> <i>Ashanti to Zulu</i></p>	<p>Speaking and Listening Use Text to Ask Questions; Interview a Partner</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Continue Interview; Write Up Interview Notes</p> <p>Cross-Curricular Make a Musical Instrument; Rhythm Patterns</p> <p>Reading and Intervention Comprehension Coach; Research Gabon</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric
<p>Power Writing Write About Author's Purpose [implied] Write a Response Write to Reinforce Grammar Write in Sequence [events in the article] Write About Main Idea [implied]</p> <p>Daily Writing Skills: Establish and Follow a Purpose Writing Project: Write a Biographical Paragraph</p>	<p> <i>Tales from Timbuktu</i></p> <p> <i>Diego</i></p> <p> <i>In Her Hands: The Story of Sculptor Augusta Savage</i></p> <p> <i>Jose! Born To Dance: The Story Of Jose Limon</i></p> <p> <i>Duke Ellington</i></p>	<p>Speaking and Listening Role-Play Interview; Tell How You Learned</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write About an Artist; Write About a Tradition</p> <p>Cross-Curricular Same and Different; Research Pottery</p> <p>Reading and Intervention Words and Music; Read a book or an article</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric
<p>Power Writing Write About Plot Write About Clarifying Write About Character Writer's Craft: Humor Write About It</p> <p>Daily Writing Skills: Use Colorful Details to Elaborate Writing Project: Write a Story Extension</p>	<p> <i>Living Traditions</i></p> <p> <i>How My Parents Learned to Eat</i></p> <p> <i>The Skirt (part 1)</i></p> <p> <i>The Corn Grows Ripe (part 1)</i></p> <p> <i>A Single Shard (part 1)</i></p>	<p>Speaking and Listening Talk Like a Cockroach; Talk About Humor</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write New Advice; Write About Lizards</p> <p>Cross-Curricular Insect Eaters; Write Word Problems</p> <p>Reading and Intervention Comprehension Coach; What I Mean Is...</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric
<p>Power Writing Write About Details and Examples Write a Response Write to Reinforce Grammar Write About Setting Write to Compare Plots</p> <p>Daily Writing Skills: Identify Context for Formal or Informal Language Writing Project: Write an Interview</p>	<p> <i>Celebrate Family</i></p> <p> <i>Tea with Milk</i></p> <p> <i>The Skirt (part 2)</i></p> <p> <i>The Corn Grows Ripe (part 2)</i></p> <p> <i>A Single Shard (part 2)</i></p>	<p>Speaking and Listening Tell About a Holiday; Make a Presentation</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing You're Invited!; Create a Ceremony</p> <p>Cross-Curricular Family Tree; Learn About Mesopotamia</p> <p>Reading and Intervention Make Drawings; Read About Ceremonies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unit Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Unit Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric

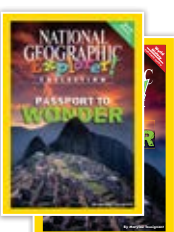

Week 1 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Social Studies Background CC.4.Rinf.7; CC.4.SL.2 Introduce the Big Question; Preview Unit Projects T2–T3 Academic Talk CC.4.L.6 Express Feelings T4	Read and Comprehend Academic Talk CC.4.SL.1; CC.4.SL.1.a Plan for Discussions T6a
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.4.Rfou.3; ☑ Words with short <i>a</i> and Commonly CC.4.Rfou.3.a; Misspelled Words T1j CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.1.f; CC.4.L.2; ☑ Complete Sentences T1l CC.4.L.2.a Social Studies Vocabulary CC.4.Rlit.4; ☑ Learn Key Words T4 CC.4.Rinf.4; CC.4.L.6 craft detail musical perform pottery tradition weave	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T1j CC.4.L.1.g; CC.4.L.2 Daily Grammar CC.4.L.1; CC.4.L.1.f ☑ Simple Subject-Verb Agreement T1l Academic Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; ☑ Learn More Key Words T6a–T7 CC.4.L.6 create culture express medium preview style
	Reading ⌚ 20–40 minutes	Reading CC.4.Rinf.1; CC.4.Rinf.2 Read Aloud: Realistic Fiction T5a Comprehension CC.4.Rlit.4; CC.4.Rinf.1; CC.4.Rinf.2 ☑ Main Idea and Details T5a Fluency CC.4.Rfou.4 ☑ Model Phrasing T5a	Reading CC.4.Rinf.10 Read a Journal; Read and Build Comprehension T8 Comprehension CC.4.Rinf.10 ☑ Plan and Monitor: Preview and Predict T8 Fluency CC.4.Rfou.4 ☑ Practice Phrasing T8
	Writing ⌚ 15–45 minutes	Power Writing T4 CC.4.W.10 Daily Writing Skills CC.4.W.7 Choose and Focus a Topic; Develop Research Questions T1n Writing CC.4.W.9; CC.4.W.9.b; Write Main Ideas and Details T6 CC.4.W.10 Research Project: Choose and Focus a Topic; Develop Research Questions CC.4.W.7; CC.4.SL.4 Plan T27a	Power Writing T6a CC.4.W.10 Daily Writing Skills CC.4.W.7 Choose and Focus a Topic; Develop Research Questions T1n Writing CC.4.W.9.b; CC.4.W.10 Write About Previewing and Predicting T8–T9 Research Project: Choose and Focus a Topic; Develop Research Questions CC.4.W.7; CC.4.SL.4 Research T27a–T27b

SMALL GROUP READING TIME		Read Social Studies Articles	Read Nonfiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG5 Reading CC.4.Rinf.5 Explain Text Structure: Cause and Effect SG4 Build Comprehension SG5 CC.4.Rinf.10 	Vocabulary CC.4.L.6 Learn Story Words SG6–SG7 Reading Introduce SG6–SG7 Read and Integrate Ideas SG8–SG9 CC.4.Rlit.10 ☑ Preview and Predict to Comprehend Text SG8–SG9 CC.4.Rinf.1 ☑ Determine the Main Idea of Text SG8–SG9 CC.4.Rinf.2 ☑ Explain How the Main Idea is Supported by Details SG8–SG9 CC.4.Rinf.2 

LEARNING STATION TIME			
20 minutes		Speaking and Listening T1h CC.4.SL.1.c	Language and Vocabulary T1h CC.4.L.6
		Writing T1h CC.4.L.1.c; CC.4.W.8	Cross-Curricular T1i CC.4.Rinf.3; CC.4.Rinf.7
		Reading and Intervention T1i, SG68 CC.4.Rinf.1; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b; CC.4.W.7; CC.4.W.8	

BIG Question How important are traditions?

Day 3

Read and Comprehend

Academic Talk CC.4.SL.1; CC.4.SL.1.a
Preview and Predict T10

Daily Spelling and Word Work CC.4.Rfou.3
✓ Practice T1k

Daily Grammar CC.4.L.1; CC.4.L.1.f
✓ Type of Sentences T1m

Vocabulary Practice CC.4.L.6
✓ Expand Word Knowledge T10

Reading CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rfou.4.a
Read an Interview T11–T17

Comprehension CC.4.Rinf.1; CC.4.Rinf.2
✓ Main Idea and Details T14–T17

Identify Author's Purpose T18–T19 CC.4.Rinf.10

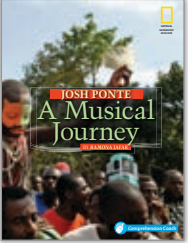
Fluency CC.4.Rfou.4.b
✓ Practice Phrasing, Accuracy, and Rate T14–T15

Power Writing T10 CC.4.W.10

Daily Writing Skills CC.4.W.7
Choose and Focus a Topic;
Develop Research Questions T1o

Writing CC.4.W.10
Write About Author's Purpose T18–T19

Research Project: Choose and Focus a Topic;
Develop Research Questions CC.4.W.7; CC.4.SL.4
Research T27a–T27b



Day 4

Read and Comprehend

Academic Talk CC.4.Rinf.2; CC.4.SL.1; CC.4.SL.1.a
Summarize Reading T20

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
✓ Practice T1k

Daily Grammar CC.4.W.5; CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a; CC.4.L.3
✓ Grammar and Writing T1m

Vocabulary Practice CC.4.L.6
✓ Share Word Knowledge T20

Reading CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rfou.4.a
Read an Interview T21–T23

Comprehension CC.4.Rinf.1; CC.4.Rinf.2
✓ Main Idea and Details T191

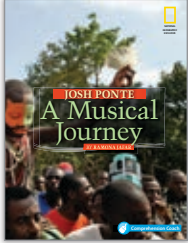
Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓ Model and Practice Phrasing T191

Power Writing T20 CC.4.W.10

Daily Writing Skills CC.4.W.7
Choose and Focus a Topic;
Develop Research Questions T1o

Writing CC.4.W.10
Write About Gabonese Culture T24–T25

Research Project: Choose and Focus a Topic;
Develop Research Questions CC.4.W.7; CC.4.SL.4
Organize T27b



Day 5

Review and Apply

Academic Talk CC.4.SL.1; CC.4.SL.1.a
Talk About It T26

Daily Grammar CC.4.L.1; CC.4.L.1.f
✓ Review T1m

Vocabulary Practice CC.4.L.6
✓ Apply Word Knowledge T25a

Reading CC.4.Rinf.1; CC.4.Rinf.2
Read an Interview T11–T23

Comprehension CC.4.Rinf.1; CC.4.Rinf.2
✓ Main Idea and Details T26a–T27

Fluency CC.4.Rfou.4.b
✓ Check Phrasing, Accuracy, and Rate T26a

Power Writing T25a CC.4.W.10

Daily Writing Skills CC.4.W.7
Choose and Focus a Topic;
Develop Research Questions T1o

Writing CC.4.W.10
Write About It T26

Research Project: Choose and Focus a Topic;
Develop Research Questions CC.4.W.7; CC.4.SL.4
Present T27b

Read Nonfiction Books


Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.10
Read and Integrate Ideas SG8–SG9

✓ Preview and Predict to Comprehend Text SG8–SG9 CC.4.Rinf.1

✓ Determine the Main Idea of Text SG8–SG9 CC.4.Rinf.2

✓ Explain How the Main Idea is Supported by Details SG8–SG9 CC.4.Rinf.2



Read Nonfiction Books


Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.10
Read and Integrate Ideas SG8–SG9

✓ Preview and Predict to Comprehend Text SG8–SG9 CC.4.Rinf.1

✓ Determine the Main Idea of Text SG8–SG9 CC.4.Rinf.2

✓ Explain How the Main Idea is Supported by Details SG8–SG9 CC.4.Rinf.2




Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10; CC.4.SL.1.a
Connect Across Texts SG9

Writing CC.4.W.2
Choose a Writing Option SG8–SG9




ASSESSMENT & RETEACHING

Assessment and Reteaching T27c–T27d

✓ Reading Comprehension Test A1.7–A1.8 CC.4.Rinf.1; CC.4.Rinf.2

✓ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

✓ Oral Reading Assessment A1.4–A1.6 CC.4.Rfou.4.a

✓ Vocabulary Test A1.9–A1.10 CC.4.L.6

✓ Spelling Test: Words with short *a* and Commonly Misspelled Words T1j CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

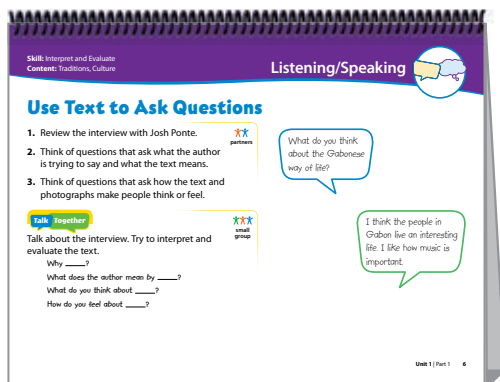
✓ Writing, Revising, and Editing Test A1.11–A1.12 CC.4.W.10; CC.4.L.1; CC.4.L.3

Reteaching Masters RT1.1–RT1.2

Week 1 Learning Stations

Speaking and Listening

Option 1: Use Text to Ask Questions



Use Text to Ask Questions

- Review the interview with Josh Ponte.
- Think of questions that ask what the author is trying to say and what the text means.
- Think of questions that ask how the text and photographs make people think or feel.

Talk Together
Talk about the interview. Try to interpret and evaluate the text.

What does the author mean by _____?
What do you think about _____?
How do you feel about _____?

What do you think about the Gabonese way of life?

I think the people in Gabon live an interesting life. I like how music is important.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 6

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

Pose and Respond to Questions

CC.4.SL.1.c

Option 2: Narrow the Topic



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card E8

After they have completed the Week 1 Daily Writing Skills activities, have pairs use what they learned about narrowing a topic to choose an aspect of Thanksgiving to focus on for a research report.

- Display the image above and have partners think about narrowing the topic.
- Have students ask each other questions to help them focus on a specific aspect of Thanksgiving, such as the food, history, or any customs associated with the holiday.
- Have students explain to each other why the topic they choose is appropriate.

Pose and Respond to Questions

CC.4.SL.1.c

Language and Vocabulary

Key Words

author's purpose · craft · create · culture · detail
express · medium · musical · perform · pottery
preview · style · tradition · weave

Option 1: Vocabulary Games

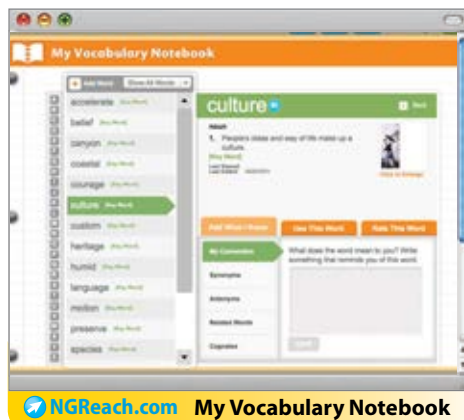


NGReach.com Online Vocabulary Games

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

CC.4.L.6

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have students expand their word knowledge.

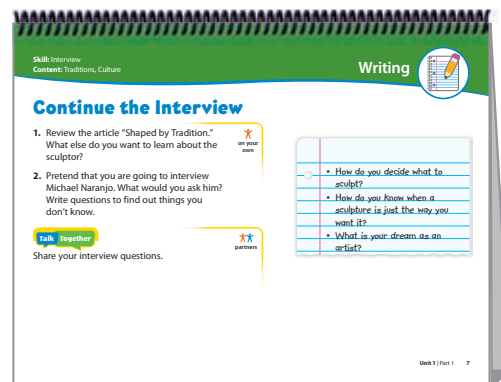
- Under Add More Information > Use This Word > Restate the Definition, paraphrase the definition of each Key Word.

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

CC.4.L.6

Writing

Option 1: Continue the Interview



Continue the Interview

- Review the article "Shaped by Tradition." What else do you want to learn about the sculptor?
- Pretend that you are going to interview Michael Naranjo. What would you ask him? Write questions to find out things you don't know.

Talk Together
Share your interview questions.

- How do you decide what to sculpt?
- How do you know when a sculpture is just the way you want it?
- What is your dream as an artist?

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 7

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

Pose and Respond to Questions

CC.4.SL.1.c

Option 2: Interview a Partner

Interview Questions

1. What style of music do you like best?
2. Why do you like it?
3. Who is your favorite singer?

After they have completed the Week 1 Daily Writing Skills activities, have pairs use what they learned about developing questions to plan and conduct an interview.

- Have each partner list questions to ask the other about his or her favorite music.
- Have partners share their lists and together brainstorm and write additional questions.
- Have one student ask the questions and record the responses.
- Have partners reverse roles and repeat.

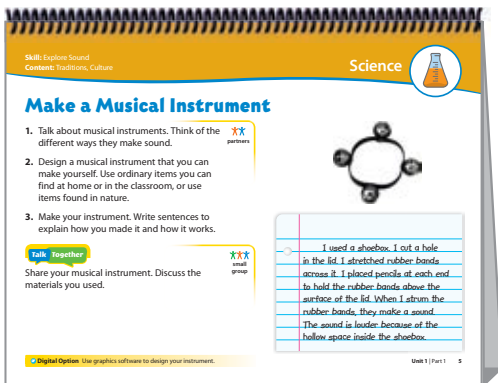
Have students save their questions and responses for use with the Week 1 Research Project.

Take Notes

CC.4.W.8

Cross-Curricular

Option 1: Make a Musical Instrument 



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 5

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

Student Resources Directory

a variety of home and classroom objects

Explain Procedures CC.4.Rinf.3

Option 2: Rhythm Patterns 



PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 7

Digital Library: Language Builder Picture Cards E1–E3

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

Student Resources Directory

Interpret Information Presented Visually CC.4.Rinf.7

Reading

Option 1: Comprehension Coach 



Refer to Details and Examples
When Explaining Text CC.4.Rinf.1
Read and Comprehend Informational Texts CC.4.Rinf.10
Read with Accuracy and Fluency to Support Comprehension CC.4.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.4.Rfou.4.b

Option 2: Research Gabon 

Main Idea and Details Chart

Main Idea:	Gabon is an amazing place.
Detail:	
Detail:	

Have students search on [nationalgeographic.com](https://www.nationalgeographic.com) to learn more about Gabon. As students search for more facts and important details about the country of Gabon, have them organize their information by developing a main idea and details chart.

Conduct Research CC.4.W.7
Gather Information CC.4.W.8

Intervention

Option 1: Phonics Games 



Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

For Reteaching Masters, see pages RT1.1–RT1.2.

Additional Resources

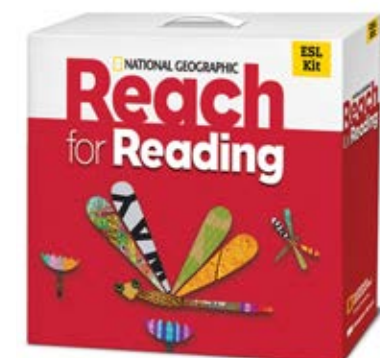
Reach into Phonics 



Lesson 3

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.4.Rfou.4.c

ESL Kit 



ESL Teacher's Edition pages T2–T27

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cultural Traditions

- ✔ Spell Words with Short *a*
- ✔ 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 Short *a*

1. admire	I admire the beautiful work of Native American weavers.
2. background	My Irish background inspires me to become a storyteller or musician like my ancestors.
3. catalog	The catalog displayed traditional musical instruments.
4. contrast	The contrast between my mother's plain pants and my grandmother's exotic skirts is easy to see.
5. factor	The weather is an important factor in determining where we hold our family reunion.
6. grasp	Grasp the stick firmly before you swing at the piñata.
7. impact	The impact of the stick on the piñata makes it break.
8. mainland	The immigrants cheered as their ship approached the shores of their new country's mainland .
9. passage	My mother read a passage from her mother's diary.
10. practice	It is my practice , or custom, to celebrate holidays with my mother.
11. rapid	My uncle quickly shaped ten tortillas in rapid order.
12. sacrifice	I sacrifice my personal time to take care of my sister.
13. standard	Our Thanksgiving meal includes the standard turkey that most families prepare.
14. translate	Please translate this email into English so that I can understand it.
15. travel	I like to travel because visiting faraway places teaches me about different cultures.

Watch-Out Words

16. than	The Chinese New Year parade is more crowded this year than it was last year.
17. then	We hear music, and then the Chinese dragons arrive.
18. to	Would you like to stay for the entire parade?
19. too	This music is too loud, so I didn't hear what you said!
20. two	Those two dragons both look very fierce!

Short *a*

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students


Teach

Display and say the word *background*, emphasizing the short *a* sound. Explain: *When a syllable with one vowel ends with a consonant, the vowel is usually short.*

Prepare

- Have partners collaborate to print each of the first 15 spelling words on a separate index card. Caution students to leave enough space between the letters so they can cut the words apart.
- Tell partners to cut the words apart into separate letters, keeping the letters for each word together.
- Divide the piles of letters evenly between the partners.

Play a Game

- Have each partner mix up the letters for one word and exchange it with his or her partner. 
- Have each partner unscramble the letters to make a spelling word, read the word aloud, and identify each short-*a* vowel and the consonants that surround it.
- Continue until partners have unscrambled all the words.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Watch Out!

Day 2



Option 2

Play a Game

Have partners write silly sentences to help students understand and remember the Watch-Out Words. For example: **Two** troubled turtles took **too** long **to** cross the road. Then have partners make drawings that represent what is happening in their sentences.

Partners swap drawings and guess each other's sentences. Then have them check each other's sentences for correct spelling and word usage.

Use Frequently Confused Words

CC.4.L.1.g

Demonstrate Command of Spelling

CC.4.L.2



Categories

Day 3



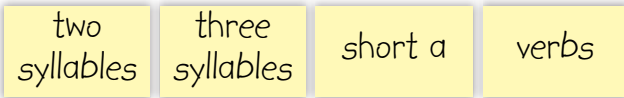
Option 1

MATERIALS

timer

Prepare

Have partners write spelling words on separate slips of paper so that each student has a set.



Play a Game

- Explain that each partner will sort his or her spelling words into categories. Categories might be two-syllable words, three-syllable words, words that have the short a in the first syllable, and so on.
• Give students one minute to study the spelling words and think of the categories they will use. Have students write their chosen categories on separate slips of paper.
• Then give students one minute to categorize their words by placing them in piles, placing the name of the category on top.
• When you have called time, have students count the spelling words they have categorized and explain to one another why each fits.
• Explain that the student who has correctly categorized the most spelling words is the winner.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Mystery Words

Day 3



Option 2

Prepare

- Assign a "mystery word" from the spelling list to each pair of students.
• Have partners create five clues to help others identify the word.
• Have partners arrange the clues from least to most obvious.

Mystery Word: travel
Clue 1: The mystery word has at least six letters. (t r a v e l)
Clue 2: The mystery word has at least four consonants. (t r v l)
Clue 3: The mystery word has at least two vowels. (a e)
Clue 4: The mystery word is a verb.
Clue 5: The mystery word will complete this sentence:
We will carry backpacks when we _____ to Canada. (travel)

Play a Game

- Have pairs present their clues. After each clue, have other players write down words that match the clue and cross off words that don't match the clue.
• Explain that when a player has the answer, she or he calls it out. When the correct word has been called, the next pair presents their clues
• Play continues until all mystery words have been identified.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

The Flip Side

Day 4



Option 1

MATERIALS

index cards, 20 per pair of students • dictionary

Prepare

- Have partners collaborate to write each spelling word on an index card.
• Have partners find each word in a dictionary and write its definition on the back of the card.

Play a Game

- Have students place the cards in the center of the table with the definitions face up.
• Students take turns choosing a card and spelling the word that it represents.
• Partners check that the word and its spelling are provided correctly.
• If the student is correct, he or she keeps the card. If a student misspells the word, the card goes back in the center of the table.
• Play continues until all the cards are taken.

Consult References

CC.4.L.4.d

Act It Out!

Day 4



Option 2

Write and Perform Skits

- Have small groups write a short skit using all of the Watch-Out Words. Suggest that they try to fit in other spelling words if they can.
• Tell each group to underline the Watch-Out Words and spelling words in the skit.
• Have each group perform the skit for the class.

Aliza: I am so hungry! I am hungrier than all of you put together!
Thomas: Not true! You can't eat more than the two of us!
Kim: Prove it! Let's go to the cafeteria to see who will eat too much!
Aliza: (Rubbing her stomach) My two friends don't stand a chance!

Use Frequently Confused Words
Spell Grade-Appropriate Words

CC.4.L.2
CC.4.L.2.d

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Cultural Traditions

- ✔ Grammar: Use Complete Sentences
- ✔ Grammar: Use Simple Subject-Verb Agreement

COMMON CORE STANDARDS

Edit Writing	CC.4.W.5
Demonstrate Command of Grammar	CC.4.L.1
Produce Complete Sentences	CC.4.L.1.f

Day 1

PROGRAM RESOURCES

Complete Sentences: eVisual 1.2

Teach the Rules

Use page T6 to introduce complete sentences. Display **eVisual 1.2** and explain: *A complete sentence expresses a complete thought. It has a subject and a predicate. The subject tells whom or what the sentence is about. The predicate tells what the subject is, has, or does.*

Complete Sentences

• A complete sentence needs both a subject and a predicate .	<u>Tiny meatballs</u> <u>float in the wedding soup.</u>
• The simple subject is the most important word in the subject. It is a noun or a pronoun.	Tiny <u>meatballs</u>
• The simple predicate is the most important word in the predicate. It is a verb.	<u>float in the wedding soup.</u>

[NGReach.com](#) Complete Sentences: eVisual 1.2

Play a Game

Have partners play "Sentence Scramble." Explain:

- Without your partner, write three complete sentences on separate strips of paper. Begin with a capital letter and end with a period.
- Cut each strip between the subject and the predicate.
- Scramble the pieces face down with your partner's.
- Turn the pieces over and work with your partner to join them into either the original sentences or new sentences. The game ends when you use all the pieces.

Differentiate

SN Special Needs

ISSUE Generating original sentences and moving several pieces of paper around overwhelms students.

STRATEGY Ask questions and have students answer in complete sentences. Have them write each answer on a strip of paper. Draw a line between the subject and predicate. Then have students play the game.

Day 2

PROGRAM RESOURCES

Subject-Verb Agreement:
eVisual 1.5

Teach the Rules

Use page T9 to introduce subject-verb agreement. Explain: *The simple subject must agree with the simple predicate, the verb. If the simple subject is one person or thing, add an -s at the end of the verb. If the simple subject tells about more than one person or thing, do not add -s to the verb.*

Subject-Verb Agreement

<u>Singular subject/singular verb form</u>	<u>Grandma dances</u> at the fiesta. My dad <u>claps</u> along.
<u>Plural subject/plural verb form</u>	My <u>grandparents dance</u> together. <u>We clap</u> loudly.

[NGReach.com](#) Subject-Verb Agreement: eVisual 1.5

Play a Game

Display the chart of topics and verbs. Explain:

- Team Member 1 chooses a topic. Team Member 2 chooses a verb.
- Team Member 3 adds a subject and tells about a tradition.
- Team Member 2 listens to make sure that the subject and verb agree. If it does, Team Member 2 chooses a topic, and Team Member 3 chooses a verb.
- Team Member 1 adds a subject.
- Play continues until each team member has chosen a topic twice.

Topic	birthday	new year	wedding	new baby
Verb	sing	bake	dance	cook

Differentiate

EL English Learners

ISSUE Verbs are not inflected for person and number in Chinese, Haitian Creole, Hmong, Korean, and Vietnamese.

STRATEGY Try a mnemonic device such as "singular subject, verb adds -s" to help students remember the pattern. Have students listen and chant the mnemonic device after you read simple sentences.



Demonstrate Command of Capitalization
Demonstrate Command of Punctuation
Use Correct Capitalization

CC.4.L.2 Use Knowledge of Conventions
CC.4.L.2
CC.4.L.2.a

CC.4.L.3

Day 3

PROGRAM RESOURCES

Game: Practice Master PM1.3

MATERIALS

index cards

Teach the Rules

Use page T18–19 to introduce the four types of sentences.
Display the chart and point out end punctuation.

Types of Sentences
A statement tells something. Liang got a red envelope for the New Year.
An exclamation shows strong feeling. Those fireworks are so exciting!
A command tells you to do something. Serve the birthday cake now.
A question asks something. Did you see the people lift the bride and groom? Why are they doing that?

Play a Game

Distribute Practice Master PM1.3 and have partners follow the directions to play “What Am I?”

Name _____ Date _____

Grammar Game
What Am I?

Think of a person who takes part in a tradition and write clues about that person in the circle. Each clue should follow the sentence type listed. Have your partner use the clues to guess the answer.

Responses will vary. See below for sample clues for a folk dancer.

statement This person is in good physical shape.	question Why does this person wear special costumes?
command Move to the beat of the traditional music.	exclamation What an exciting performance!

For use with TE p. 11m **PM1.3** Unit 1 | Living Traditions

Differentiate

SN Special Needs

ISSUE Students have difficulty identifying the differences between types of sentences.

STRATEGY Have students label four index cards, each with a type of sentence. Suggest that students write the following sentence-starters on their card for each type. Have them use the sentence starters to help them identify types of sentences in the game.

Statement: The _____. This _____. My _____.

Exclamation: Hey _____! I love _____. I am happy to _____!

Command: Please _____. Look _____. Don't _____.

Question: How _____? Did _____? When _____? Is _____? Why _____?

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM1.4

Grammar and Writing

Distribute Practice Master PM1.4. Have students use editing and proofreading marks to correct errors with complete sentences, subject-verb agreement, capitalization, and end punctuation.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

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

- incomplete sentences
- subject-verb agreement
- capitalization
- end punctuation

Editing and Proofreading Marks
^ Add.
↗ Take out.
⊕ Add question mark.
↑ Add exclamation mark.
^ Add comma.
⊙ Add period.

How does your family celebrate traditional holidays? ^{Let me} tell you about mine.

My family is Italian. ^{We} have special foods that we serve at different times of the year.

For example, on New Year's Eve we don't ^{eat} eat meat. Our dinner has seven kinds of fish. I can't wait to see the beautiful platters every year.

On Thanksgiving, my dad ^{roast} roasts a turkey, but my grandpa also makes pasta with a special sauce that his father taught him to make.

On the Fourth of July, we have a cookout. ^{Why} why is the Fourth of July different in my family? Grandpa makes his special pasta and sauce, too!

For use with TE p. 11m **PM1.4** Unit 1 | Living Traditions

NGReach.com Practice Master PM1.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A1.11–A1.12

Review and Assess

Display the sentences. Have students complete each sentence and write whether it is a statement, command, question, or exclamation. Have partners check subject-verb agreement.

Why did you _____? (question)

Look at the _____. (command)

_____ my favorite dessert. (statement)

My family _____! (exclamation)

Administer the Writing, Revising, and Editing Test.

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Cultural Traditions

- ✓ Choose and Focus a Topic
- ✓ Develop Research Questions

COMMON CORE STANDARDS

Conduct Research

CC.4.W.7

Introduce

Day 1

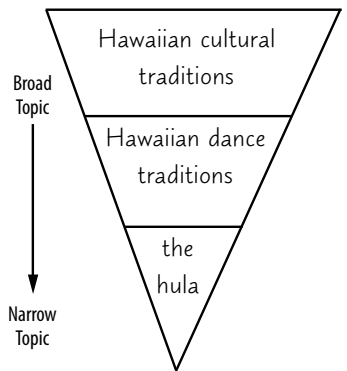


PROGRAM RESOURCES

Focus a Topic Planning Chart: eVisual 1.3
Research Questions Planning Chart: eVisual 1.4

Teach the Skill

Explain the skill: *Choosing and narrowing a topic is the first step in planning a research report.* Display **eVisual 1.3**.



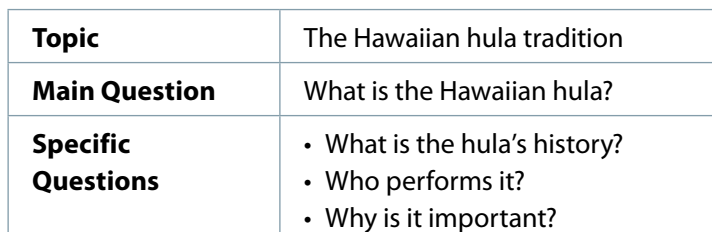
The diagram is an inverted triangle divided into three horizontal sections. The top section is labeled 'Broad Topic' and contains the text 'Hawaiian cultural traditions'. The middle section is labeled 'Narrow Topic' and contains 'Hawaiian dance traditions'. The bottom section contains 'the hula'. An arrow on the left points downwards from 'Broad Topic' to 'Narrow Topic'.

Focus a Topic Planning Chart

NGReach.com Focus a Topic Planning Chart eVisual 1.3

INTERACTIVE WHITEBOARD TIP: Write *Unfocused* above the diagram and *Focused* below it.

Explain: *A topic that can be stated in two or three words is probably too broad. To narrow a topic, ask: Who, What? Where? When? How? Which?* Display **eVisual 1.4**.



The diagram is an inverted triangle divided into three horizontal sections. The top section is labeled 'Broad Topic' and contains the text 'American Culture'. The middle section is labeled 'Narrow Topic' and is empty. The bottom section is empty. An arrow on the left points downwards from 'Broad Topic' to 'Narrow Topic'.

Research Questions Planning Chart

Topic	The Hawaiian hula tradition
Main Question	What is the Hawaiian hula?
Specific Questions	<ul style="list-style-type: none"> • What is the hula's history? • Who performs it? • Why is it important?

NGReach.com Research Questions Chart: eVisual 1.4

INTERACTIVE WHITEBOARD TIP: Highlight *What, Who, How, and Why* words in the questions.

Explain: *After you have chosen your topic, think of questions that you want to answer through your research. Begin with a main question. Then ask more specific questions.*

Focus a Research Topic

Day 2



Option 1

Introduce

Display these phrases:

- celebrating Chinese New Year
- Chinese culture
- Chinese family traditions

Create and display a blank Focus a Topic Planning Chart.

Practice

Have partners number the phrases from broad to focused topics, and then write each phrase in the correct row in the chart.

Then have partners discuss how the writer focused the broad topic. Prompt with sentence frames such as these:

- *This idea is too broad because _____.*
- *You can focus the broad idea by asking _____.*

Focus a Research Topic

Day 2

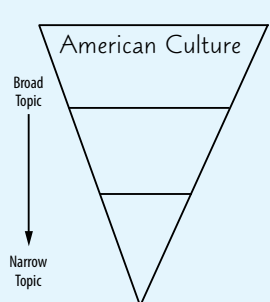


Option 2

Introduce

Copy and display this incomplete chart:

Focus a Topic Planning Chart



The diagram is an inverted triangle divided into three horizontal sections. The top section is labeled 'Broad Topic' and contains the text 'American Culture'. The middle section is labeled 'Narrow Topic' and is empty. The bottom section is empty. An arrow on the left points downwards from 'Broad Topic' to 'Narrow Topic'.

Practice

Have students focus the broad topic by asking *Who? What? Where? When? How? Which?* When the charts are complete, have students explain to partners how they focused the broad topic.



SUGGESTED PACING

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

Write Research Questions

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card E11

Introduce

Display the image and explain: *Imagine that you will research this topic: Earth Day celebrations.* Arrange students in small groups and have them share what they see in the image and what they know about Earth Day.



Practice

Copy and display this incomplete chart:

Research Questions Planning Chart

Topic	Earth Day celebrations
Main Question	
Specific Questions	<ul style="list-style-type: none"> • • •

Have each group fill in the chart with main and specific questions. Remind students to begin their questions with words like *who, what, where, when, why, how, and which*. Then have each group share its completed chart with another group and compare research questions.

Write Research Questions

Day 3



Option 2

Introduce

Explain: *Looking around on the Internet can help you decide on specific questions that you would like to answer through your research.*

Practice

Have partners look up Earth Day on the Internet. Tell them to decide together what interests them most about Earth Day. For example, they may want to focus on the holiday's history or on current celebrations.

Have partners complete the chart. Remind them to ask *who, what, where, when, why, how, and which* questions about the topic to get started.

Focus Topic/Write Questions

Day 4



Introduce

Ask: *Why should you focus your topic before starting research?* (to narrow from a broad topic to a narrow one) *Why should you think of questions before you start your research?* (to think of answers you want to find through research)

Practice

Have partners sketch charts to use to narrow the focus of one of the following broad topics or one of their own.

- favorite traditions
- holiday music and dance
- community celebrations

After partners have narrowed their topics, have each pair write one main research question and three specific research questions about each topic.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A1.11–A1.12

Review the Skill

Form six groups. Assign one of the following sentence frames to each group. Have each group reach consensus about how to complete their sentence. Then have each group post their completed sentence and explain their thinking to the class.

- It is important to focus a broad topic because _____.
- If a research topic is too broad, _____.
- You know a topic is too broad if _____.
- After you focus a topic, you _____.
- You should ask two types of research questions because _____.
- Good research questions usually begin with _____.

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

Day 1 Introduce Unit 1

OBJECTIVES

Thematic Connection: Cultural Traditions

 **Preview Content by Paraphrasing Information**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 1

Unit Concept Map: Practice Master PM1.1

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Unit 1 Build Background Video



WARM-UP

Introduce the song: *Today we will be listening to a song about tamales, a food often eaten during holidays in Mexico.* Divide students into pairs. Have partners take turns naming a holiday and describing foods eaten on that holiday.

Social Studies Background

1 Big Question Anthology page 2

Have a volunteer read the Big Question. Explain that in this unit, students will read about and discuss different cultural traditions and why they are important. Distribute **Family Newsletter 1**.

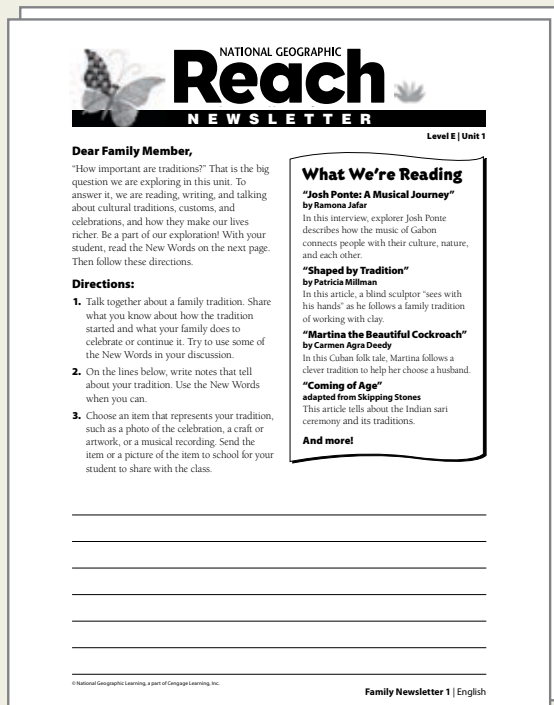
2 Share What You Know Anthology page 3

Have students look at the picture on **Student eEdition** pages 2–3. Explain: *This family is celebrating a holiday.* Have students complete the activity on page 3.

3 Build Background Video

Set a purpose for viewing: *Watch to identify different kinds of traditions.* After viewing, ask the following:

- *Why do you think the scriptwriter started by describing Fourth of July celebrations? (Because they are familiar to most of us.)*
- *How did the video help us understand traditions of other people? (The narrator explained them while we saw pictures of how people celebrate.)*



NATIONAL GEOGRAPHIC Reach NEWSLETTER
Level E | Unit 1

Dear Family Member,

"How important are traditions?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about cultural traditions, customs, and celebrations, and how they make our lives richer. 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 family tradition. Share what you know about how the tradition started and what your family does to celebrate or continue it. Try to use some of the New Words in your discussion.
2. On the lines below, write notes that tell about your tradition. Use the New Words when you can.
3. Choose an item that represents your tradition, such as a photo of the celebration, a craft or artwork, or a musical recording. Send the item or a picture of the item to school for your student to share with the class.

What We're Reading

"Josh Ponte: A Musical Journey"
by Ramona Jafar
In this interview, explorer Josh Ponte describes how the music of Gabon connects people with their culture, nature, and each other.

"Shaped by Tradition"
by Patricia Millman
In this article, a blind sculptor "sees with his hands" as he follows a family tradition of working with clay.

"Martina the Beautiful Cockroach"
by Carmen Agra Deedy
In this Cuban folk tale, Martina follows a clever tradition to help her choose a husband.

"Coming of Age"
adapted from *Skipping Stones*
This article tells about the Indian sari ceremony and its traditions.

And more!

© National Geographic Learning, a part of Cengage Learning, Inc. Family Newsletter 1 | English

 **Family Newsletter 1**
in seven languages

COMMON CORE STANDARDS

Reading

Interpret Information Presented Visually and Orally CC.4.Rinf.7

Speaking and Listening

Paraphrase Visual and Oral Information CC.4.SL.2

Mini Lesson


Analyze the Message

Explain: *The narrator uses key points and details to help us understand a message about traditions.* Replay the video and pause for each key point.

Think aloud: *The narrator makes the point that some ethnic groups celebrate their ancestors' rituals. In the video, I saw Native Americans wearing costumes and dancing. I'd like to learn what the dance means.*

Play short segments. Ask students to raise their hands when they hear a key point. Have them restate the point and explain what the message made them want to know about a culture's traditions.



 **Build Background Video**



Living Traditions

Big Question
 How important are traditions?




Share What You Know 

- 1 **Think** of your favorite holiday of the year. Draw a picture to show how your family celebrates it. How is the celebration the same every year?
- 2 **Share** your picture with a partner.
- 3 **Explain** what makes the holiday special for you.

Build Background: Watch a video about traditions.
[NGReach.com](https://www.ngreach.com)



STUDENT TECHNOLOGY

-  Student eEdition
-  Video
-  Resources

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

Anthology
 pages 2–3

Unit Projects

4 Introduce the Unit Concept Map

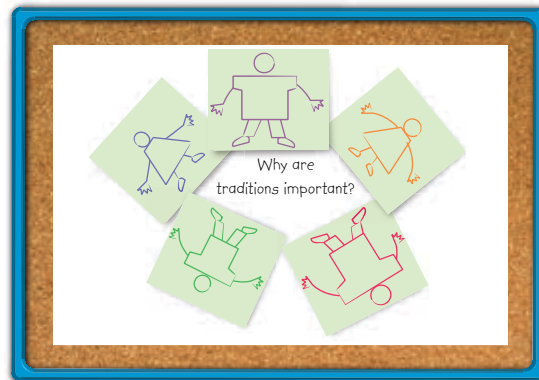
Review the Big Question. Have students preview the unit and predict how it will help them answer the question.

Display the unit concept map using **Student eEdition** page 70 or provide a bulletin board version of the concept map.

Explain: *As you go through the unit, you will organize your answers to the Big Question on a concept map.*

Distribute **Practice Master PM1.1**

and model how to fill in the concept map. Have students think about the video. Ask: *What ideas from it help us answer the Big Question? Let's put them on the concept map.*



Concept Map

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 71. Have students read the options so they can think about which they might choose.

Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills Practice (T1n–T1o)
- ✓ Power Writing (T4)
- ✓ Writing (T6, T8–9, T18–T19, T24–T25, T26)
- ✓ Writing Project (T27a–T27d)

Name _____ Date _____

Unit Concept Map
Living Traditions
 Make a concept map with the answers to the Big Question.

For use with TE p. T3 **PM1.1** Unit 1 | Living Traditions

OBJECTIVES

Thematic Connection: Cultural Traditions

- Use Domain-Specific Words
- Determine the Main Idea
- Explain How the Main Idea is Supported by Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 1

Unit Concept Map: Practice Master PM1.1

Main Idea Diagram: Practice Master PM1.2

TECHNOLOGY ONLY

Sing With Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 1.1

Power Writing

Have students write as much as they can as well as they can in one minute about things to see at a fair.

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

Academic Talk

1 Express Feelings Anthology page 4

Explain: *Our faces and bodies show our feelings. We can also use language to express feelings.* Provide examples:

- *I feel happy at family dinners. I smile and hug my relatives and tell them, "It's good to see you!" even if it's been only a week since our last meeting.*
- *I feel tired after a long bike ride. I move slowly. My body sags or droops.*

Ask: *Suppose you were very sad. How might you act?* (Possible responses: I might cry, slump my shoulders or head, or drag my feet.)

Read the directions and then play the **Sing with Me Language Song**: "Fresh Hot Corn Tamales." Ask: *How does the singer feel?* (excited, happy)

Work with the class to create a feelings chart. In one column, list familiar situations such as getting a gift, missing the bus, or hearing a strange sound. In the second column, list the feelings students have in each of those situations. Engage students in brainstorming as many feelings as they can for each situation.

Have students work in pairs to discuss their own feelings in various situations. Encourage them to use ideas from the chart.

Social Studies Vocabulary

2 Key Words Anthology page 5

Explain and model using **Vocabulary Routine 1** and the images on **Student eEdition** page 5 to learn the Key Words.

- **Pronounce the word** and point to the image: **craft**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** A craft is the skill to make something artistic by hand.
- **Elaborate.** My friend taught me the craft of making wooden boxes.

For **Vocabulary Routine 1**, see page BP34. For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 5. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

craft • musical • perform
pottery • tradition • weave

COMMON CORE STANDARDS

Reading

- | | |
|---|-------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| Determine the Main Idea of Text and Explain How the Main Idea Is Supported by Details | CC.4.Rinf.2 |
| Determine Meanings of Domain-Specific Words | CC.4.Rinf.4 |
| Determine Meanings of Words and Phrases | CC.4.Rlit.4 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing

- | | |
|---|------------|
| Draw Evidence from Texts | CC.4.W.9 |
| Apply Grade 4 Reading Standards | CC.4.W.9.b |
| Write Over Shorter Time for Specific Purposes | CC.4.W.10 |

Language and Vocabulary

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





- I feel _____.
- I am _____.

Express Feelings

Listen to Perla's song. Then use **Language Frames** to express feelings about your own life.

Song

Fresh Hot Corn Tamales

I feel so excited. We're all here today.
We're visiting Abuela. We come every May.
The family is together. It's such a big treat.
Abuela makes tamales for everyone to eat.

Chorus

Oh, fresh hot corn tamales, Abuela makes them right.
Oh, fresh hot corn tamales, we'll eat them day and night.

I see all my cousins, my uncles and aunts.
And then the music starts, so we all sing and dance.
I am very happy. The party is great.
It's one night a year when we all stay up late.

Chorus

Tune: "A Guanchilopostle"



- craft
- musical
- perform
- pottery
- tradition
- weave

Key Words

Look at this picture. Use **Key Words** and other words to talk about festivals and street fairs. Use the pronunciations in the **Picture Dictionary** to say new words correctly.



Street fairs are a summer **tradition** in many towns. People might **perform** skits. They might play **musical** instruments or dance. At this fair, people walk on stilts!

Artists sell handmade **crafts**. They might **weave** baskets or make **pottery**.

Talk Together

How important are street fairs and other summer festivals? Try to use **Language Frames** from page 4 and **Key Words** to express feelings about summer festivals.



Student
eEdition



Sing
with Me



My Vocabulary
Notebook



Resources

3 Talk Together Anthology page 5

Read aloud the instructions on page 5. Invite students to think about cultural fairs and summer festivals they have attended. Ask: *Why do communities have summer fairs and festivals?* (Possible responses: to get together, to share their **traditions**, to sell **crafts**, to have fun during pleasant weather)

Ask students to share their experiences and how they feel about summer fairs and festivals. Listen to the conversations as you circulate. Help students stay focused on the question. As needed, ask: *Why is that important?*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words

Encourage use of Key Words as students extend their discussion of fairs and festivals. Ask: *What kinds of acts have you seen at a fair or festival?* (Possible response: **musical** acts such as bands or dancers) *What is another way to describe what players do in front of an audience?* (Possible response: They **perform** in front of an audience.) *What kinds of items can people sell at a fair?* (Possible responses: candles, **crafts**, **pottery**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

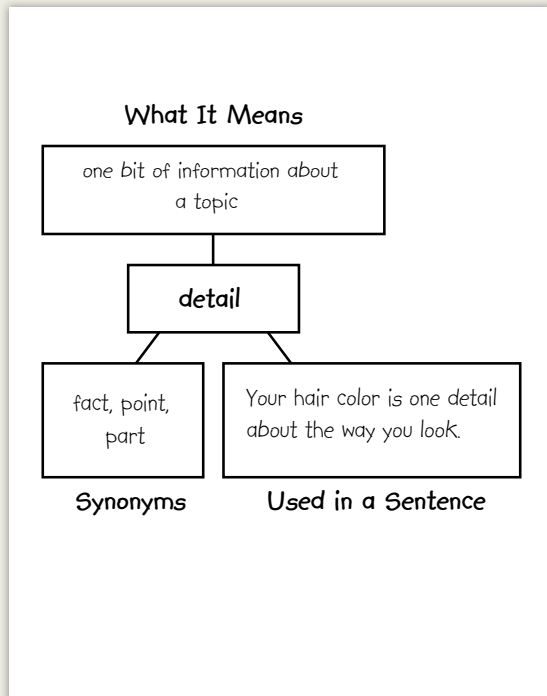
musical/musical
tradition/tradición

AL Above Level

ISSUE Students are already familiar with the meanings of the words in the lesson.

STRATEGY Present less familiar or more challenging contexts for some of the words, such as *craft* and *weave*. Challenge students to create context-rich sentences that include multiple word meanings. Provide examples: We rented a *craft* to cross the river. The car *weaves* in and out of traffic.

Word Map



Fluency

Model Phrasing Explain the concept: *Fluent readers read with the correct phrasing. They pause at the end of a natural phrase in a sentence, and they stop at the end of the sentence.* Model phrasing by reading aloud the first stanza of “Fresh Hot Corn Tamales” on **Anthology** page 4. Then have partners read the remaining lyrics.

Comprehension

4 Main Idea and Details Anthology page 6

Read the first paragraph on page 6. Use a Word Map to teach the term **detail**. Then display **eVisual 1.1** and read aloud “The Family Party.” Explain: *Think about what the story is mostly about. How do details help you understand that main idea?*



Read Aloud

Realistic Fiction

The Family Party

Perla’s family gets together for a celebration several times a year. It has been a **tradition** for many years for family members to gather for a party at the house of Perla’s abuela, or grandmother, to eat, dance, and sing. An important part of the gatherings is the food because Abuela is an excellent cook. She is teaching Perla to make some of her special recipes. Perla and Abuela make tacos, enchiladas, and salsa. They also make double chocolate cake, which is one of Perla’s favorite desserts.

While Perla and her grandmother are busy in the kitchen, some of the kids dance in the living room. The youngest ones usually have a contest to see who can dance the fastest or spin the most times. The teenagers teach each other the latest dances.

Perla’s cousin always brings his guitar and **performs**. He has **musical** talent, and the adults and the kids are enthusiastic about dancing and listening to his music. Last year he started a new family **tradition**. After dinner, he plays his guitar while Abuela sings songs she learned from her abuela many years ago.

Perla looks forward to visiting with her aunts and uncles, and she has fun playing with her cousins. There are entertaining stories, laughter, and a lot of food and music. But for Perla, the people are the most important part of the celebrations.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 1.1



INTERACTIVE WHITEBOARD TIP: Highlight the main idea in one color and the details in another.

5 Map and Talk Anthology page 6

After students read how to make a main idea diagram, ask questions such as: *What is another detail about the party?* (Abuela sings songs.) Point out the story’s structure: *The main idea is stated in the first paragraph, and the following paragraphs give details. The last paragraph restates the main idea in a different way.*

6 Talk Together Anthology page 6

Have students use **Practice Master PM1.2** to make a main idea diagram.

Check & Reteach

OBJECTIVE: Determine the Main Idea

If students have difficulty, guide them to look for details in the picture that lead them to the main idea: *What are the people doing?* (talking, playing music, dancing, cooking) *What kinds of expressions do they have on their faces?* (happy, joyful) *What can you conclude they are doing?* (Possible response: They are having a party.)



Main Idea and Details

The **main idea** is what something is mostly about. The **details** give more information. When you describe an event, you tell the main idea and details. You focus on the most important information.

Look at the picture of Perla's family.

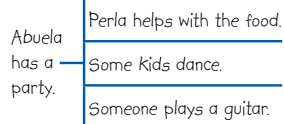


Map and Talk

You can make a main idea diagram to keep track of what happens. Here's how to make one.

Write the main idea using just a few words. Then list two or three related details.

Main Idea Diagram



Talk Together

Look back at page 5. Make a main idea diagram about the street fair. Tell your partner about it. Be sure to focus on what is most important.

6

Anthology page 6

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T1j

Daily Grammar ✓

Read aloud the first sentence of the **Read Aloud** as an example of a complete sentence. Then use page T1l to teach complete sentences.

Daily Writing Skills ✓

Use page T1n to practice choosing a topic and developing research questions.

Writing

7 Write Main Idea and Details

Introduce: *You will write a paragraph about the picture and information on page 5 that you discussed with your partner.* Model the process with "The Family Party."

Think Aloud	Write
<i>First I write the main idea.</i>	The main idea is that Perla's family's traditions include celebrating by eating, dancing, and singing.
<i>Then I write details that support the main idea.</i>	Abuela teaches Perla to prepare food such as tacos, enchiladas, and salsa. Kids and teenagers dance in the living room while Perla's cousin plays the guitar. Abuela sings songs she learned from her abuela.

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

Have students use the main idea diagram they prepared in **Talk Together** to help them write their paragraphs. Have partners share their paragraphs with one another and then add the paragraphs to their Weekly Writing folders.

WRAP-UP Ask students to think about their favorite holiday. Have volunteers share their choices and explain the holiday's importance..

Name _____ Date _____

Main Idea Diagram

Street Fair

Make a main idea diagram about the photo of a street fair on page 5.

Main Idea Diagram

Possible response: The people on stilts wear colorful costumes.

Possible response: People on stilts perform in this street fair parade.

Possible response: A crowd surrounds the people on stilts.

Possible response: The people on stilts appear to be moving.

Use your main idea diagram to tell your partner about the street fair pictured.

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For use with TE p. T5

PM1.2

Unit 1 | Living Traditions

OBJECTIVES

Thematic Connection: Cultural Traditions

- Use Academic Words
- Preview and Predict to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

Family Newsletter 1

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Power Writing

Have students write as much as they can as well as they can in one minute about the phrase *family visits*.

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

COMMON CORE STANDARDS

Reading

Determine Meanings of Academic Words	CC.4.Rinf.4
Read and Comprehend Informational Texts	CC.4.Rinf.10
Determine Meanings of Words and Phrases	CC.4.RLit.4
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Writing

Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Tasks	CC.4.W.10

Speaking and Listening

Discuss Topics, Expressing Ideas Clearly	CC.4.SL.1
Come to Discussions Prepared	CC.4.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words	CC.4.L.6
--------------------------------	----------

WARM-UP

Explain: *Some families have traditions of visiting far-away relatives at a certain time of year.* Ask volunteers to talk about their own family visits.

Academic Talk

1 Plan for Discussions

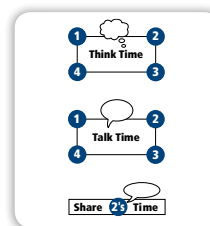
Explain: *You can contribute more to discussions if you plan ahead. Let's plan for a discussion about family traditions.*

- Have students review and think about “Fresh Hot Corn Tamales” and “The Family Party” without taking notes.
- Have them think of questions they would like to ask during the discussion.
- Have them anticipate questions from others, and answers they might give.

Model generating a question and planning for discussion. Explain: *In “Fresh Hot Corn Tamales” I read that the family visits Abuela in May. I will tell about a cookie baking party my family has in December. I will ask if anyone has family celebrations.* Have students read and think about what to say and ask about family traditions. Then have them discuss family traditions in small groups. Use **Numbered Heads Together**.

- Have students number off and then think individually about what they might say in a discussion about family traditions.
- Then have groups discuss family traditions so that any member of the group can report for the group.
- When groups have finished discussing, call a number and have the students with that number report for their groups.

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



Numbered Heads Together

Academic Vocabulary

2 More Key Words Anthology page 7

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

- **Pronounce the word and point to the image:** **create**.
- **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:** To **create** is to make something new.
- **Elaborate.** I can **create** a healthy snack from fruit, yogurt, and granola.

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

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

Key Words

create · culture · express

medium · style

More Key Words

Use these words to talk about “Josh Ponte: A Musical Journey” and “Shaped by Tradition.”

create

(krē-āt) verb



To **create** means to make something new. The tiles **create** a pattern on the floor.

culture

(kul-chur) noun



People’s ideas and way of life make up a **culture**. Sports can be part of a **culture**.

express

(ik-spres) verb



To **express** yourself means to show how you feel. A smile can **express** joy.

medium

(mē-dē-um) noun



A **medium** is a form of communication. Radio is one **medium** for news.

style

(stī-ul) noun



A **style** is a special way of doing something. This artist has her own **style** of working.

Talk Together

Tell a partner how each **Key Word** makes you feel. Explain why.

The word **create** makes me happy. I think about making things.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 7

Have partners take turns repeating the routine for each word using page 7. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 7
Encourage students to connect the words to their own lives by thinking of a personal experience for each word. Ask students to describe each experience and tell how each word makes them feel.



Check & Reteach

OBJECTIVE: Use Academic Words ✓

Listen to students’ discussions about how each Key Word makes them feel to determine whether students are using the words correctly.

If students cannot clearly explain their feelings about Key Words, have students review the definitions on page 7 and give examples of the word to clarify their understanding.

Prompt: *The definition says that sports are part of a **culture**. What other ideas and ways of life make up a **culture**?* (Possible responses: language, art, clothes) *When you think of the things that make up **culture**, how do they make you feel?* (Possible response: proud)

Best Practices

Promote Active Listening Ask students to repeat questions before answering them. Provide an example: *You asked what kind of guitar music I think the boy is playing. I think it is lively music because people are dancing.*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

create/crear culture/cultura express/expresar
medium/medio style/estilo

BL Below Level

ISSUE Students’ prior knowledge of the adjective *medium* interferes with their understanding of the noun *medium*.

STRATEGY Connect the word to its more familiar plural, *media*. Talk about the medium of television, for example. Ask: *How is television used for communication?* (Possible responses: to tell news, to entertain, to inform)

Wordbench

preview
[prē - vyū]
view preview
pre = before view = to look at
Meaning: to look at before or ahead of time

Fluency

Practice Phrasing As partners read aloud Perla's journal, circulate and listen for correct phrasing.

Comprehension

4 Learn to Preview and Predict Anthology pages 8–9

Use a Wordbench to teach the term **preview**. Then project **Student eEdition** page 8 and read aloud the instructions. Point to the title and headings in the journal as you model **previewing** and predicting. Explain:

- *I read that Perla has invited 30 people to the party and that Abuela will make a lot of tamales.*
- *I predict that Perla will help Abuela make the tamales.*

Point out that when students read a text, they will be able to read on and confirm predictions. Explain: *Not all of the predictions you make will be correct. Good readers often make a new prediction when they find out their original prediction was incorrect.*

5 Talk Together Anthology page 9

Read aloud the instructions on page 9. Have partners chorally read Thursday's entry and the sample prediction. Ask: *What do you predict Perla will write about while she's in Mexico?* (Possible response: She will write about her trip.)

Have partners take turns reading aloud each day's entry. Encourage them to make and confirm predictions as they read. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Preview and Predict to Comprehend Text 

Have students relate a prediction they made about a journal entry.

If students have difficulty, remind them that a prediction is a guess about what they will read next. If necessary, ask guiding questions:

- *What did you read about in Perla's journal?*
- *What do you predict you'll read about next?*
- *Is your prediction correct? Explain.*

Writing

6 Write About Previewing and Predicting

Introduce: *We will write a paragraph about how we **previewed** and predicted as we read Perla's journal.* Model the process.

Think Aloud	Write
<i>First, I will tell what I read.</i>	I read that Perla and Marta were going to meet for the first time.
<i>Then, I will tell what I predicted.</i>	I predicted that Perla and Marta would become friends.
<i>Finally, I will tell if my prediction was correct.</i>	My prediction was correct. Marta and Perla became friends.

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



Learn to Plan and Monitor

Look at the picture. Perla and Abuela are getting ready for a family party. When you prepare for an event, you have to plan. You **preview**, or look ahead to, the event. You **predict** what might happen.



When you read, you also plan. You **preview** the text and **predict** what you will read.

How to Preview and Predict

- | | |
|--|-------------------------------------|
| <p> 1. Read the title. Look at the pictures.</p> | <p>I read _____
I see _____</p> |
| <p> 2. Begin to read. Stop and make predictions.</p> | <p>I predict that _____</p> |
| <p> 3. Read on to check your predictions.</p> | <p>My prediction _____</p> |

Language Frames

- I read _____.
- I predict that _____.
- My prediction _____.

Talk Together

Read Perla's journal about her trip to Mexico. Read the sample prediction. Then use **Language Frames** as you tell a partner about your own predictions.

Journal

Perla's Journal

Thursday. It's a **tradition** for us to visit our family in Mexico every year. We arrived at Abuela's house today. The car trip wasn't bad, but it was hot! Everyone is here, even my cousin Marta. Marta and I are pen pals, but we never met in person. Will she like me?

Friday. Marta's **style**, her way of acting, is definitely unique! She talks a lot, so I feel shy around her. At least I have my journal. I can **express** myself freely here.

Saturday. Today we made tamales. Abuela got the dough ready. Marta put it on the corn husks, and I added the filling. Then Gustavo tied the tamales. Abuela will cook them tonight. She says that tamales are a big part of Mexican **culture**. I say they are tasty!

Sunday. The party was lots of fun. Abuela showed Gustavo how to dance. Uncle Ramón **created** music. He plays guitar and other **musical** instruments. Marta taught me some new songs. We sang for hours. Live singing is a better **medium** than a CD!

Monday. We're in the car driving home. I miss Marta already. I'll send her an e-mail as soon as we get there!

Sample Prediction

"I read that Perla and Marta have never met.

I predict that they will become good friends.

My prediction is true, but they don't like each other right away."

← = A good place to make a prediction

Anthology
pages 8–9

Have students write a paragraph about how they previewed "Perla's Journal" and predicted what they would read. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T1j

Daily Grammar ✓

Point out subject-verb agreement in "Perla's Journal." Use page T1l to teach the skill.

Daily Writing Skills ✓

Point out that students have read about tamales. Ask what other foods they might like to research. Use page T1n to practice choosing and researching a topic.

WRAP-UP

Have students brainstorm lists of traditional activities they take part in on the first day of school each year. Have students use their lists to help them plan for a discussion of first-day-of-school traditions. During the discussion, encourage students to ask each other questions about any unique traditions they may observe.

Differentiate

SN Special Needs

ISSUE Students make inappropriate, random, or no predictions about the text in their writing.

STRATEGY Make sure students understand the task. Have them write the steps they are to complete and then write a sentence for each step. Explain:

- *Tell what you previewed in the text.*
- *Tell what you predicted about the text and explain why.*
- *Tell if your predictions were correct.*

OBJECTIVES

Thematic Connection: Cultural Traditions

- ✓ Determine the Main Idea
- ✓ Explain How the Main Idea Is Supported by Details
- ✓ Preview and Predict to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

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

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 *create*.

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

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text and Explain How the Main Idea Is Supported by Details	CC.4.Rinf.2
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b

Writing


Write Over Shorter Time for Specific Audiences	CC.4.W.10
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Speaking and Listening

Discuss Texts, Expressing Ideas Clearly	CC.4.SL.1
Come to Discussions Prepared	CC.4.SL.1.a

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.4.L.6
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WARM-UP

Have each student turn to a partner and ask, “What do you like to do best with your family?” Have students answer and then switch roles. Explain that an interview consists of one person asking another person a series of questions.

Vocabulary Practice

1 Expand Word Knowledge ✓

Have students practice Key Words by creating 4-Corner Vocabulary Charts. Provide a model:

- Draw one vertical and one horizontal line on a piece of paper to create four squares.
- Write a Key Word in the first square.
- Write the definition in the second square.
- Draw a picture of the Key Word in the third square.
- Add a context sentence in the fourth square.

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

Key Words

craft · create · culture
 detail · express · medium
 musical · perform · pottery
 preview · style · tradition
 weave

Pair students and assign a Key Word to each pair. After partners complete their charts, have them add their context sentences to **My Vocabulary Notebook**.

Academic Talk

2 Preview and Predict

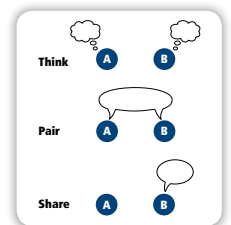
REVIEW Have volunteers share what they remember about how they previewed and predicted the texts about Perla.

Model how to preview and predict using pages 12–17: *First I look at the first few headings: “The Journey Begins,” “Music and People,” “Music and Survival.” I look at the map and the photographs that accompany each heading. I see people I assume are in Gabon playing instruments, dancing, and singing. I can use the information I gathered from **previewing** to predict that this part of the text will be about music in Gabon.*

Display these Key Words: *culture*, *musical*, and *perform*. Have students use a **Think, Pair, Share** to preview the rest of “Josh Ponte: A Musical Journey” and share the predictions.

- Have students preview the headings and photos on pages 18–25 independently and predict what the text is about.
- Have students use the Key Words when discussing their predictions with a partner.
- Have individuals share their ideas with a person from another pair.

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



Think, Pair, Share

Read an Interview

Genre

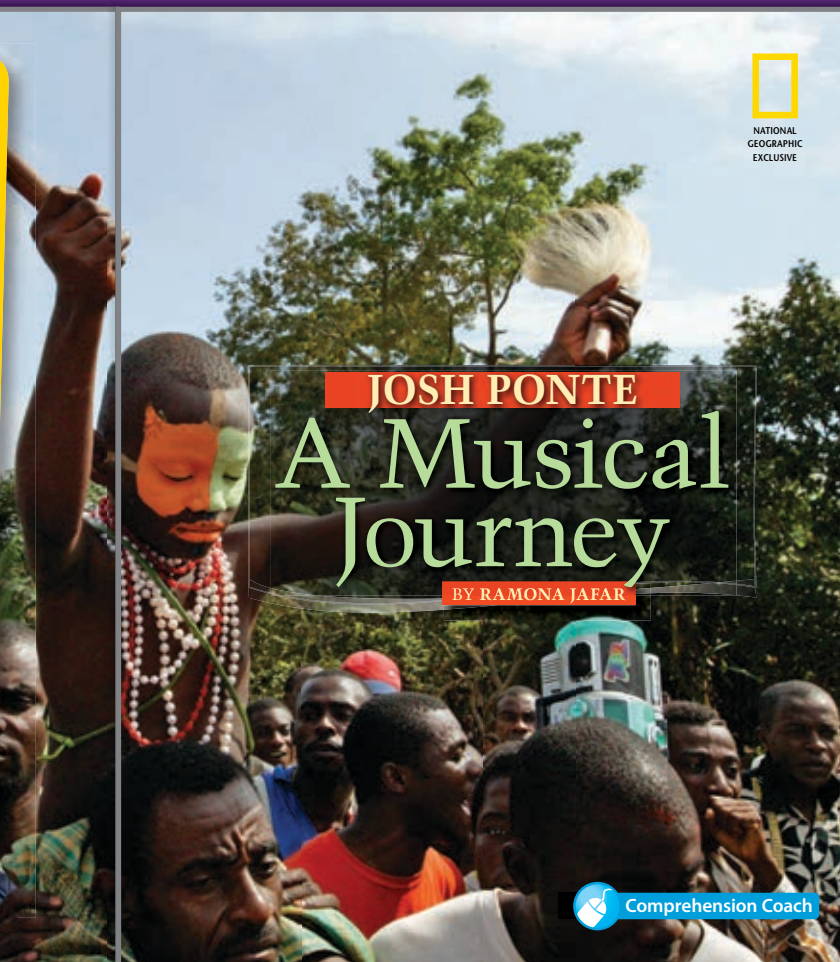
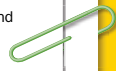
An **interview** gives information and opinions. In an interview, one person asks questions, and another person answers them.

Text Feature

When you read an interview, look for the names of the people who are speaking. Read each **question** and **answer**.

question **Ramona:** What role do children play in the music and dance of Gabon?

answer **Mr. Ponte:** I learned that children hear music from a very young age. As they get older, children begin to play musical instruments. Girls play some instruments. Others are only played by boys. Music is special to them. People often expect that the child of a great musician will be a great musician, too.



STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Comprehension Coach

Anthology
pages 10–11

Reading

3 Read an Interview Anthology pages 10–11

GENRE Have a volunteer read aloud the definition of an interview. Elaborate: *An interview is a meeting in which people ask and answer questions to get information.*

TEXT FEATURE Ask a volunteer to read aloud the second paragraph. Liken the interview format to that of a play. Explain: *The name before each set of lines tells you who is speaking. In this interview, Ramona Jafar asks questions for Josh Ponte to answer.*

SOCIAL STUDIES BACKGROUND Share information to build background:

- Many countries have traditional forms of music. Sometimes the **style** of the music is unique, like Caribbean reggae. Sometimes the instruments used are unique, such as bagpipes in Scotland or the ukulele in Hawaii.
- Gabon, a country in west central Africa, has its own traditional music.

Have students read pages 10–19. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview and discuss the photographs. Read the story together and use the questions to build comprehension.

OL On Level

READ TOGETHER Have students read the selection with partners and together use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY As students read silently, have them look for the main idea and use the questions to build comprehension.

Best Practices

Model Academic Language As students discuss their predictions, prompt their use of academic and content vocabulary words:

- *Can you say that in a different way?*
- *What Key Words relate to what you are saying?*

► Set a Purpose 1

Find out why music and nature are important to the cultural **traditions** of Gabon.

The Journey Begins

One morning in 2001, Josh Ponte read something that changed his life forever. A newspaper **ad** grabbed his attention: “Gorillas in Africa Need Help.” One week later, he was in the forests of Gabon (**ga-bon**) with sixteen gorillas.

Soon, he fell in love with Gabon’s unique **culture**. Ponte, who is also a filmmaker and music producer, found that people in Gabon have **traditions** of music that he had never seen or heard. He decided to help share these **rare** cultural traditions with the world.

I spoke with Mr. Ponte to learn about Gabon’s music traditions and how those traditions tie to nature.

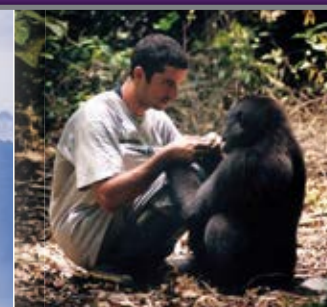


In Other Words
ad advertisement
rare unusual

12

Ramona: Mr. Ponte, tell me why you left your home in England to travel to Gabon, a country in Central Africa.

Mr. Ponte: When I saw the newspaper ad to help Gabon wildlife, I wanted to help. I grew up in England, playing outdoors whenever I could. I have always been interested in nature. I enjoy learning about other places in the world. I wanted to see with my own eyes what was going on in Gabon.



▲ Josh Ponte films people **performing** traditional music and dance in Gabon.

► Before You Move On

- Plan and Monitor** Look at the title and the photos on pages 12 and 13. What do you think this interview will be about?
- Use Text Features** Who is interviewing Mr. Ponte? Explain how you know.

13

Anthology
pages 12–13

Examples Chart

Term	Definition	My Example
author’s purpose	the writer’s reason for writing	The author’s purpose for writing this story is to entertain.

Answers Before You Move On

- Plan and Monitor** Possible response: a man’s trip to Gabon
- Use Text Features** Ramona Jafar is interviewing Mr. Ponte. I know this because her name is on the title page and in bold at the beginning of page 13.

Mini Lesson

Identify Author’s Purpose

Introduce: *An author has a reason, or purpose, for writing.* Use the Examples Chart to teach the term **author’s purpose**.

Discuss purposes for writing and genres in which each are likely to be found:

- To entertain (Give examples of genres: stories, play, or poems.)
- To inform (Give examples of genres: nonfiction articles and books.)
- To persuade (Give examples of genres: opinion pieces, editorials.)
- To explain (Give examples of genres: how-to manuals, procedural texts.)

Point out that the author’s purpose for writing “A Musical Journey” is stated in the last paragraph. Ask: *What purpose did Ramona Jafar have when she interviewed Josh Ponte and wrote this selection?* (to inform)

Explain: *Authors don’t always state their purposes, but you can usually identify an **author’s purpose** by looking at the **details** in the text.* Point to facts and details in the answers on pages 14 and 15: “For example, one person claps in one rhythm, while another hits a can with a stick in a different rhythm,” and “Music is what people do all the time.” Explain: *These **details** support the **author’s purpose** by informing the reader about Gabon’s **musical traditions**.*

To check understanding, have students identify another detail on page 16 that supports the author’s purpose.

Music and People

Ramona: After your time with Gabonese wildlife, you traveled around the country. This is where you first saw and heard the music of Gabon. What did you think? **SN**

Mr. Ponte: To me, their music sounds perfect. Many sounds work together like the different birds and animals in the forest. For example, one person claps in one **rhythm**, while another hits a can with a stick in a different rhythm. These sounds come together to **create** beautiful songs. It was very different from **what I knew**. I wanted to record this music.



Gabonese musicians ▶

In Other Words
rhythm pattern
what I knew the music I was used to hearing

14



▲ Children collect water.

Ramona: How did you see music used in daily life in Gabon?

Mr. Ponte: Music is what people do all the time. There is no electricity in the villages. What better thing to do than sing and dance all day and night? The kids sing while they're doing **chores**. The adults sing while they wash their clothes. Music is a tradition that connects them as they work and play. Music helps them to share their lives. **2**



◀ Clapping hands in rhythm

In Other Words
chores work

▶ Before You Move On

- 1. Main Idea** What did Mr. Ponte want to record, and why?
- 2. Clarify** What does Mr. Ponte mean when he says the music is like "different birds and animals in the forest"?

15

Anthology
pages 14–15

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Ask students to tell what questions they look forward to answering about the cultural traditions of Gabon.
- 2. Main Idea and Details** ✓ *What **details** does Mr. Ponte give to support the main idea that music is used in daily life in Gabon?* (Possible response: Kids sing while doing chores, and adults sing while washing clothes.)

Differentiate

SN Special Needs

ISSUE Students are distracted by all the elements on the page.

STRATEGY Have students use their hands to cover the photographs so that they can focus on the text. Then have them cover the text so they can focus on each photograph and its caption.

BL Below Level

ISSUE Students do not understand why having no electricity in Gabon means that people must make their own music.

STRATEGY Ask students to list different ways we listen to music in our culture. (MP3 players, radios) Help students identify the role electricity plays.

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Main Idea** ✓ Mr. Ponte wanted to record Gabonese music because it is beautiful and different.
- 2. Clarify** Forest animals make many different sounds. All these sounds together make up the sound of the forest just as all the instruments together make up the music of Gabon.

Music and Survival 1

Ramona: The history of Gabonese culture is said to be very old. How has music helped the culture survive?

Mr. Ponte: I learned that their music has a lot of the information they need. Some people in Gabon cannot read and write, so they tell their stories through music. Each **generation** passes these stories to **the next**. Many **musical** ceremonies are about survival in the forest. Most of Gabon is covered with forest.

▲ Gabon's forests are home to many people, plants, and animals.

In Other Words
generation age group
the next their children

16



▲ Gabonese dancers from an ethnic group perform their traditional dance.

Ramona: How important is music in the lives of the people of Gabon today?

Mr. Ponte: I think it's very important. If you ask people in Gabon where they are from, they will tell you their **ethnic group**. Each group has its own **style** of music. So music helps identify people as part of an ethnic group. Music is also used as medicine. When people are ill, they call a musician to **get better**.



◀ Gabonese singers from another ethnic group perform their style of music.

In Other Words
ethnic group culture; family background
get better help them heal

▶ Before You Move On

- Cause/Effect** How has music helped keep Gabonese **culture** and stories alive?
- Paraphrase** Look at the questions the interviewer asks on pages 16 and 17. Now state them in your own words.

17

Anthology
pages 16–17

Answers Before You Move On (PAGE 17)

- Cause/Effect** Because many of the people do not read and write, they use music to tell their stories and to pass them on to the next generation.
- Paraphrase** Possible responses: Do you think music has helped the Gabonese **culture** survive? Explain. How is music important to the Gabonese people today?

Answers Before You Move On (PAGE 19)

- Confirm Prediction** ✓ Responses will vary. Ask students to explain what they based their predictions on.
- Analyze** It is made from natural resources: a vine stretched across a branch.

Read and Build Comprehension

- Preview and Predict** ✓ Have students preview the section heading, photographs, and captions. *What do you predict this section will be about?* (Possible response: how music helps the people of Gabon survive) After students read, have them revisit their predictions.
- Main Idea and Details** ✓ *What is the main idea on page 18? What **details** does Mr. Ponte offer to support his idea?* (Main Idea: Music is part of Gabonese children's lives. Details: Children hear music at a young age. Girls and boys play different instruments.)

Check & Reteach

OBJECTIVE: Determine the Main Idea ✓

Check for accurate responses to comprehension questions about main ideas. If students have difficulty stating a main idea for page 18, ask them to change Ramona's question into a main-idea statement. (Children play a role in Gabonese music and dance.)

OBJECTIVE: Explain How the Main Idea Is Supported by Details ✓

Ask: *What is a **detail** in Mr. Ponte's answer that supports the main idea from Ramona's question on page 18?* (Possible response: Girls and boys play different instruments.)

OBJECTIVE: Preview and Predict to Comprehend Text ✓

If students have difficulty, model a prediction you would make, and explain your reasoning. Then ask students to make and explain their predictions.

Playing Music

Ramona: What role do children play in the music and dance of Gabon?

Mr. Ponte: I learned that children hear music from a very young age. As they get older, children begin to play musical instruments. Girls play some instruments. Others are only played by boys. Music is special to them. People often expect that the child of a great musician will be a great musician, too. **2**



A Gabonese child plays an instrument made from the horn of a forest antelope.



▲ The *mongongo* is an instrument made from a vine stretched across a bent branch.

Ramona: How do you think the forests and nature help people **express** their music?

Mr. Ponte: Gabonese people make instruments from natural resources. People who live in the villages and forests use the natural materials around them, such as trees. There are no stores where they can buy instruments. When you hear their music, it's like listening to the sounds of the forest.

► Before You Move On

- 1. Confirm Prediction** Based on the photos and what you have read so far, was your prediction about the interview correct? Explain.
- 2. Analyze** Why is the *mongongo* a good example of a Gabonese instrument?

18

19

Anthology
pages 18–19

Writing

4 Write About Author's Purpose

REVIEW To write about **author's purpose**, explain why the author wrote the interview and give **details** that support her purpose. Model for students:

Think Aloud

First, I state the **author's purpose**.

Then I write **details** that support her purpose.

Write

Ramona Jafar's purpose is to inform about Josh Ponte's knowledge of Gabon's musical traditions.

Ramona Jafar's interview includes facts and details about Gabonese musical instruments and culture.

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

Have students write about author's purpose and add to Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T1k

Daily Grammar ✓

Read aloud the first sentence in Mr. Ponte's answer on **Anthology** page 19. Point out the subject and verb. Then use page T1m to teach complete sentences.

Daily Writing Skills ✓

Read aloud the last sentence on **Anthology** page 12 as an example of a focused topic and Ramona's question on **Anthology** page 15 as an example of a research question. Then use page T1o to practice focusing on a topic and developing research questions.

Differentiate

BL Below Level

ISSUE Students have difficulty organizing their details.

STRATEGY Supply frames: For example, _____. Another example _____. Finally, _____.

WRAP-UP

Have groups discuss how they might spend their time if they visited Gabon for a day. Have a volunteer report to the class.

OBJECTIVES

Thematic Connection: Cultural Traditions

- ✓ Determine the Main Idea
- ✓ Explain How the Main Idea Is Supported by Details
- ✓ Preview and Predict to Comprehend

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 1
Tracks 3–4

My Vocabulary Notebook
Comprehension Coach

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text CC.4.Rinf.1

Determine the Main Idea of Text, Explain How the Main Idea is Supported by Details, and Summarize CC.4.Rinf.2

Read with Fluency to Support Comprehension CC.4.Rfou.4

Read with Purpose and Understanding CC.4.Rfou.4.a

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

Writing

Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

Discuss Texts, Expressing Ideas Clearly CC.4.SL.1

Come to Discussions Prepared CC.4.SL.1.a

Language and Vocabulary

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

WARM-UP

Remind students that they have been reading about the culture of Gabon. Form students into small groups and allow them two minutes to list details about Gabonese culture. The group with the most details wins the game.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Remind students: An **author's purpose** is his or her reason for writing, for example: to entertain, to inform, or to persuade. Have students use the 4-Corner Vocabulary Chart they made on Day 3 to review the rest of the Key Words.

Key Words

author's purpose · craft
create · culture · detail
express · medium · musical
perform · pottery · preview
style · tradition · weave

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

- Have students take turns reading their charts to each other.
- Have students 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 Paraphrase Reading

INTRODUCE Explain: *When you paraphrase, you use your own words to restate what you've seen, read, or heard.* Explain how to paraphrase a text:

- *First, preview the text to get a general sense of what the text is about.*
- *Next, read the text carefully, making sure you understand what you've read.*
- *Then, use your own words to share your understanding of what you've read.*

Explain that students may use words or phrases from the text, but most of the words should be their own. Then use the text on page 12 to model each step.

Explain that students will use Key Words *culture, express, musical, perform, style, and tradition* to paraphrase sections of "Josh Ponte: A Musical Journey." Have students use **Corners** to paraphrase.

- Assign corners of the classroom a section of the text: pages 12–13, pages 14–15, pages 16–17, and pages 18–19.
- Assign each student a section to individually read and think about.
- Have students group into their assigned corner to discuss and paraphrase.
- Have an individual from each corner share the group's paraphrase.

For **Corners**, see page BP45.



Music Traditions

Ramona: Did you learn about any Gabonese music traditions that are slowly being forgotten?

Mr. Ponte: Yes. Sometimes when we looked for one particular dance, song, or instrument to record, we could not find anyone left alive who knew it. The *pluri arc*, for example, is an instrument that is not seen or played very often.

pluri arc

1 A rare musical instrument



Ramona: Do you think that new music traditions are replacing older ones?

Mr. Ponte: Traditional music can change every time it is played because nothing is written down.

EL They say when an **elder** dies in Gabon, it's like a library burning. As time passes, the same songs may be told in different ways.

BL

2 Also, many young Gabonese people now know about the world through travel and the Internet. The young people start to mix new styles of music with traditional ones. Combining new songs with old songs creates a cultural **melting pot**. **3**



▲ These Gabonese musicians combine traditional styles with modern styles of music.

In Other Words

elder older person
melting pot mixture of many different things

Before You Move On

- 1. Problem/Solution** What problem did Mr. Ponte sometimes have when trying to record Gabonese music?
- 2. Clarify** Why is an elder's death like a library burning? Explain.

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

Anthology
pages 20–21

Reading

3 Read and Build Comprehension

- 1 Predict** ✓ *What prediction about the pluri arc can you make based on the caption next to its photo?* (Possible response: Not many people know how to play them.) After reading, have students revisit and check their predictions.
- 2 Analyze Details** ✓ *Why can traditional music in Gabon keep changing?* (Nothing is written down, so songs may be told in different ways from generation to generation, and young people are mixing new styles of music with traditional ones.)
- 3 Determine Main Idea** ✓ *What are the two main points that Mr. Ponte makes about the traditional music of Gabon?* (Some traditional music is being forgotten, and some is changing.)

Differentiate

EL English Learners

ISSUE Students do not understand the colloquial reference, “They say when an elder dies . . .”

STRATEGY Explain that statements that follow “They say,” are sayings, or commonly held beliefs that are specific to a culture or community.

BL Below Level

ISSUE Students do not understand the figurative comparison between the elder and the library.

STRATEGY Explain: *A library contains information in books, just as an elder has information in his head. What happens to the information in the books if a library burns?*

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Problem/Solution** Sometimes when Mr. Ponte looked for a particular dance or song to record, he couldn't find anyone alive who knew it.
- 2. Clarify** An elder has a lot of knowledge, just as books in a library are full of information. When an elder dies, the information is lost, just as the information in library books would be lost if the library burned down.

Respect for the Natural World 1

Ramona: In addition to the unique culture, Gabon has unique and amazing wildlife. How important is the natural world to the people of Gabon?

Mr. Ponte: It's very important. In 2002, the government of Gabon created thirteen national parks. They were created to protect Gabon's people and wildlife. Gabon's forests have stayed almost the same for thousands of years. People such as the pygmies (*pig-mēz*) live in the forest. They understand the forest better than anyone. They help scientists keep track of a park's animals to make sure they are safe. 2

▲ Loango National Park was one of the thirteen national parks created in 2002.

22



Ramona: You've said that the people of Gabon seem to have more time in their daily lives than most people have. What do you mean?

Mr. Ponte: I believe that in the villages of Gabon, life is very simple. I saw children make amazing toys from trash they found in the village. Adults spend much of the day making one hot meal. Watches, computers, and cell phones are not part of their lives. They have time to notice every leaf and every cloud in the sky.

◀ A handmade toy

Before You Move On

- Details** In what year were the national parks of Gabon created? How many parks were created?
- Clarify** What did Mr. Ponte learn about how people in the villages of Gabon spend their time?

23

Anthology
pages 22–23

Answers Before You Move On (PAGE 23)

- Details** ✓ Thirteen parks were created in 2002.
- Clarify** Possible response: He learned that people live simple, uncluttered lives. They have time to appreciate the world around them.

Read and Build Comprehension

- Preview and Predict** ✓ Have students preview the section title, photographs, and captions. *What do you predict this section will be about?* (Possible response: how the people of Gabon respect nature and try to preserve it) After reading, have students revisit and check their predictions.
- Analyze Details** ✓ *How do the pygmies show respect for nature?* (They help scientists keep track of animals in the parks to make sure they are safe.)
- Explain Main Idea and Details** ✓ *What is the main idea on page 24? What details support it?* (Possible response: The people of Gabon care deeply about their natural world. Details include that they get their food and materials from nature.)

Check & Reteach

OBJECTIVE: Determine the Main Idea and Explain How It Is Supported by Details ✓

Check for accurate responses to comprehension questions about main ideas and details. If students have difficulty, help them form a statement of the main idea of Josh Ponte's response on page 23. Ask: *What is the topic?* (life in Gabon) *What does he say about the topic?* (Life in Gabon is simple.) *What details support this?* (Children make toys from trash.)

OBJECTIVE: Preview and Predict to Comprehend Text ✓

Check for students' responses to all comprehension questions about predicting. If students have difficulty, ask them to explain the bases of their predictions. Work together to predict and confirm the content of the section "Caring About the Natural World."

Answers Before You Move On (PAGE 25)

- Clarify** A Gabonese village is like a family because the people's lives are connected with each other and with the world around them.
- Paraphrase** Possible response: Mr. Ponte learned to respect the world around him and to take care of our natural world.

Caring About the Natural World

Ramona: Why do you think people in Gabon care so deeply about their natural world?

Mr. Ponte: I think it is because their traditions and lives are connected to the natural world. The village is like a family. The natural world provides them with everything they need to live. They get their food from nature. They build their musical instruments and homes from natural materials. **3**



▲ Ponte films a musician playing the *mongongo*, an instrument made from natural materials.

Ramona: What do you think we can learn from the people of Gabon?

Mr. Ponte: We all depend on each other and on nature. In Gabon, I learned that you can have a great life by respecting the world around you. My time in the villages and the forests taught me how important it is to keep our natural world healthy. Twenty-five years from now, I want a world that still has gorillas—and lots of music! ❖



▲ A Gabonese man helps orphaned young gorillas and a chimp.

◀ Many people in Gabon catch fish for food. Here, a boy in Gabon unloads fish from a boat.

Before You Move On

- Clarify** How is a Gabonese village “like a family,” according to Mr. Ponte?
- Paraphrase** How does Mr. Ponte answer the question on this page? State his answer in your own words.

25

Anthology
pages 24–25

Writing

4 Write About Gabonese Culture

Explain: *You have read many details about Gabon. Now you will write a main idea statement about Gabon’s culture. You will support your main idea with details from the selection.* Model for students by writing only about page 13.

Think Aloud

First, I write the main idea.

Next, I use details found on the page to support this statement.

Write

Josh Ponte travels to Gabon.

Josh sees an ad to help Gabon wildlife. He wants to help. He goes because he loves nature and learning about new places.

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

Have students brainstorm with partners for ideas and then work independently to write their paragraphs. Have them add paragraphs to Weekly Writing folders.

WRAP-UP Have students think of questions they would like to ask Mr. Ponte. Ask them to explain why they are interested in knowing the answers to their questions.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T1k

Daily Grammar ✓

Have students identify types of sentences on **Anthology** page 25. Use page T1l to practice complete sentences, subject-verb agreement, and kinds of sentences.

Daily Writing Skills ✓

Point to the statement and question at the top of **Anthology** page 22 as examples of a focused topic and a research question. Then use page T1o to practice focusing on a topic and developing research questions.

Differentiate

BL Below Level

ISSUE Students have difficulty stating a main idea.

STRATEGY Have students complete sentence frames such as these to help focus on main ideas:

- In Gabon, _____ is important.
- Gabon’s culture depends on _____.

OBJECTIVES

Thematic Connection: Cultural Traditions

- ✔ Determine the Main Idea
- ✔ Explain How the Main Idea Is Supported by Details
- ✔ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM1.5

Main Idea Diagram: Practice Master PM1.6

Fluency Practice: Practice Master PM1.7

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 5

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| Determine the Main Idea of Text; Summarize; Explain How the Main Idea Is Supported by Details | CC.4.Rinf.2 |
| Read Orally with Expression on Successive Readings | CC.4.Rfou.4.b |

Writing

- | | |
|---|-----------|
| Write Over Shorter Time for Specific Purposes | CC.4.W.10 |
|---|-----------|

Speaking and Listening

- | | |
|---|-------------|
| Discuss Texts, Expressing Ideas Clearly | CC.4.SL.1 |
| Come to Discussions Prepared | CC.4.SL.1.a |

Language and Vocabulary

- | | |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words | CC.4.L.6 |
|--|----------|

WARM-UP

Engage students in a discussion of United States musical traditions. Prompt: *We have been reading about musical traditions in the country of Gabon. The United States also has musical traditions.* Arrange students into groups. Ask each group to talk about U.S. musical traditions they may know. (Possible responses: jazz, bluegrass, country, blues, hip-hop, dixieland, folk, rock 'n roll)

Vocabulary Review

1 Apply Word Knowledge ✔

Write: **detail**, **preview**, **author's purpose**. Call students' attention to the other Key Words on **Student eEdition** page 26.

Then have students apply their knowledge of Key Words to create a skit. Explain:

- *In a small group, collaborate to choose four Key Words.*
- *Then, talk together about how the words relate to each other.*
- *Next, make up a skit, or situation to act out, that relates the four words in some way. The skit should include dialogue, or actors talking to each other. The dialogue should include the four words.*
- *Finally, present the skit to the class.*

After students present their skits, have students discuss which skits were most humorous, most original, or used the most Key Words accurately.

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

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

Key Words

author's purpose · craft · create
 culture · detail · express
 medium · musical · perform
 pottery · preview · style
 tradition · weave



Key Words

craft	perform
create	pottery
culture	style
express	tradition
medium	weave
musical	

Talk About It

- How is this **interview** different from other kinds of writing?
An interview gives _____.
- Imagine that you are Josh Ponte, traveling through Gabon and learning about the **traditions** there. **Express feelings** to a partner about your journey.
This journey made me feel _____.
- Which **musical** instrument of Gabon interests you most? Why? Explain what you think that instrument sounds like.

Learn test-taking strategies.
NGReach.com

Write About It

Josh Ponte went to Gabon because of a newspaper ad he saw. That must have been an exciting ad! **Create** your version of the ad. Think about the **medium** of advertising. How can an ad use words and pictures to make someone want to do something? Use **Key Words** if possible.



STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Resources

NGReach.com

Academic Talk

2 Talk About It Anthology page 26

Remind students what they learned about preparing for discussions. Give them time to prepare before they discuss questions 1–3. Have them read through the questions first and think of what they know about each question.

Suggest that students take a few moments to create notes about points they want to discuss with their partners. Encourage partners to use Key Words as they answer the questions. Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM1.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 26

Discuss with students the elements of ads that catch a reader's attention. Prompt: *Think of ads you have seen. How did they get your attention?* (Possible responses: bright colors, pictures, large words, special lettering) Explain: *Advertisers use colors, special type, designs, logos, and pictures to attract you. What special words and phrases have you seen in ads?* (Possible responses: exciting, act now, limited offer, new, going fast)

Ask students to use Key Words to create exciting ads. Provide an example: Express your care for the world. Perform a service by helping the wildlife in Africa.

Have students add their ads to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work

Test page T1j

Daily Grammar

Point to this example of a complete sentence on **Anthology** page 25: "We all depend on each other and on nature." Then use page T1m to review and assess complete sentences.

Daily Writing Skills

Ask students to think of questions they still have about the people of Gabon. Then use page T1o to assess students' ability to narrow a research topic and develop research questions.

Answers Talk About It

- Interview** An interview gives information and opinions in a question-and-answer format.
- Express Feelings** This journey made me feel respectful of the people of Gabon. They make beautiful music with things from nature.
- Musical Instrument** Possible response: The pluri arc interests me because it's different from instruments I have seen. It might sound like when you run a stick along a wood fence.

Name _____ Date _____

Test-Taking Strategy Practice

Know the Test Format

Read the question about "Josh Ponte: A Musical Journey." Choose the best answer.

Sample

- Which of the following is a musical instrument that is not seen or played very often any more in Gabon?
 - Ⓐ mongongo
 - Ⓑ pluri arc
 - Ⓒ violin
 - Ⓓ Gabonese harp
- Why did Josh Ponte go to Gabon the first time?
 - Ⓐ He wanted to spend time in nature.
 - Ⓑ He was studying musical instruments.
 - Ⓒ He was forming a band.
 - Ⓓ He wanted to help the gorillas.
- Describe one way the people of Gabon keep their traditions alive.
Possible response: They tell their stories through music.
- Mr. Ponte likes the way the Gabonese people live. Write a paragraph explaining several things he likes about how they live.
Responses will vary.

Tell a partner how you used the test-taking strategy to answer the question.

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PM1.5

Unit 1 | Living Traditions

Differentiate

SN Special Needs

ISSUE Students are having trouble mentally organizing the main ideas and details.

STRATEGY Have students write the main idea for each section on an index card. Tell them to write details on self-stick notes. Ask students to place the details on the related main idea card to reinforce the relationship between main ideas and supporting details.

BL Below Level

ISSUE Students are having trouble identifying details relating to the main idea.

STRATEGY Display in writing the main idea students have determined for a section. Then ask questions related to that section that begin with *who, what, when, where, why, and how*. Point out that the answers to these questions are supporting details.

Name _____ Date _____

Main Idea Diagram

"Josh Ponte: A Musical Journey"

Main Idea Diagram

Pages 12-13: Ponte went to Gabon.	<p>He was interested in nature.</p> <hr/> <p>Possible response: He wanted to help gorillas in Gabon.</p> <hr/> <p>Possible response: He wanted to see Gabon with his own eyes.</p>
Possible response: Pages 14-21: Ponte learned about the importance of music in Gabonese culture.	<p>He learned that people in Gabon make music all the time.</p> <hr/> <p>He learned that people in Gabon use music to convey information.</p> <hr/> <p>He learned that young people combine new songs with old songs.</p>
Possible response: Pages 21-25: Ponte learned about the importance of the natural world to the people of Gabon.	<p>He learned that many of Gabon's forests are protected.</p> <hr/> <p>He noticed villagers getting what they need from the natural world.</p> <hr/> <p>He saw that people have time to appreciate the natural world.</p>

Use your main idea diagram to tell your partner what the interview was mainly about.

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PM1.6 Unit 1 | Living Traditions

Comprehension

4 Main Idea and Details ✓ Anthology page 27

REVIEW Direct attention to **Student eEdition** page 27. Read aloud the instructions and point out the Main Idea Diagram. Have students revisit pages 12–13. Point out the heading and remind students that each section in the interview focuses on a different topic.

Display **Practice Master PM1.6**. Point to the main idea and model: *The main idea for pages 12 and 13 is that Ponte went to Gabon.* Point to the first detail. *One supporting detail is that Ponte was interested in nature. Another detail that supports the main idea is that he read an ad about gorillas needing help. I'll write that detail.* Have students suggest a third detail. (Possible response: He wanted to see Gabon for himself.)

Have partners work together to complete **Practice Master PM1.6**. Circulate and provide support, as needed. As students prepare to use their diagrams to retell the selection, have them think about how to present the main ideas and explain the supporting details in a smooth, organized way rather than simply reading the notes on their diagrams.

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine the Main Idea and Explain How the Main Idea Is Supported by Details ✓

Have students share their main ideas and details after they complete their diagrams. If students have difficulty determining main ideas and explaining the supporting details, have students page through the selection again and review the headings and photos to find out what the selection is mostly about. Have students determine a single main idea for the entire interview, based on their reviews. Have them use the notes from their diagrams to find details that support the main idea. Guide students in explaining how the details support the main ideas they have chosen.

5 Fluency ✓ Anthology page 27

Have students read aloud the passage on **Practice Master PM1.7** or use the **Comprehension Coach** to practice fluency.

Check & Reteach

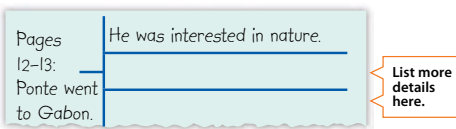
OBJECTIVE: Read with Fluency ✓

Monitor students' oral reading. If students need additional fluency practice, have them read with the **Fluency Models**.

Main Idea and Details

Make main idea diagrams to tell about parts of “Josh Ponte: A Musical Journey.” Be sure you focus on the most important ideas in each part.

Main Idea Diagram



State the main idea for these pages.

Now use your diagrams as you retell “Josh Ponte: A Musical Journey” to a partner. Use as many **Key Words** as you can.

This part of the interview is mainly about _____.

Fluency Comprehension Coach

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

Talk Together

Have a talk show. Imagine that the guests on the show are musicians in Gabon. Use **Key Words** as you talk about the importance of **musical traditions** in Gabon.



6 Talk Together Anthology page 27

Read aloud the directions. Explain that a talk show often includes interviews with guests. Ask: *What will be the main idea of your talk show?* (The main idea of my talk show will be the importance of Gabon’s **musical traditions**.)

Have students reread “Josh Ponte: A Musical Journey” and think about the importance of musical traditions in their own lives. Ask students to use these ideas to prepare detailed questions to ask their talk show guests.

WRAP-UP

Explain that at the beginning of “Josh Ponte: A Musical Journey,” Josh Ponte said that he wanted to share Gabon’s rare cultural traditions with the world. Have students discuss in groups one or two traditions that they learned about from the interview with Josh Ponte.

Name _____ Date _____

Fluency Practice

“Josh Ponte: A Musical Journey”

Phrasing is how you use your voice to group words together. Use this passage to practice reading with proper phrasing.

Ramona: Why do you think people in Gabon care so deeply about the natural world? 13

Mr. Ponte: I think it is because their traditions and lives are connected to the natural world. The village is like a family. 27

The natural world provides them with everything 38

they need to live. They get their food from nature. They build their musical instruments and homes from natural materials. 45

58

65

From “Josh Ponte: A Musical Journey,” page 24.

Expression

Rarely pauses while reading the text. Frequently pauses at appropriate points in the text.

Occasionally pauses while reading the text. Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula

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

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

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PM1.7 Unit 1 | Living Traditions

Week 1 Research Project

OBJECTIVES

Thematic Connection: Cultural Traditions

- Research Music
- Choose and Focus a Topic
- Develop Research Questions
- Choose Appropriate Language

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A1.42

TECHNOLOGY ONLY

Project Checklist: eVisual 1.6

MATERIALS

index cards

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Publish and Present

COMMON CORE STANDARDS

Writing

Conduct Research CC.4.W.7

Speaking and Listening

Report on a Topic CC.4.SL.4

Research Music

Display and read aloud the prompt.

Interview a partner about his or her favorite kind of music. Focus on something specific from the interview and narrow your topic. Develop a set of questions about the topic and interview your partner again. Gather the information in an oral report to share with a small group of classmates.

Plan

Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Interviewer/Researcher

Audience: Small group of classmates

Form: Oral report

Review the Daily Writing Skills lesson on focusing a topic (page T1n) with students. Model narrowing the topic: *Music is too broad of a topic. My partner says she likes music that makes her want to dance, but that is still not focused enough. I asked more questions and found out that she likes contemporary country music. That's a narrower, focused topic.*

Have the class break into small groups and work on narrowing the topic *What kind of music do you like?* Guide them to think about music styles, how music links to certain activities, family musical traditions, favorite instruments, and so on.

Develop Research Questions

Review the Daily Writing Skills lesson on developing research questions (page T1n). Have each student choose a final topic and write at least three research questions for it on separate index cards.

How do you feel when you dance to country music?

Offer tips to guide the process: *As you write each question, keep your topic in mind. Ask yourself, "Will this question help me learn more about the specific topic?" Also, remember that each question should be clear, so the person answering it understands what you want to know.*

See **Differentiate**

Research

Gather Information

Have students ask their partners the questions and record the answers on the index cards. Explain that they should write the exact words that their partners say.

Organize

Arrange Information

Have students arrange their cards in a logical order. They should decide how the questions and answers will flow the best in their reports. This might not be the order in which they asked the questions. Explain that the beginning of the report should introduce the topic and the person interviewed. Display and read **eVisual 1.6**.



Project Checklist

- Include an introduction that tells your topic. Introduce your partner and tell when and where the interview took place.
- Choose quotes from your interview to include.
- Conclude with a summary of what you learned.

[NGReach.com](https://www.ngr.com) Project Checklist: eVisual 1.6



INTERACTIVE WHITEBOARD TIP: Underscore introduction, quotes, and summary.

Draft Ideas

Explain that students should prepare what they will say in their reports. Encourage them to write notes for their introductions and conclusions. Have them highlight quotes from their interviews that they want to include in their reports.

Practice Speaking Skills

Ask: *What kind of language do you use with classmates—formal or informal?* (informal) Model using friendly, informal language to introduce a report: *I asked Shana how she feels when she is dancing to country music. She said that she feels happy and energetic.*

I wanted to find out what kind of music my friend Shana likes. I interviewed her yesterday in the classroom.

Have students work in pairs to practice presenting their reports.

Share with Others

Have students take turns giving their reports in small groups. Remind them that the tone of the presentation should be relaxed and informal.

Use the **Research Project Rubric** to assess each student’s report.

Differentiate

EL English Learners

ISSUE Students understand the topic they wish to research, but struggle to express their ideas in question form.

STRATEGY Provide students with language frames:

- *How long have _____ ?*
- *What kind of _____ ?*
- *Where did _____ ?*

Provide students with samples of completed questions to help them understand how to fill in the language frames.

AL Above Level

ISSUE Students come up with many questions easily, but they are not linked together very well.

STRATEGY Help students understand that when planning for an interview, the interviewer often thinks about how the subject might answer a question and then plans follow-up questions. Suggest that for each of the three best questions that they have, students come up with a follow-up question based on imagined responses from the subject.

Research Rubric

Unit 1, Week 3

Scale	Content	Presentation
4	<ul style="list-style-type: none"> • Research topic is very focused. • Research questions are specific. 	<ul style="list-style-type: none"> • Speaker uses an appropriate informal tone.
3	<ul style="list-style-type: none"> • Research topic is not too broad, but could be more focused. • Most research questions are specific. 	<ul style="list-style-type: none"> • Speaker uses an informal tone most of the time.
2	<ul style="list-style-type: none"> • Research topic is fairly broad. • Some research questions are specific. Other questions are vague. 	<ul style="list-style-type: none"> • Speaker’s tone varies throughout the presentations from informal to formal.
1	<ul style="list-style-type: none"> • Research topic is extremely broad. • Research questions are vague. 	<ul style="list-style-type: none"> • Speaker uses a formal tone.

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A1.42

Unit 1 | Living Traditions

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Determine the Main Idea
- Explain How the Main Idea Is Supported by Details
- Preview and Predict to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 1, Week 1

Island Dance

If you travel to Hawaii, you will probably see some dancing. Both the men and women perform a dance called the hula. This dance is so old that nobody knows for sure where it came from. The Hawaiian people have been dancing the hula for as long as anyone can remember.

Hula dancers usually wear a necklace made of flowers called a lei. Skirts are made of grass, leaves, or cloth. Some dancers put beads made of bone or shell around their wrists and ankles.

Hula dancers use their bodies to tell a story. Their hands might make the leaves of a palm tree. Their bodies might bend like a shark. Their stories are about the world around them. As they dance, they keep the history of their people alive.

1 What is the main idea of the article?
 Hawaii is a popular place to travel.
 The history of Hawaii is also today.
 Hula dancers wear flower necklaces called leis.
 Hula is an ancient dance still performed in Hawaii.

2 What do hula dancers use to tell their stories?
 dance music.
 spoken history.
 dance costumes.
 body movements.

Grade 4 Assessment **A1.7** Unit 1 Living Traditions

Reading Comprehension Test Unit 1, Week 1

Food in Japan

In Japan there are food traditions that have been followed for hundreds of years. Many of these traditions are about using good manners.

Most people in Japan eat with chopsticks. When serving from a plate, it's polite to use the other end of the chopsticks, not the end they put in their mouth.

Rice is served with every meal. It's the custom to take the rice bowl from the server with both hands. Soup is served with most meals. Sometimes it has pieces of seaweed in it. First people use the pieces of seaweed with chopsticks, and then they dip the soup bowl from the bowl. It takes skill to make good soup, so it's polite to say how good it is.

At the end of a meal, it's important to say thank you. That's good manners in any country!

1 What is the main idea of the article?
 In Japan, food on a plate is served with chopsticks.
 People in Japan have traditional ways of eating.
 In Japan, it's polite to say the soup is good.
 People in Japan eat rice with every meal.

2 Which detail supports the main idea?
 It's polite to take a rice bowl with both hands.
 Some foods are served on a plate.
 It takes skill to make good soup.
 Some soup has seaweed.

Grade 4 Assessment **A1.8** Unit 1 Living Traditions

Reading Strategy Assessment Unit 1

Check the reading strategy the student used and all the strategies that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: **What do you do when you read?**
 How do you use the strategies you learned?
 How do you use the strategies you learned?
 How do you use the strategies you learned?

Part and Number	4	3	2	1
1. Preview and Predict				
2. Determine the Main Idea				
3. Explain How the Main Idea Is Supported by Details				
4. Preview and Predict to Comprehend Text				

Grade 4 Assessment **SG1.30** Unit 1 Living Traditions

Reading Comprehension Test
A1.7–A1.8
Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 1

On each page, read the story slowly and carefully. Circle the words in the dragon costume. The next day was the Chinese New Year celebration, and the dragon would be the most important part of the parade. They had to finish the costume on time.

The children used "look names" going by the Chinese lunar calendar. Han had been born in the Year of the Ox, and Larry in the Year of the Tiger. An ox was strong, and a tiger was courageous. These were both good qualities, but what they needed now was speed.

A knock at the door made them both look up from their work. It was Michael. Look named "rabbit," a friend who had come to help. Michael was excited about the parade, but he had volunteered too late to actually be in the parade.

Rabbit cheerfully began helping them with the dragon. Later that evening they finished the costume. The dragon looked fierce. It was very long, because the Chinese believed that the longer the dragon, the more good luck would come in the New Year. As Rabbit moved good night, Ox told him to be at the parade at two o'clock. It was a surprise.

Rabbit arrived right on time. Several people were already under the dragon costume. They would make it wind and dip as it danced through the parade.

Ox poked his head out from under the dragon. "Come on under!" he said. "We need you!"

Rabbit ducked under the costume behind Ox, and Tiger Rabbit grabbed the sides of the dragon as all the people underneath began moving to the beat of the drums. The New Year was definitely going to be a lucky one.

Grade 4 Assessment **A1.4** Unit 1 Living Traditions

Oral Reading Assessment Unit 1

Code	4	3	2	1
1. Accuracy				
2. Rate				
3. Fluency				
4. Comprehension				

Grade 4 Assessment **A1.5** Unit 1 Living Traditions

Oral Reading Assessment Unit 1

Code	4	3	2	1
1. Accuracy				
2. Rate				
3. Fluency				
4. Comprehension				

Grade 4 Assessment **A1.6** Unit 1 Living Traditions

Oral Reading Assessment
A1.4–A1.6
Use these passages throughout Unit 1. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Short a
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 This is a _____ piece of music.
 guitar
 drums
 piano
 trumpet

2 These are _____ instruments.
 guitar
 piano
 trumpet
 saxophone

3 Handmade baskets are a kind of _____.
 cloth
 rug
 craft
 lesson

Grade 4 Assessment **A1.9** Unit 1 Living Traditions

Vocabulary Test Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 _____ is a form of communication.
 story
 poem
 volunteer

2 _____ is a special way of being something.
 read
 write
 search
 explain

3 _____ means to show how you feel.
 read
 feel
 hear
 express

Grade 4 Assessment **A1.10** Unit 1 Living Traditions

Spelling Words

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

Words with Short a

- admire I **admire** the beautiful work of Native American weavers.
- background My little **background** inspires me to become a storyteller or musician like my ancestors.
- catalog The **catalog** displayed traditional musical instruments.
- contrast The **contrast** between my mother's plain pants and my grandmother's exotic skirts is easy to see.
- factor The weather is an important **factor** in determining where we hold our family reunion.
- grasp **Grasp** the stick firmly before you swing at the pilates.
- impact The **impact** of the stick on the pilates makes it break.
- maintain The immigrants cheered as their ship approached the shores of their new country. I **maintain**.
- passage My mother read a **passage** from her mother's diary.
- practice It is my **practice**, or custom, to celebrate holidays with my mother.
- rapid My uncle quickly shaped ten tortillas in **rapid** order.
- sacrifice I **sacrifice** my personal time to take care of my sister.
- standard Our Thanksgiving meal includes the **standard** turkey that most families prepare.
- translate Please **translate** this email into English so that I can understand it.
- travel I like to **travel** because visiting faraway places teaches me about different cultures.

Watch-Out Words

- than The Chinese New Year parade is more crowded this year **than** I was last year.
- then We hear music, and **then** the Chinese dragons arrive.
- to Would you like **to** stay for the entire parade?
- two This music is **two** loud, so I didn't hear what you said!
- two Those **two** dragons both look very fierce!

Grade 4 Assessment **A1.11** Unit 1 Living Traditions

Vocabulary Test
A1.9–A1.10
Spelling Pretest/
Spelling Test
T1j

Grammar and Writing

- Use Complete Sentences
- Use Simple Subject-Verb Agreement
- Choose and Focus a Topic
- Develop Research Questions

Writing, Revising, and Editing Test Unit 1

Directions: Read the paragraph. Then answer the questions.

I always _____ making music with others. _____ perform in a band together. They _____ me to play sometimes. _____ call our band "Gig Power." _____ plays electric guitar. All of us _____.

1 Choose the answer that goes in Blank 1.
 enjoy
 enjoy
 enjoying
 does enjoy

2 Choose the answer that goes in Blank 2.
 in the gym
 by friends
 practice hard
 stay for hours

3 Choose the answer that goes in Blank 3.
 mate
 mates
 meeting
 does invite

Grade 4 Assessment **A1.11** Unit 1 Living Traditions

Writing, Revising, and Editing Test Unit 1

Directions: Choose the best answer to complete the sentence.

1 Are you going to the cultural festival?
 tonight.
 tonight?
 tonight!

2 Let's carry the _____.
 food.
 food?
 food!

3 What a gorgeous _____ costume!
 costume!
 costume?
 costume!

4 The festival started last _____.
 year.
 year?
 year!

5 You are preparing to write a research report about the history of a tradition in your culture or family. Write the topic of your report, a main question, and three specific questions to guide your research. Use a question word in each question word in each question.

Grade 4 Assessment **A1.12** Unit 1 Living Traditions

Research Rubric Unit 1, Week 1

Scale	Content	Presentation
4	Research topic was focused. Research questions are specific.	Spelling was appropriate for the level.
3	Research topic was focused. Research questions are specific.	Spelling was appropriate for the level.
2	Research topic was focused. Research questions are specific.	Spelling was appropriate for the level.
1	Research topic was focused. Research questions are specific.	Spelling was appropriate for the level.

Grade 4 Assessment **A1.12** Unit 1 Living Traditions

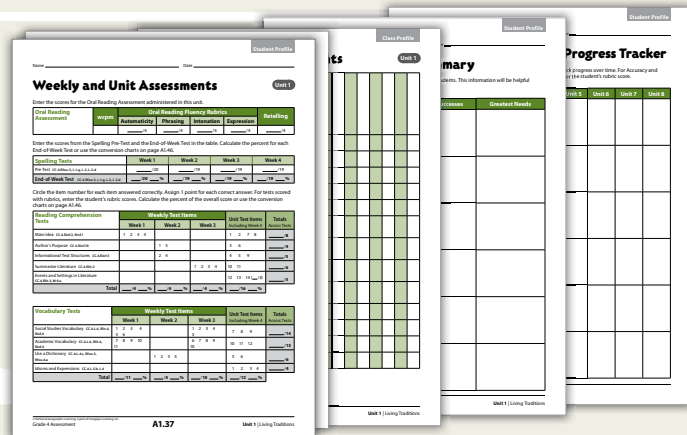
Writing, Revising, and Editing Test
A1.11–A1.12
Research Project Rubric
A1.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A1.37–A1.38
- Class Profile:** Weekly and Unit Assessments A1.39
- Student Profile:** Strengths and Needs A1.40
- Student Profile:** Oral Reading Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Main Idea: Reteaching Master RT1.1

Plan and Monitor: Reteaching Master RT1.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

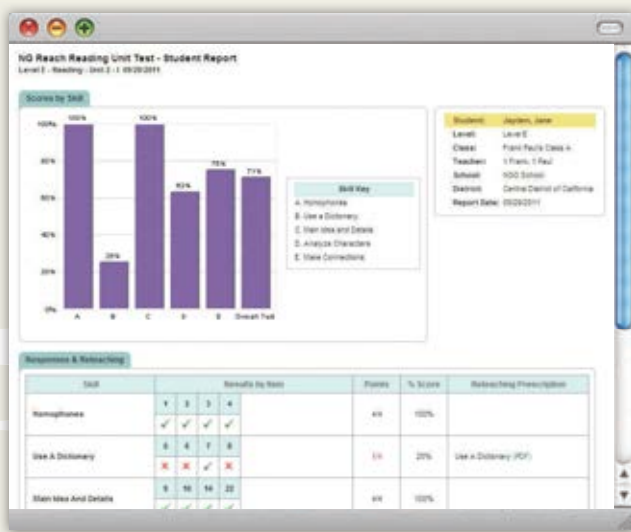
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T1j–T1k

Grammar and Writing

RETEACH

Sentences: Anthology Handbook, page 593

Writing: Reteaching Writing Routine, page BP51

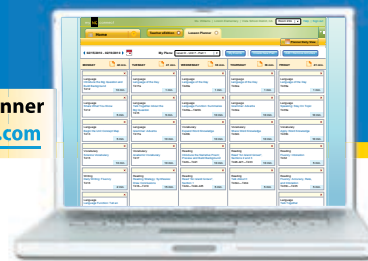
ADDITIONAL PRACTICE

More Grammar Practice PM1.8

Daily Writing Skills Practice, pages T1n–T1o

Week 2 Planner



Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening 🕒 5–10 minutes	Listen and Comprehend	Read and Comprehend
	Language and Vocabulary 🕒 15–25 minutes	Academic Talk CC.4.SL.1.d Discuss the Big Question T27o	Academic Talk Preview and Predict T28c
	Reading 🕒 20–40 minutes	Daily Spelling and Word Work CC.Rfou.3; CC.Rfou.3.a; ☑ Pretest: Words with Short o and CC.4.L.1.g; Commonly Misspelled Words T27i CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1.f; CC.4.L.3 ☑ Sentence Fragments T27k Vocabulary Strategy CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Use a Dictionary T27o–T28 CC.4.L.4; CC.4.L.4.c	Daily Spelling and Word Work CC.Rfou.3; CC.Rfou.3.a; ☑ Practice T27i CC.4.L.1.g; CC.4.L.2 Daily Grammar CC.4.L.1.f; CC.4.L.3 ☑ Dependent Clauses T27k Academic Vocabulary CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Use a Dictionary T28c CC.4.L.4; CC.4.L.4.c
	Writing 🕒 15–45 minutes	Reading CC.4.Rinf.1; CC.4.Rinf.10 Read Aloud: Biography T28a Comprehension CC.4.Rinf.1; CC.4.Rinf.10 ☑ Determine Author's Purpose T28a Fluency CC.4.Rfou.4 ☑ Model Expression T28a	Reading CC.4.Rinf.10; CC.4.Rfou.4.a ☑ Read a Biography; Read and Build Comprehension T29–T32 Comprehension CC.4.Rinf.10 ☑ Determine Author's Purpose T29–T32 CC.4.Rinf.1; CC.4.Rinf.2 ☑ Main Idea and Details T29–T32 Identify Implied Main Idea T30 Fluency CC.4.Rfou.4 ☑ Practice Expression, Accuracy, and Rate T29
	Power Writing T27o CC.4.W.10 Daily Writing Skills CC.4.W.2 Establish and Follow a Purpose T27m Writing CC.4.Rinf.1 Write About Author's Purpose T28b Writing Project: Biographical Paragraph CC.4.W.2; Study a Model T35i–T35j CC.4.W.2.b; CC.4.W.10; CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a; CC.4.L.3	Power Writing T28c CC.4.W.10 Daily Writing Skills CC.4.W.2 Establish and Follow a Purpose T27m Writing CC.4.W.9 Write a Response T33 Writing Project: Biographical Paragraph Prewrite T35j	



		Read Social Studies Articles	Read Nonfiction Books
SMALL GROUP READING TIME			
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG11 Reading CC.4.Rinf.2 Determine the Main Idea SG10 Build Comprehension SG11 CC.4.Rinf.10	Vocabulary CC.4.L.6 Learn Story Words SG12–SG13 Reading CC.4.Rlit.10 Introduce SG12–SG13 CC.4.Rlit.10 Read SG14–SG15 CC.4.Rlit.10 ☑ Preview and Predict to Comprehend Text SG14–SG15 CC.4.Rinf.1 Determine the Main Idea SG14–SG15 CC.4.Rinf.2 Explain How the Main Idea is Supported by Details SG14–SG15 CC.4.Rinf.2
			

		LEARNING STATION TIME	
Fiction & Nonfiction	🕒 20 minutes		
		Speaking and Listening T27g CC.4.SL.3.c; CC.4.SL.4; CC.4.SL.6 Language and Vocabulary T27g CC.4.L.6 Writing T27g CC.4.W.2; CC.4.W.3 Cross-Curricular T27h CC.4.Rinf.7; CC.4.W.7; CC.4.W.8; CC.4.SL.1.d Reading and Intervention CC.4.Rinf.10; T27h, SG28 CC.4.Rfou.3; CC.4.Rfou.3.a	

BIG Question How important are traditions?

Day 3

Read and Comprehend

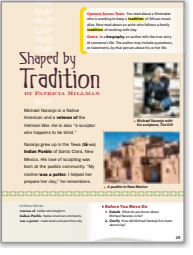
Academic Talk CC.4.SL.4
Talk Together T34

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; C.4.L.2.d
✓ Practice T27j

Daily Grammar CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a
✓ Complete Sentences T27l, T204a

Vocabulary Practice CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.6
✓ Review Social Studies and Academic Vocabulary T33a

Comprehension CC.4.Rinf.10
✓ Compare Author's Purposes T33a



Fluency CC.4.Rfou.4
✓ Practice Expression T34

Power Writing T33a CC.4.W.10
Daily Writing Skills CC.4.W.2
Establish and Follow a Purpose T27n

Writing CC.4.L.1; CC.4.L.3
Write to Reinforce Grammar T35

Writing Project: Biographical Paragraph
Draft T35k

Day 4

Read and Comprehend

Academic Talk CC.4.SL.4; CC.4.L.1
Report on a Biography T35d

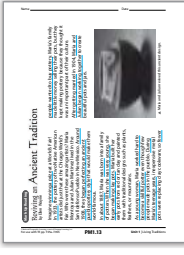
Daily Spelling and Word Work CC.4.Rfou.3.a; CC.4.L.2
✓ Practice T27j

Daily Grammar CC.4.W.5; CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a; CC.4.L.3
✓ Grammar and Writing T27l

Vocabulary Practice CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4; CC.4.L.4.c
✓ Use a Dictionary T35c

Reading CC.4.Rlit.5
✓ Read a Biography T35a–T35b

Comprehension CC.4.Rinf.5
✓ Explain Text Structure T35a–T35b



Fluency CC.4.Rfou.4
✓ Model and Practice Expression T35b

Power Writing T35c CC.4.W.10
Daily Writing Skills CC.4.W.2
Establish and Follow a Purpose T27n

Writing CC.4.W.9.b
Write in Sequence T35d

Writing Project: Biographical Paragraph
Revise; Edit and Proofread T35l

Day 5


Review and Apply

Academic Talk CC.4.SL.1.a
Relate Readings to the Big Question T35h

Daily Grammar CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a; CC.4.L.3
✓ Use a Dictionary T27l

Vocabulary Practice CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4; CC.4.L.4.c
✓ Review T35e

Comprehension CC.4.Rinf.5
Compare Text Structure T35g



Power Writing T35e CC.4.W.10
Daily Writing Skills CC.4.W.2
Establish and Follow a Purpose T27n

Writing CC.4.W.9.b
Write About Main Idea T35g

Writing Project: Biographical Paragraph
Publish and Present T35l

Read Nonfiction Books


Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.10
Read and Integrate Ideas SG14–SG15

✓ Preview and Predict CC.4.Rinf.1 to Comprehend Text SG14–SG15

Determine the Main Idea SG14–SG15 CC.4.Rinf.2

Explain How the Main Idea is Supported by Details SG14–SG15 CC.4.Rinf.2



Read Nonfiction Books


Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.10
Read and Integrate Ideas SG14–SG15

✓ Preview and Predict CC.4.Rinf.1 to Comprehend Text SG14–SG15

Determine the Main Idea SG14–SG15 CC.4.Rinf.2

Explain How the Main Idea is Supported by Details SG14–SG15 CC.4.Rinf.2




Read Nonfiction Books

Vocabulary SG15 CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10; CC.4.SL.1.a; SG15
Connect Across Texts SG15

Writing CC.4.W.2
Choose a Writing Option SG14–SG15




ASSESSMENT & RETEACHING

Assessment and Reteaching T35m–T35n

✓ Reading Comprehension Test A1.13–A1.15 CC.4.Rinf.1; CC.4.Rinf.2

✓ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

✓ Oral Reading Assessment A1.4–A1.6 CC.4.Rfou.4.a

✓ Vocabulary Test A1.16 CC.4.L.4.b; CC.4.L.6

✓ Spelling Test: Words with Short o and Commonly Misspelled Words T27i CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

✓ Writing, Revising, and Editing Test A1.17–A1.19 CC.4.W.10; CC.4.L.1; CC.4.L.3

Reteaching Masters RT1.1–RT1.2

Week 2 Learning Stations

Speaking and Listening

Option 1: Role-Play Interview with Michael Naranjo

Interview Questions

1. How do you decide what to sculpt?
2. How long does it take you to make most of your sculptures?
3. What do you consider your best sculpture?

Have partners plan and role-play an interview with sculptor Michael Naranjo.

- Have partners brainstorm a list of questions, or use the questions they wrote in the Week 1 Learning Stations Writing activity. The questions should reflect formal language.
- Have one partner ask the questions, while the other answers as Michael Naranjo. Then have partners reverse roles and repeat.

Differentiate Contexts for Formal and Informal English	CC.4.SL.6
Use Formal English	CC.4.SL.6
Differentiate Contexts for Formal and Informal Discourse	CC.4.L.3.c

Option 2: Tell How You Learned to Do Something Difficult



MATERIALS

colored pencils • markers

Have students give detailed descriptions of the process they followed to learn to do something difficult.

- Have students work in groups. Ask them to think about the steps they took in the process of learning. Students may wish to draw the steps.
- Have students describe the steps to other group members. Students may also wish to act out the steps while providing narration.

Recount an Experience	CC.4.SL.4
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Language and Vocabulary

Key Words

author's purpose • craft • create • culture • detail
express • medium • musical • perform • pottery
preview • style • tradition • weave



NGReach.com Online Vocabulary Games

Acquire and Use Conversational, General Academic, and Domain-Specific Words	CC.4.L.6
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Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

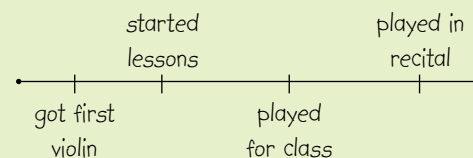
Have students expand their word knowledge. Have students use the blue volume button next to each word to listen to the word and identify the syllabication pattern. Then, under Add What I Know > My Connection, have students break the word into syllables. Have students check their syllabication in a dictionary.

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

Option 1: Write About an Artist

My Sister Maria



Display the writing prompt:

Think of a person you know who could be described as an artist or musician, even if he or she is not a professional. Write a narrative about some events in this person's artistic life. Include a time line if you like.

Write Narratives Using Event Sequences	CC.4.W.3
--	----------

Option 2: Write About a Tradition

MATERIALS

colored pencils • markers

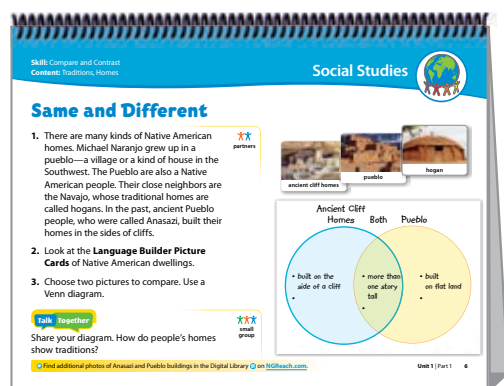
Have students discuss the meaning of *tradition* with a partner. Then have them write about a tradition they know:

- Choose a tradition that has been passed down through generations in their family or community.
- Write about that tradition, explaining what it is about and giving information about its history or other important features.
- Illustrate their description by drawing a symbol or activity related to the tradition.

Write Informative/Explanatory Text to Convey Information	CC.4.W.2
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Cross-Curricular

Option 1: Same and Different



Skills: Compare and Contrast
Context: Traditions, Homes

Social Studies

Same and Different

- There are many kinds of Native American homes. Michael Naranjo grew up in a pueblo—a village or a kind of house in the Southwest. The Pueblo are also a Native American people. Their close neighbors are the Navajo, whose traditional homes are called hogans. In the past, ancient Pueblo people, who were called Anasazi, built their homes in the sides of cliffs.
- Look at the **Language Builder Picture Cards** of Native American dwellings.
- Choose two pictures to compare. Use a Venn diagram.

Talk Together
Share your diagram. How do people's homes show traditions?

Venn Diagram:

- Ancient Cliff Homes:** built on the side of a cliff
- Pueblo:** built on flat land
- Both:** more than one story tall

Find additional photos of Anasazi and Pueblo buildings in the Digital Library on NGReach.com.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 6

Digital Library: Language Builder Picture Cards E4–E6

Teacher's Guide on NGReach.com

colored markers

Interpret Information Presented Visually CC.4.Rinf.7

Option 2: Research Pottery

MATERIALS

library books • encyclopedia • drawing paper • colored markers

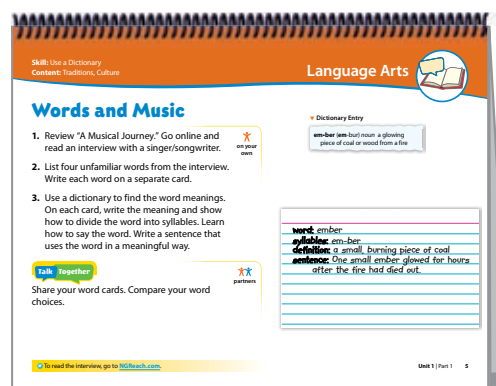
Have groups of students research the unique styles of pottery that represent the different cultures of the Pueblo community.

- Have students consult reference materials for information about Pueblo pottery.
- Have them identify features, such as shapes or designs, that distinguish the pottery of each Pueblo group.
- Have students illustrate their findings by drawing an example of each style.
- Invite students to share and compare their results.

Conduct Research CC.4.W.7
Gather Information CC.4.W.8
Review Key Ideas CC.4.SL.1.d

Reading

Option 1: Words and Music



Skills: Use a Dictionary
Context: Traditions, Culture

Language Arts

Words and Music

- Review "A Musical Journey." Go online and read an interview with a singer/songwriter.
- List four unfamiliar words from the interview. Write each word on a separate card.
- Use a dictionary to find the word meanings. On each card, write the meaning and show how to divide the word into syllables. Learn how to say the word. Write a sentence that uses the word in a meaningful way.

Dictionary Entry:
ember (em-ber) noun a glowing piece of coal or wood from a fire

word: ember
syllable: em-ber
definition: a small, burning piece of coal
sentence: One small ember glowed for hours after the fire had died out.

Talk Together
Share your word cards. Compare your word choices.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 5

Teacher's Guide on NGReach.com

Student Resources Directory

dictionary • index cards

Read and Comprehend Informational Texts CC.4.Rinf.10

Option 2: In a Pueblo

I learned that life in a Pueblo village . . .

MATERIALS

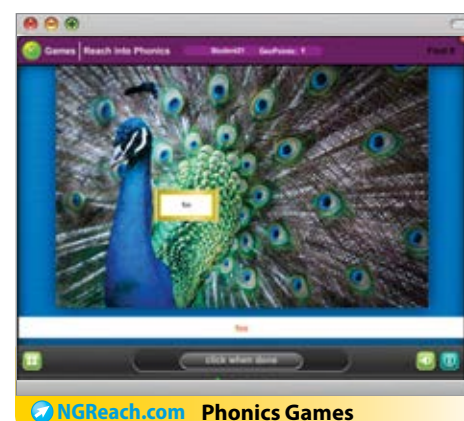
library books or online resources about Pueblo communities

- Have students choose and read a book from the library or an online article about life in a Native American Pueblo.
- Then have students write a sentence about something new they learned about Pueblo life.
- Students may also wish to take books home for additional reading.

Read and Comprehend Informational Texts CC.4.Rinf.10

Intervention

Option 1: Phonics Games



NGReach.com Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

For Reteaching Masters, see pages RT1.3–RT1.6.

Additional Resources

Reach into Phonics



Lessons 4 and 5

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.4.Rfou.R.c

ESL Kit



ESL Teacher's Edition pages T28a–T36h.

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Artistic Traditions

- ✔ Spell Words with Short o
- ✔ 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 Short o

1. blossom	I can fold tissue paper to look like a flower blossom .
2. concrete	The artist created a beautiful sculpture from recycled sidewalk concrete and twisted wires.
3. conflict	The painting captures the conflict between the British and Revolutionary forces.
4. costume	She wore a grass skirt as part of her costume .
5. cottage	The carpenter lives in a cottage he built from logs.
6. fond	I am fond of this old quilt because it is made from scraps of my favorite old clothes.
7. hostile	Jon thinks painting graffiti on walls is a hostile act.
8. mock	We used mock feathers instead of real ones to make a headdress.
9. modest	The modest poet was embarrassed by the praise she received for her poems.
10. novel	My short story grew into a novel .
11. pottery	I am interested in pottery and other clay objects.
12. probably	I hear the musicians tuning their instruments, so the concert will probably begin soon.
13. process	The process of making bread involves many steps.
14. proper	A sculptor needs proper tools to fashion a statue out of marble.
15. solemn	We were respectful and quiet at the solemn service to dedicate the war memorial.

Watch-Out Words

16. lay	I lay my brushes on a table and use each one as I need it.
17. lie	I will lie on the sofa and think about my project.
18. passed	I passed many trees before I came to a perfect oak tree to sketch.
19. past	My past attempts to find the perfect tree were unsuccessful, but this time I was lucky.

Short o Vowels

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • dictionary

Teach

Display the word *concrete*. Circle the *o*, and pronounce the word.

Explain: *When a syllable with one vowel ends with a consonant, the vowel is usually short.* Point out that the short vowel sound is almost always in the stressed syllable.

Prepare

- Have pairs of students collaborate to write each of the first 15 spelling words on a separate index card, using a different color for the first vowel in each word.
- Have the partners cut each card between the syllables, consulting a dictionary to see where to divide the words.
- Have students scatter the card parts so that all word parts are visible.

Play a Game

- Have partners take turns matching word parts to recreate a complete word and spell the word aloud.
- Have students chorally read all 15 words aloud.



Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Consult References

CC.4.L.2.d

Comic Strips

Day 2



Option 2

Make a Drawing

- Have each student use Watch-Out Words *lay*, *lie*, *passed*, and *past* and as many other spelling words as they can to create one or more comic strips.
- Have students underline each Watch-Out Word and draw a wavy line under any other spelling words used. Display the comics in the room.



Demonstrate Command of Spelling
Use Frequently Confused Words

CC.4.L.2
CC.4.L.1.g



Put It Together

Day 3



Option 1

MATERIALS

index cards, 15 per group of students • scissors

Prepare

Have pairs of students collaborate to write each of the first 15 spelling words on a separate card.

Play a Game

- Have students place the cards face down in a pile.
- Have students draw a tic-tac-toe grid and then take turns drawing a card and reading the word aloud for their partner to spell.
- If the word is spelled correctly, the speller puts an X or O on the grid. If the word is misspelled, the reader shares the correct spelling.
- Explain that the speller who wins the tic-tac-toe game keeps the grid for that game.
- Play ends after students have gone through the pile of cards. The speller with more tic-tac-toe grids wins.



Apply Phonics and Word Analysis Skills CC.4.Rfou.3
 Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

Fill in the Blank

Day 3



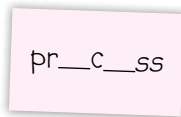
Option 2

MATERIALS

index cards, 19 per student • timer

Prepare

- Have each student write each spelling word on a separate card, leaving out several letters in each word. A short line can be used in place of each missing letter.
- Tell students to exchange cards with a partner.



Play a Game

- One student looks at the partner's card and fills in the missing letters. For spelling words with the short-o sound, the student points to and says the syllable in which the short-o sound appears.
- If the student is correct, he or she keeps the card. Give students seven minutes. Students take turns completing words until the time is up.
- Explain that the partner who completes more words correctly wins.

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
 Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
 Spell Grade-Appropriate Words CC.4.L.2.d

Oh No!

Day 4



Option 1

MATERIALS

timer • index cards, 17 per student

Prepare

- Have each student write each of the first 15 spelling words on a separate card.
- Tell them to write "Oh no!" on two cards.



Play a Game

- Have students shuffle all the cards, including the "Oh no!" cards, and place them face down in a pile.
- Have students take turns selecting a card and reading it aloud to the person to his or her right.
- That person then spells the word.
- If the spelling is correct, the speller keeps the card. If not, the card goes back in the pile.
- If a student draws an "Oh no!" card, all of the cards he or she has gathered go back in the pile.
- When time is called, the player with the most cards wins.

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
 Demonstrate Command of Spelling CC.4.L.2

Letter by Letter

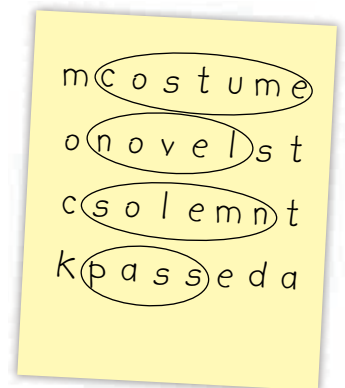
Day 4



Option 2

Prepare

- Have each student create a word-search puzzle using all the spelling words.
- Have students write each spelling word vertically or horizontally in even columns on a piece of paper. Students fill in the puzzle with extra letters where necessary.



Solve the Puzzle

- Have students trade puzzles with a partner and circle each spelling word they find.
- As students find a spelling word, have them read the word aloud.

Demonstrate Command of Spelling CC.4.L.2

OBJECTIVES

Thematic Connection: Artistic Traditions

- ✔ Grammar: Use Dependent Clauses
- ✔ Grammar: Use Complete Sentences

COMMON CORE STANDARDS

- | | |
|---------------------------------------|------------|
| Edit Writing | CC.4.W.5 |
| Produce Complete Sentences | CC.4.L.1.f |
| Demonstrate Command of Capitalization | CC.4.L.2 |

Day 1

PROGRAM RESOURCES

Game: Practice Master PM1.9

MATERIALS

scissors

Teach the Rules

Use the suggestion on page T28b to introduce sentence fragments. Then explain: *A sentence fragment is not a sentence. It does not express a complete thought.* Display the chart.

Fragment	Complete Sentence
With red and blue stripes.	Sonja decorated the piñata with red and blue stripes.
Before the party started.	Before the party started, we hung the piñata.

Explain: *Every sentence needs a subject and a predicate. The first fragment is missing a subject and a verb. We wonder, "What about red and blue stripes?"* Read the complete sentence. Continue with row 2: *The second fragment is a clause. It does not express a complete thought. We ask, "What happened before the party started?"* Words like before, after, because, when, and if at the start of a clause keep it from expressing a complete thought. Read the complete sentence. Discuss the main clause.

Play a Game

Distribute **Practice Master PM1.9** and scissors. Have partners play "Fragments to Sentences."

Name _____ Date _____

Grammar Game
Fragments to Sentences

- With a partner, cut apart the cards on the page.
- Take turns drawing cards and turning the fragments into complete sentences.
- Each time your partner agrees that the sentence you have created is complete, you get a point.
- Play until all the fragments have been changed to complete sentences.
- The player with more points wins.

Many different colors.	Forms the clay into the shape of a bowl.	After the sculptor carves designs.
From different cultures.	If the clay is too hard.	When the clay dries.
Presses the clay with feet and hands.	The talented native artist.	A great love of sculpting.

For use with TE p. T28. **PM1.9** Unit 1 | Living Traditions

Differentiate

BL Below Level

ISSUE Students do not recognize fragments.

STRATEGY Have students ask themselves questions:

- Who or what is this sentence about?
- Does it tell what the subject is, has, or does?
- Finally, does it complete the thought?

Day 2

PROGRAM RESOURCES

Dependent Clauses: eVisual 1.12
Game: Practice Master PM1.10

MATERIALS

game markers

Teach the Rules

Use the suggestion on page T33 to introduce dependent clauses. Display **eVisual 1.12** and explain: *A dependent clause has a subject and a predicate, but it is not a sentence. It is a fragment because it depends on the other part of the sentence for meaning.*

Dependent Clauses

- **Dependent clauses** can begin with words like **before, after, because, when, and if.** I learned about Fair Isle knitting **because** my grandmother knits sweaters in that style.
- **Dependent clauses** can also begin with **who, whose, whom, which, or that.** The knitting is named for Fair Isle, **which** lies between Scotland and Norway.

NGReach.com Dependent Clauses: eVisual 1.12

Play a Game

Distribute **Practice Master PM1.10** and game markers. Have partners play the game.

Name _____ Date _____

Grammar Game
It Depends

- Toss a marker onto a square. Read the sentence aloud.
- Find the dependent clause and say the word that begins it.
- Play until all the squares have been used.

Many statues are made of marble, which can be pink, white, or other colors.	Reynald Joseph is a Haitian painter whose art is very colorful.
We saw the pottery of Hara Kiyoshi, who is a famous Japanese artist.	This silver jewelry is part of a collection that is famous throughout the world.
Before glass artists create glass marbles, they must heat the glass over a very hot flame.	Some artists make sculptures by melting together pieces of junk metal that come from old cars.
These marbles, which come from Germany, are my favorites.	Our Aunt Jan, whom we love to visit, always takes us to art museums.

For use with TE p. T28. **PM1.10** Unit 1 | Living Traditions

Differentiate

EL English Learners

ISSUE Students cannot distinguish dependent clauses within the sentences.

STRATEGY Have students set several of these words to a familiar tune that they can sing to themselves: *who, whom, whose, which, because, if, when, that, before.* Have them sing or hum the tune as they read the sentence and look for a word that signals a dependent clause.

NGReach.com Practice Master PM1.10



Demonstrate Command of Punctuation
Use Correct Capitalization
Use Knowledge of Conventions

CC.4.L.2
CC.4.L.2.a
CC.4.L.3

Day 3

PROGRAM RESOURCES

More Dependent Clauses: eVisual
1.15

MATERIALS

timer

Teach the Rules

Use the suggestion on page 35 and review complete subjects and complete predicates. Then display eVisual 1.15 and extend the lesson by explaining: *Sometimes a dependent clause appears as part of a complete subject or complete predicate.*

More Dependent Clauses

complete subject with a dependent clause	My cousin, who lives in Chile, writes music.
complete predicate with a dependent clause	His music is mostly rock and roll, which he plays on his guitar.

NGReach.com More Dependent Clauses: eVisual 1.15

Play a Game

Display the sentences below and explain the game "Stop Now!"

- Listen carefully as your partner reads the first sentence. Listen again as your partner slowly repeats the sentence.
- Say "Stop now!" when you hear the end of the complete subject. Listen again and tell the verb in the predicate.
- Reverse roles and continue playing. If you complete the three sentences, add sentences of your own. See how many sentences you can get through correctly in five minutes.

1. Pink cherry blossoms appear in Japanese paintings.
2. Red pomegranates decorate some traditional Jewish art.
3. Skilled Navajo weavers create beautiful blankets.

Differentiate

SN Special Needs

ISSUE Students are not able to answer quickly enough with an oral response.

STRATEGY Allow students to raise a hand or tap the table to respond.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM1.15

Grammar and Writing

Distribute Practice Master PM1.15. Have students use editing and proofreading marks to correct sentence fragments and errors in capitalization and end punctuation.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- sentence fragments
- capitalization
- end punctuation

Editing and Proofreading Marks	
^	Add.
↘	Take out.
/	Make lowercase.
,	Add comma.
.	Add period.

There is great museum in our state capital that represents the many cultures in our state. It is called the Heritage Museum. Our class took a trip there last week.

I never saw so many amazing kinds of art. We saw lovely baskets woven from swamp cane and palmetto. There was a display of little statues that were carved by immigrants from South America.

On the second floor were paintings of ancient Greek buildings. The paintings were made by artists who came here from Greece. An African sculpture exhibit outside. This was my favorite exhibit.

You should visit this museum, because it shows how many different types of people add beauty to our great state.

For use with TE 2. T21 **PM1.15** Unit 1 Living Traditions

NGReach.com Practice Master PM1.15

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A1.16–1.17

Review and Assess

Display the sentences below. Have students do the following:

- Expand the fragment into a complete sentence.
- Circle the complete subject and underline the complete predicate in the remaining sentences.
- Put a box around all dependant clauses.
- Exchange papers with a partner and check their work.

1. decorate their pottery with symbols
2. Some traditional artists make their own paint from plants that grow nearby.
3. Black pottery is a traditional art of Pueblo Indians.
4. Many museums collect Pueblo pottery, which is beautiful.

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

Week 2 Daily Writing Skills

OBJECTIVES

Thematic Connection: Artistic Traditions

✓ Establish and Follow a Purpose in Writing

COMMON CORE STANDARDS

Write Informative/Explanatory Text to Examine a Topic

CC.4.W.2

Introduce

Day 1



PROGRAM RESOURCES

Author's Purpose Chart: eVisual 1.8

Informative/Explanatory Paragraph: eVisual 1.9

Teach the Skill

Display **eVisual 1.8** and explain: *Before writing, a writer should*

- *decide on a purpose for writing by asking, "What do I want my readers to know or do?"*
- *identify the type of writing to use for the purpose.*



Author's Purpose Chart	Types of Writing
To inform or explain	news story, book report, recipe, magazine article
To persuade	editorial, movie review
To entertain	song, story, humorous essay, poem
To express	e-mail, thank-you note, journal entry

NGReach.com Author's Purpose Chart: Visual 1.8



INTERACTIVE WHITEBOARD TIP: Have students add other types of writing for each author's purpose.

Explain how each type of writing satisfies each author's purpose. Then display and read aloud **eVisual 1.9**



Explanatory Text

I want people to appreciate the importance of weaving in the Navajo tradition. Weaving is important to the Navajo because it honors many of their values, such as respect for life, community, and balance. This tradition has endured since the 1600s.

NGReach.com Explanatory Text eVisual 1.9



INTERACTIVE WHITEBOARD TIP: After reading, underline the first sentence.

Point out that the author states the purpose in the first sentence. (to explain the importance of weaving in the Navajo tradition) Explain:

During writing, the writer should

- *include a statement of purpose*
- *make sure each sentence helps maintain, or support, the purpose.*

Read the other sentences and have students state how each helps maintain the author's purpose.

Establish a Purpose for Writing

Day 2



Option 1

Introduce

Create and display this chart:

Author's Purpose	Type of Writing
	how to operate a digital camera
	sports story for a school newsletter
	letter to a school principal
	story

Read each entry aloud.

Practice

Have partners work together to state the author's purpose for each type of writing. Then ask partners to work together to write statements of purpose for at least two types of writing shown in the chart.

Establish a Purpose for Writing

Day 2



Option 2

Introduce

Create and display this chart:

Author's Purpose	Type of Writing
	information about how to send a text message
	description of your classroom
	letter of complaint to a company president
	humorous essay

Read each entry aloud.

Practice

Have students work together to state the author's purpose for each type of writing shown in the chart.

Display **eVisual 1.9** and remind students that the first sentence in the paragraph states the author's purpose. Have each student write a statement of purpose for each type of writing shown in the chart..



SUGGESTED PACING

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

Establish and Follow a Purpose Day 3 Option 1

Introduce

Explain that partners will work together to write short stories about events at school. Have partners agree on one event to write about.

Practice

Remind partners to decide on the purpose of their story. Display **eVisual 1.8**: *Use this chart to help you decide on the purpose of your story.*

Remind students to write a statement of purpose for the story. Display **eVisual 1.9** and say: *Remember that the first sentence is a statement of purpose for the paragraph. Elaborate: For example, you might say something like "I was so surprised at school today!" or "My friend embarrassed me in class."*

Then remind students to make sure that each sentence in the story helps maintain the purpose. Have students read their stories to the class.

After partners complete their stories, have them read them aloud to the class. Have listeners identify the purpose of the story and the statement of purpose. Then have listeners point out how other sentences help them follow the purpose of the writing.

Establish and Follow a Purpose Day 3 Option 2

Introduce

Explain that each student will write a review of a movie they have seen recently.

Practice

Remind each student to decide on a purpose for the review. Prompt: *Do you want your readers to like the movie or not? Do you hope your readers will go see the movie?*

Display **eVisual 1.9** and say: *Remember that this passage is a model of all the things to remember as you write. It includes a statement of purpose and sentences that help maintain the purpose of the writing.*

After students complete their reviews, have partners read them and identify the purpose, the statement of purpose, and sentences that helped them follow the purpose of the writing.

Follow a Purpose Day 4

Practice

Create and display the following prompt. Have students identify the purpose of a journal entry. (to express) Explain that this entry has a statement of purpose, but lacks sentences to maintain the purpose.

Date: August 24th

_____ Today was an important day in my family's life. _____

Now we will be able to see them on every important day of the year!

Then have partners work together to add sentences that maintain the purpose throughout the journal entry.

Review and Assess Day 5

PROGRAM RESOURCES

- Establish and Follow a Purpose Checklist: **eVisual 1.19**
- Writing, Revising, and Editing Test: **Assesment Masters A1.16–A1.17**

Review the Skill

Display **eVisual 1.19** and have students complete the chart. Then have partners review and compare their charts.

	To...	I...
Before Writing:	identify a type of writing	decide what <i>kind of writing</i> I will do.
	identify a purpose	decide what I want my readers to <i>do or know</i> _____.
While Writing:	establish a purpose	write a sentence that <i>states my purpose</i> _____.
	maintain a purpose	write sentences that <i>support my purpose throughout the writing</i> _____.

Author's Purpose Chart: Visual 1.19

INTERACTIVE WHITEBOARD TIP: Have students give an example of each type of writing.

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

OBJECTIVES

Thematic Connection: Artistic Traditions

- ✔ Consult References: Dictionary
- ✔ Determine Author's Purpose to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 1.7

MATERIALS

timer



WARM-UP

Have students recall interesting details about a tradition they read about in Week 1. Ask: *What is your favorite family tradition? Why is it so special to you?*

Power Writing

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

For *Writing Routine 1*, see page BP47.

Academic Talk

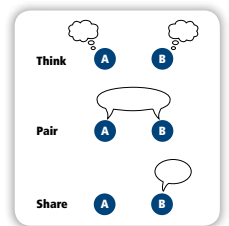
1 Discuss the Big Question

Remind students that they can contribute to discussions better if they plan ahead.

Explain: *Let's plan for a discussion about family traditions. First, I'll think ahead about what I know. I know one family that meets for a big weekly dinner. Then I'll think of questions I have. For example, I wonder why people have family traditions.*

Have students discuss in small groups their ideas about family traditions.

Elaborate: *Some of our traditions reflect our family's culture. Different cultures express themselves in different ways, often through food, music, and art.* Use a **Think, Pair, Share**. Have students think about what they learned from the discussion about family traditions, and how they might relate that knowledge to a discussion about cultural traditions.



Think, Pair, Share

Have students discuss cultural traditions with a partner. Have partners take turns explaining to the class their ideas of how family and cultural traditions relate.

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

Vocabulary Strategy

2 Use a Dictionary ✔ Anthology page 28

Discuss when and why a dictionary might be used. Then project **Student eEdition** page 28 and read aloud the introduction. Ask volunteers to read aloud the callouts. Model how to use the Pronunciation Key: *To pronounce the word correctly, I can match the marks above the vowels to the marks in the key.* Have students read the text and chart. Then point out the part of speech and the definition of the word in the entry. Write this example: **ex•press** (ik•spres) *verb* To put your thoughts and feelings into words.

Model using the strategy: *I see this word has two syllables. The first vowel sound is the same as the word met so I know how to pronounce the word. I also see that it is a verb that means "to put thoughts and feelings into words."* Have partners look up the following words in a dictionary and identify the number of syllables and the correct pronunciation for each: *canvas, figure, partial*.

See **Differentiate**

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Drawing Inferences	CC.4.Rinf.1
Read and Comprehend Informational Texts	CC.4.Rinf.10
Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences to Read Multisyllabic Words	CC.4.Rfou.3.a
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Speaking and Listening

Explain Ideas and Understanding	CC.4.SL.1.d
Language	
Determine Meanings of Words and Phrases	CC.4.L.4
Consult Print and Digital References	CC.4.L.4.c



Use a Dictionary

If you don't know how to say a word, you can use a dictionary to find out. Look at this example of a **dictionary entry**.

The first part shows how to divide the word into syllables. The word **create** has two syllables.

cre-ate (krē-āt) *verb* To make something

This part tells how to pronounce the word. The heavy type tells you to stress the second syllable.

You can look up a mark, like *é*, in the pronunciation key. It tells you to say the *é* in **create** in the same way you say the *é* in *me*.

Pronunciation Key:

cat cāke met mē
it ice **top** **up**

Try It Together

Read the dictionary entries. Then answer each question.

pot-ter-y (pot-ur-ē) *noun* Things made of baked clay, such as plates or vases

tra-di-tion (tru-dī-shun) *noun* An activity or belief that people share

1. How many syllables does **pottery** have?

- A one
- B two
- C three
- D four

2. Which syllable of **tradition** do you stress?

- A the first
- B the second
- C the third
- D none

28

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T27m–T27n)
- ✓ Power Writing (T27o, T28c, T33a, T35a, T35e)
- ✓ Writing (T28b, T33, T35, T35d, T35g)
- ✓ Writing Project (T35i–T35l)

3 Try It Together Anthology page 28

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

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✓

As students complete **Try It Together**, listen to see whether they understand how to determine how many syllables are in a word and how to pronounce the words.

If students cannot determine the number of syllables, remind them to count each part shown in parentheses.

If students cannot determine how to pronounce a word, review the pronunciation key. Ask:

What is another word you know that has the same vowel sound as each example word? Have students practice using the pronunciation key with words from the text.

Differentiate

EL English Learners

ISSUE Students cannot hear the differences between short and long vowel sounds.

STRATEGY Give students word pairs that vary only by the vowel (i.e., *cap/cape; bed/bead; rip/ripe; rod/rode*). Have them work with partners to look for visual and kinesthetic clues (formation of mouth) as they pronounce each word and vowel sound.

AL Above Level

ISSUE Students are ready to use a dictionary on their own.

STRATEGY Prompt students to keep a list of words they aren't sure how to pronounce. Then have students look in the dictionary and determine the correct pronunciation for each word.

Fluency

Model Expression Explain the concept: *Fluent readers read with expression. They use their voices to express feelings.* As you read the quote in the third paragraph of the **Read Aloud**, model reading with expression.

Comprehension

4 Author's Purpose

Remind students: An **author's purpose** is the reason an author writes. The author might write to entertain, to inform, to **express** ideas, or to give an opinion. Elaborate: Sometimes an author states his or her purpose. For example, what did Ramona Jafar say was her purpose for writing "Josh Ponte: A Musical Journey"? (to inform about Gabon's musical traditions) *Other times, the purpose is not stated.*

Display **eVisual 1.7** and read aloud the first title and the first two paragraphs. Explain: *Looking at the **details** can help me figure out the **author's purpose**. Does the author include facts, opinions, or funny stories? In the first paragraph, I read facts about a series of stamps.* Ask: *What **details** are in the second paragraph?* (facts)

Read the third paragraph and have students note other details included by the author. Ask: *What is the main kind of **detail** included by this author?* (They are details about Bendolph and her quilts.) *What is this **author's purpose**?* (to inform the reader about Bendolph's quilting career)



Read Aloud

Biography

Mary Lee Bendolph

In 2006, the United States Post Office issued a series of ten stamps showing simple and colorful designs based on quilts **created** in the African American **tradition**. This is the story of one African American quiltmaker.

Women who lived in the small rural town of Gee's Bend, Alabama, made all the quilts. Mary Lee Bendolph, one of the quiltmakers, was born in Gee's Bend in 1935. Mary Lee learned to quilt from her mother and taught her daughter Essie to quilt.

When she was 12, Mary Lee began making her first quilt. It took her a year because she couldn't afford to buy fabric and needed to find scraps. Even when she was able to buy fabric, Mary Lee still used scraps of worn-out dresses, overalls, and bed linens. She said, "Old clothes carry something with them. You can feel the presence of the person who used to wear them." The quilts Mary Lee and her family have made are so beautiful that some have been displayed in museums all over the country.

Grandma Bailey

Grandma Bailey's hands are thin and wiry, her fingers strong and quick as she kneads the dough. She was only three when her mother first handed her an egg to crack, and she has been baking ever since.

Family recipes fill her head, each step flowing after the next like notes in a song. She has never written down the recipes, so her grandchildren have started to follow her around the kitchen when she is working, taking notes in a large notebook.

Each loaf of bread has a history. There is the olive bread that must be made for any picnic. There is a cinnamon raisin loaf that makes an appearance at every birthday. Grandma's bread connects her children and grandchildren to their family's past.



Read the second biography and have partners identify details that help them determine the author’s purpose. Have them explain why they think the author wrote this and what helped them decide this. (Possible response: to inform the reader about Grandma Bailey and how important baking bread is to her family)

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine Author’s Purpose to Comprehend Text ✓

As students work to identify author’s purpose, note whether they can correctly identify the kinds of details that are included in a text.

If students cannot identify different kinds of details, supply them with questions they can ask themselves: *Does this **detail** describe what something looks like? Does this **detail** provide me with true information? Does this **detail** entertain me or make me laugh? Does this **detail** tell me what the author thinks about a topic or issue?*



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T27i

Daily Grammar ✓

Write or point out this sentence from the **Read Aloud**: “When she was 12, Mary Lee began making her first quilt.” Cover the language after the comma and explain:

This group of words cannot stand alone as a sentence. Then use page T27k to teach sentence fragments.

Daily Writing Skills ✓

Read aloud this sentence from the first paragraph of the **Read Aloud**: “This is the story of one African American quiltmaker.” Then use page T27m to teach establishing and following a purpose.

Writing

5 Write About Author’s Purpose

Model how to identify the author’s purpose when it is not stated.

Think Aloud	Write
<i>The author did not state a purpose for writing “Mary Lee Bendolph.” I had to look at the details to figure out the purpose.</i>	The author of “Mary Lee Bendolph” does not state her purpose, so I used the details to figure it out.
<i>I will describe the kinds of details the author used. For example, the author gave facts about Bendolph and what she did.</i>	The author included many facts about who Bendolph was and what she did. As I read, I learned a lot of information about her.
<i>Using the details, I ask myself if the article was meant to entertain, to inform, to express ideas, or to give an opinion.</i>	The author’s purpose is to inform the reader about the quilting career of Mary Lee Bendolph.

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

Have partners reread “Grandma Bailey” and write how they used details to figure out the author’s purpose. Have students add to their Weekly Writing folders.

Differentiate

BL Below Level

ISSUE Students are not sure how to determine author’s purpose.

STRATEGY Have students ask themselves questions to determine author’s purpose.

- Did this selection make me laugh?
- Did the selection give me facts about the topic?
- Is the selection trying to convince me to do something?

AL Above Level

ISSUE Students find it easy to determine the purpose of the **Read Aloud**.

STRATEGY Challenge students to determine the purpose of other selections they have read in Small Group reading.

WRAP-UP

Have students think about ways people express themselves. Have groups list different forms of expression.

OBJECTIVES

Thematic Connection: Artistic Traditions

- Consult References: Dictionary
- Preview and Predict to Comprehend Text
- Determine Author's Purpose to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Digital Dictionary Entries: eVisual 1.13

MATERIALS

timer • dictionary

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text and Explain How the Main Idea is Supported by Details	CC.4.Rinf.2
Read and Comprehend Informational Texts	CC.4.Rinf.10
Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences to Read Multisyllabic Words	CC.4.Rfou.3.a
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a

Writing

Draw Evidence from Texts CC.4.W.9

Language and Vocabulary

Determine Meanings of Words and Phrases CC.4.L.4

WARM-UP

Remind students that crafts can be an important part of a culture's traditions. Ask volunteers to share what they know about traditional crafts.

Vocabulary Strategy

1 Use a Dictionary

REVIEW *What information does a dictionary provide?* (how to pronounce a word, how many syllables a word contains, what a word means, the word's part of speech) Explain: *A digital dictionary on a computer has entries similar to a print dictionary. It might also include an icon to press to hear a pronunciation.*

Look up words in an online dictionary or display **eVisual 1.13**. Have students read digital dictionary entries for *community*, *inspire*, and *partial*. Discuss the pronunciation icon and other elements of the entry for *community*.



Digital Dictionary Entries

- com•mu•ni•ty** (kə-myū-nə-tē) *noun* A group with common interests
- in•spire** (in-spīər) *verb* To fill with feeling
- par•tial** (pär-shəl) *adjective* Being a part rather than the whole

NGReach.com Dictionary Entries: eVisual 1.13



INTERACTIVE WHITEBOARD TIP: Highlight an example of each kind of element as the class discusses it.

Have student pairs identify and explain the elements for *inspire* and *partial*.

Check & Reteach

OBJECTIVE: Consult References: Dictionary

Listen as partners identify and explain each dictionary entry.

If students cannot identify each element and its function, have students copy one dictionary entry on paper and label each element.

Academic Talk

2 Preview and Predict

REVIEW Remind students: *Before you read a nonfiction selection, you look at the title, headings, and the photographs and their captions to predict what the text will be about.* Project **Student eEdition** pages 29–33. Have students silently read the title and preview the title, photographs, captions, and headings. Then have partners discuss their predictions.

Shaped by
Tradition
BY PATRICIA MILLMAN


Michael Naranjo is a Native American and a **veteran** of the Vietnam War. He is also “a sculptor who happens to be blind.”

Naranjo grew up in the Tewa (tā-wa) **Indian Pueblo** of Santa Clara, New Mexico. His love of sculpting was born at the pueblo community. “My mother **was a potter**. I helped her prepare her clay,” he remembers.


2

Connect Across Texts You read about a filmmaker who is working to keep a **tradition** of African music alive. Now read about an artist who follows a family **tradition** of working with clay.

Genre In a **biography**, an author tells the true story of someone’s life. The author may include quotations, or statements, by that person about his or her life.



▲ Michael Naranjo with his sculpture, *The Gift*



▲ A pueblo in New Mexico **1**

In Other Words
veteran of soldier who fought in
Indian Pueblo Native American community
was a potter made bowls and pots from clay

Before You Move On

- 1. Details** What do you know about Michael Naranjo so far?
- 2. Clarify** How did Michael Naranjo first learn about clay?

29

STUDENT
TECHNOLOGY

e
Student
eEdition

Resources

NGReach.com

Best Practices

Encourage Elaboration As students preview and predict, use general prompts:

- Which photographs, captions, and headings support your predictions?
- Why do you think so?
- What do you look forward to reading about?

Fluency

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

Answers Before You Move On

- 1. Details** Michael Naranjo is a Native American and a veteran of the Vietnam War. He is a sculptor who is blind. He grew up in the Tewa Indian Pueblo of Santa Clara, New Mexico.
- 2. Clarify** His mother was a potter. When he was young, Michael helped his mother prepare her clay.

Anthology page 29

Reading

3 Read a Biography

CONNECT ACROSS TEXTS Project **Student eEdition** page 29. Ask students to recall what they read about the music of Gabon in “Josh Ponte: A Musical Journey.” Then have a volunteer read **Connect Across Texts**.


GENRE Read aloud the explanation of a biography. Clarify: *In a biography, the author describes the life of a real person. The author may highlight the person’s achievements and present the main events of his or her life in order.*

SOCIAL STUDIES BACKGROUND Explain that the term *Pueblo* refers to many different Native American communities in the Southwestern United States. Each Pueblo community has its own culture and style of pottery. The word *pueblo* describes both the actual homes made from clay in which the people live and their whole community.

Read and Build Comprehension

- 1 Determine Author’s Purpose** ✓ *Why do you think the author included the photograph of a pueblo?* (Possible response: Michael Naranjo grew up in a pueblo, and the author wants the reader to understand what a pueblo looks like.)
- 2 Determine Main Idea and Details** *What are the main idea and details in the second paragraph?* (Possible response: The main idea is that Naranjo got his love of sculpting from his family and community. **Details** to support this idea include that his mother was a potter and that he helped her prepare her clay.)

Read and Build Comprehension

- 1 Visualize** *When you read about Naranjo's little dance, what pictures do you see in your mind? What do you hear? What do you feel?* (Possible response: I see Naranjo dancing a funny dance. I hear *squish, squish, squish*. I picture how it would feel to have wet clay all over my toes.)
- 2 Details** *What **details** let you know how the clay was prepared?* (The clay was put on the canvas. It was shaped into a log. Naranjo danced on it to blend it and make it stronger.)
- 3 Consult a Dictionary**  *Use a digital dictionary to look up the word mold. For which parts of speech can it be used? How is it used on page 30? Use the speaker icon and listen to the pronunciation. (Mold can be used as a noun and verb. In the selection, it is used as a verb.)*

Mini Lesson**Identify Implied Main Idea**

Display **Student eEdition** pages 30–31. Point out that the heading on page 30 tells the reader what topic will be covered in this section. (preparing clay)

Model how to figure out the unstated main idea in the first paragraph. Explain: *Sometimes the main idea in a paragraph is not stated. Both sentences in the first paragraph describe steps to follow to prepare clay. I think that the unstated main idea is that the clay must be prepared in a certain way before it can be used.*

Have students practice the skill by figuring out the unstated main idea of the second paragraph in the section. (Naranjo eagerly participated in preparing the clay.)

Then discuss the main ideas with students. Ask: *How do the main ideas of each paragraph relate to the heading on page 30, "Preparing the Clay"?* (Possible response: All the paragraphs except the last explain different steps that must be taken to prepare the clay. The last paragraph explains how the act of preparing the clay inspired Naranjo to be an artist.)

Preparing the Clay

BL **1** Naranjo's mother would put brown clay on a **canvas** cloth and sprinkle white clay on top of it. Next, she would fold the canvas and press the clay into a log shape.

AL

"Then I would take off my shoes and **perform** a little dance on the clay," Naranjo says. "I could feel the **moist** clay between my toes. When I **reached** the other end, I'd step off the canvas."

3 After the clay is prepared, an artist can mold it. Here, the artist molds the clay to make a pot. ▶

▶ Pressing clay helps prepare it for molding.



In Other Words
canvas cotton
moist wet
reached danced all the way to

30

Naranjo's dance served an important purpose. He was **blending** the white clay and the brown clay to make it stronger. With this clay, his mother could make pots that would last a long time.

"Playing with clay—that's probably how I started sculpting," Naranjo says. "Not long after that, I wanted to make **figures** of animals. Even then, I knew that I wanted to be an artist someday." **5**

4 Rose Naranjo (seated at right) passed along the art of **pottery**-making to her son Michael, her daughter Dolly (seated at left), and her granddaughter Jody (holding her baby). ▶



In Other Words
blending mixing
figures shapes; forms

31

▶ Before You Move On

- 1. Describe** How did Naranjo's mother prepare clay?
- 2. Clarify** How do you think Naranjo knew he wanted to be an artist?

Anthology
pages 30–31

4 Draw Conclusions *What does the caption on page 31 tell you about traditions?* (**Traditions** can be passed down through the generations.)

5 Author's Purpose *Why do you think the author included the section on preparing the clay?* (Possible response: It shows how playing with clay helped Naranjo develop his interest in sculpting.)

Differentiate

BL Below Level

ISSUE Students have difficulty explaining the images they have in their minds as they read.

STRATEGY Provide sentence frames to help students focus on the images.

- The dance looks like _____.
- The clay feels like _____.
- The clay makes this sound: _____.

AL Above Level

ISSUE Students are ready to describe the images in greater detail.

STRATEGY Encourage students to use metaphors and similes to compare the clay and the dance Naranjo does to other things they know.

Answers Before You Move On

- 1. Describe** Naranjo's mother put brown clay on a canvas cloth and sprinkled white clay on top of it. Next, she folded the canvas and pressed the clay into a log shape. Then, she had Naranjo dance on the clay to blend it and make it stronger.
- 2. Clarify** Naranjo liked playing with clay, and he liked to make figures of animals from clay.


Daily Language Arts
Daily Spelling and Word Work ✓

Practice page T27i

Daily Grammar ✓

Display this sentence from **Anthology** page 20: He is also a sculptor who happens to be blind. Underline *who happens to be blind*. Use page T27k to teach dependent clauses.

Daily Writing Skills ✓

Point out how the author establishes a purpose in the first paragraph on **Anthology** page 29. Use page T27m to practice analyzing author's purpose.

Read and Build Comprehension

- 1 Preview and Predict** ✓ *Do you think Naranjo will become a potter? Explain why you think as you do.* (Possible response: Yes, I see him working with clay in one of the photographs. No, I see sculptures in the photographs, and I think he might become a sculptor instead.)
- 2 Draw Conclusions** *What effect do you think the newspaper photographs had on Naranjo?* (Possible response: They made him realize that he could become a sculptor.)
- 3 Author's Purpose** ✓ *What might the author have done differently if her purpose had been to entertain, not just to inform?* (Possible response: She might have included funny descriptions of events that happened when Naranjo was growing up or learning to be an artist.)

Check & Reteach**OBJECTIVE: Preview and Predict to Comprehend Text** ✓

Listen to students' responses to all of the comprehension questions about previewing and predicting.

If students do not understand previewing, have them look at the heading and photographs on pages 30 and 31. Prompt them with questions: *What can you learn by looking only at the heading and photographs?*

If students do not know how to predict, have them reread the last paragraph on page 32. Then ask: *What do you think will happen next? Do you think Naranjo will become a farmer? a teacher? a writer? an artist? Explain why.*

Remind students that it is OK to be wrong. Explain: *Predicting is just a guess based on what we have already read or what we already know. We think before we guess, but we can be wrong. Sometimes the author surprises the reader.*

OBJECTIVE: Determine Author's Purpose to Comprehend Text ✓

Listen to students' responses to all of the comprehension questions about author's purpose.

If students cannot determine the author's purpose, have them relate author's purpose to the kinds of details and words used in the text. Ask: *What does the heading on page 30 tell you about the information on the page? What kinds of **details** does the author include?* Have students identify that the details about how to prepare the clay are to inform. Ask: *What does this tell you about the **author's purpose** in writing this page?*

Answers Before You Move On

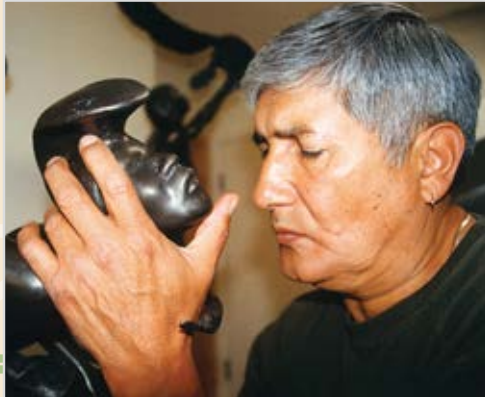
- 1. Clarify** Naranjo lost his sight and partial use of one hand while serving in the army in Vietnam.
- 2. Paraphrase** Possible response: Michael remembers what things look like. Then when he has clay in his hands, he uses his hands to shape what he sees in his mind.

Reaching a Goal

Naranjo did not reach his goal easily. While serving with the army in Vietnam, he was badly wounded. He **lost his sight**. He also lost **partial** use of one hand. Naranjo wondered if he could ever be a sculptor. **1**

While he was in the hospital, Naranjo asked for a piece of clay. He made a figure of **an inchworm** from the clay.

Next, Naranjo made a sculpture of a person on a horse. The sculpture was so good that local newspapers photographed it. **2**



▲ Michael Naranjo with one of his sculptures

In Other Words
lost his sight became blind
partial some
an inchworm a very small worm

32

Seeing with His Hands

How does Naranjo sculpt? "I was able to see until age 22, so I know what most things look like," he says. "I get a picture in my mind. Once you have material in your hand that you can mold and shape, you can **carry it over** from your mind to your fingertips."

Today, Naranjo's sculptures are displayed across the United States and in Europe. They are even in the White House. **3**



◀ Naranjo "sees with his hands" as he creates sculptures.



Sculptures by Michael Naranjo ▶



In Other Words
carry it over communicate it

▶ Before You Move On

1. **Clarify** What events made Naranjo wonder if he could ever be a sculptor?
2. **Paraphrase** How does Naranjo "see" with his hands? Explain in your own words.

33

Anthology
pages 32–33

Writing

4 Write a Response

Explain that when students write responses to what they read, they should provide reasons to support their opinions. Have students write a response in which they discuss what they believe to be the author's purpose for writing about Michael Naranjo. Have students support their opinions with reasons from the text.

Model a response: *Although the author does not state it, her purpose is to write a biography of Michael Naranjo by showing how his work making sculptures grows out of a family **tradition**. One reason I think this is because the author includes many **details** about how Naranjo grew up learning about clay from his mother.*

Have students write their own responses and add them to their Weekly Writing folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students have difficulty forming an opinion.

STRATEGY Give students sentence frames to complete: I think _____ about this biography; I think the author did _____ well.

AL Above Level

ISSUE Students can write a more in-depth opinion.

STRATEGY Have students include at least three reasons for their opinions.

WRAP-UP Remind students that traditions can be passed down from one generation to the next. Ask: *Do you have any old family **traditions**?* Have volunteers share their traditions with the class.

OBJECTIVES

Thematic Connection: Artistic Traditions

- ✔ Determine Author's Purpose to Comprehend Text
- ✔ Grammar: Use Complete Sentences

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Comparison Chart: Practice Master PM1.11
- Grammar Passage: Practice Master PM1.12

TECHNOLOGY ONLY

- Grammar Passage: eVisual 1.14

MATERIALS

timer • online or print dictionaries



WARM-UP

Remind students that they read about the musical traditions of Gabon and about the artistic traditions that Michael Naranjo continues with his sculpture. Prompt students: *Imagine that you are writing an article about your own culture for National Geographic Magazine. What musical or artistic traditions would you write about?* Ask volunteers to share their responses with the class.

Power Writing

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

For *Writing Routine 1*, see page BP47.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 34 and point out the Key Words. Also display **detail**, **preview**, and **author's purpose**. Chorally read all the words. Pause after each word and have volunteers give the definitions.

Assign one Key Word to each pair of students. Have partners look up their word on **Anthology** pages 616–639 and write its definition. Then have students search a print or online dictionary for an alternative definition for their word. Have students provide a context sentence for the new definition. Then have students share their findings with the class.

Review and Integrate Ideas

2 Compare Author's Purpose ✔ Anthology page 34

Read aloud the introduction on **Student eEdition** page 34. Ask volunteers to give examples of things they have read that have different author's purposes. Review stated and implied author's purpose.

Have students reread the biography aloud and review the interview. Then have students work together to discuss each topic in the first column on **Practice Master PM1.11** and then complete the page.

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.4.Rinf.10

Read with Fluency to Support Comprehension CC.4.Rfou.4

Writing

Write Informative/Explanatory Texts to Convey Ideas CC.4.W.2

Speaking and Listening

Report on a Text CC.4.SL.4

Language and Vocabulary

Demonstrate Command of Grammar CC.4.L.1

Produce Complete Sentences CC.4.L.1.f

Demonstrate Command of Capitalization and Punctuation CC.4.L.2

Use Correct Capitalization CC.4.L.2.a

Use Knowledge of Language and Conventions CC.4.L.3

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

Check & Reteach

OBJECTIVE: Determine Author's Purpose to Comprehend Text ✔

As students complete **Practice Master PM1.11**, check that they can determine the author's purpose.

If students are not sure of the author's purpose, ask the following questions:

- *What do you think the author wants you to know about the subject?*
- *Can you find specific **details** in the text to help you identify the **author's purpose**?*



Key Words

craft	perform
create	pottery
culture	style
express	tradition
medium	weave
musical	

Compare Author's Purpose

Authors write for many different reasons, or purposes. Sometimes they state their purpose. Sometimes you need to figure it out.

- When authors want to entertain, they often write stories, plays, or poems.
- When authors write to inform, they include facts.
- When authors write to **express** ideas or persuade, they give opinions.

Work with a partner to complete the chart.

Comparison Chart

	"Josh Ponte: A Musical Journey"	"Shaped by Tradition"
genre	interview	
author's purpose	to inform about Gabon's musical traditions	
stated? yes/no	yes	
If yes, where? If not, how can you figure it out?		

Talk Together

How important are **traditions** to artists and musicians? Think about the interview and the biography. Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Best Practices

Link to Experience As students consider musical and artistic traditions, encourage them to consider personal connections to different art forms. Provide an example: *When I see paintings at a museum, I am inspired to try creating a painting in the same style.*

Academic Talk

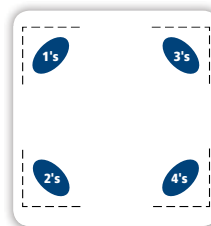
3 Talk Together Anthology page 34

Have students think about how musical and artistic traditions help people remember the past, connect to nature, express themselves, and create new art.

Have partners use **Corners** to "vote" for the importance of each aspect of musical and artistic traditions: how they help people (1) remember the past; (2) connect to nature; (3) express themselves; and (4) create new art.

- Label each corner of the room.
- Have students individually think and write about the topic for a short time to develop their ideas.
- Have students go to the corner of their choice and discuss the topic with others who chose the same corner.
- Have one or more students from each corner share their corner's discussion with the class.

For **Corners**, see page BP45.



Corners

Fluency

Practice Expression As partners reread the biography aloud, circulate and listen for correct expression.

Name _____ Date _____

Comparison Chart

Compare Author's Purpose

	"Josh Ponte: A Musical Journey"	"Shaped by Tradition"
genre	interview	biography
author's purpose	to inform about Gabon's musical traditions	Possible response: to inform by telling the true story of Michael Naranjo's life
stated? yes/no	yes	no
If yes, where? If not, how can you figure it out?	in the introduction	Possible response: by thinking about the words and looking at the photos

Take turns with a partner. Ask each other questions about the authors' purposes.

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Differentiate

BL Below Level

ISSUE Students cannot distinguish the complete subject from the complete predicate.

STRATEGY Have students begin by finding the simple subject and verb. Ask:

- *Who or what is this sentence about?*
Circle that word in red.
- *Is there any action in the sentence?*
Circle that verb in blue.
- *If there is no action, look for a connecting verb such as is, was, or are. Circle the verb in blue.*
- *Then look for words that relate to the simple subject and verb. Color them the same color.*
- *Use the colors to divide the sentence.*

AL Above Level

ISSUE Students have mastered the skill and are capable of examining and writing more complex sentences.

STRATEGY Tell students that sometimes there is more than one simple subject or predicate within a sentence. Have them look for examples of longer sentences as they read and identify each simple subject or predicate.

Grammar Focus

4 Complete Sentences Anthology page 35

Project **Student eEdition** page 35. Have volunteers read aloud the introduction and review the chart.

Display **eVisual 1.14**. Read aloud the grammar passage, pausing to identify the first complete subject (The tradition of weaving) and complete predicate (goes back thousands of years). Have students identify the remaining complete subjects and complete predicates in the passage.



Grammar Passage

The tradition of weaving goes back thousands of years. Weaving is a medium used to express emotions and tell stories. The styles of the tapestries that weavers create can be very different from each other. An artist can weave together different kinds of fabric and yarn. Weaving a tapestry can take a long time. Well-made tapestries can last for years. Some museums have tapestries that are hundreds of years old!



Grammar Passage: eVisual 1.14



INTERACTIVE WHITEBOARD TIP: Underline the simple subjects and verbs.

5 Read Complete Sentences Anthology page 35


Read aloud the directions and the passage from “Josh Ponte: A Musical Journey.” Have partners identify the complete subjects and the complete predicates in each sentence. Then have them identify other examples in “Shaped by Tradition.”

See **Differentiate**

6 Write Complete Sentences Anthology page 35

Read aloud the directions and have students work independently. Ask students to refer to the grammar rules chart to help them write their sentences. Assign **Practice Master PM1.12**.

Check & Reteach

OBJECTIVE: Grammar: Identify Complete Sentences 

Monitor students as they identify and use sentence parts.

If students have difficulty identifying sentence parts, have them look for the part of the sentence that shows action. Have them ask themselves: *Can I act out this part of the sentence? If I can, this part is a predicate.* Then have them identify who is doing the action.

Model how to separate the two parts of the sentence.

Name _____ Date _____

Grammar Practice

Grammar Rules Complete Sentences


1. A **sentence** is a complete thought.
It has a complete subject and a complete predicate.
2. The **complete subject** tells whom or what the sentence is about.
3. The **complete predicate** tells what the subject is, has, or does.

Read each group of words. Write *complete* if the words are a complete sentence. If it is not complete, tell what is missing.

1. Sixteen friendly gorillas missing predicate
2. Sing while they work missing subject
3. Young people mix styles of music complete
4. Josh Ponte films people in Gabon complete
5. Some Gabonese people missing predicate

Make each incomplete sentence above a complete sentence. Add a complete subject or a complete predicate.

Possible responses: Sixteen friendly gorillas sat near Josh.
Kids sing while they work.
Some Gabonese people make musical instruments.

 Make two sentences with the same subjects. Have your partner combine them into one sentence with a compound subject.

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For use with TE p. T34a **PM1.12** Unit 1 | Living Traditions



Complete Sentences

A sentence expresses a complete thought. A **complete sentence** has two parts, a subject and a predicate.

Grammar Rules Complete Sentences

• The complete subject tells whom or what the sentence is about. It includes all the words that tell about the subject.	<u>My older brother</u>
• The complete predicate tells what the subject is, has, or does. It includes all the words in the predicate.	<u>plays flute in the school band</u>
• A complete sentence needs both a complete subject and a complete predicate .	<u>My older brother plays flute in the school band.</u>

Read Complete Sentences

Read these sentences with a partner. What is the complete subject in each sentence? What is the complete predicate?

Many people in Gabon tell their stories through music. Each generation passes these stories to the next. Many musical rituals are about survival in the forest.

Write Complete Sentences

Write a paragraph about Josh Ponte's musical journey. Be sure to include a complete subject and a complete predicate in each sentence. Read your paragraph aloud to a partner.

35

Anthology page 35



Daily Language Arts

Daily Spelling and Word Work

Practice page T27j

Daily Grammar

Point out a complete sentence on **Anthology** page 32. Then use page T27l to review complete sentences.

Daily Writing Skills

Read aloud the first paragraph on **Anthology** page 29 as an example of an author's established purpose that is followed throughout a piece of writing. Then use page T27n to practice establishing and following a purpose.

Writing

7 Write to Reinforce Grammar

Have students identify the nouns and verbs in the list of Key Words on page 34. Explain that they will write a paragraph that summarizes what they have learned so far about how traditions are kept alive. They should use as many of the Key Words as they can. Tell them to make sure each sentence has a complete subject and a complete predicate. Model writing a sentence: People around the world have traditions that express their cultures.

After students write their paragraphs, have them circle each complete subject in blue and circle each complete predicate in red. Then have students add their paragraphs to their Weekly Writing folders.

WRAP-UP

Have students discuss what they learned about ways traditions are passed on through the generations. Ask students if they have learned to do or make something from a parent, grandparent, or other relative. Ask volunteers to share what they have learned with the class.

OBJECTIVES

Thematic Connection: Artistic Traditions

- ✓ Explain Text Structure: Chronology
- ✓ Consult References: Dictionary

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM1.13–PM1.14

TECHNOLOGY ONLY

Mark-Up Model 1.1 or Model 1.1 PDF

Vocabulary Strategy Practice: eVisual 1.16



WARM-UP

Explain: *Human beings have been creating **pottery** for thousands of years.* Ask: *How can **pottery** be both useful and beautiful?* (Possible response: **Pottery** made in beautiful shapes and colors can be used to store and cook foods.)

Comprehension

1 Text Structure: Chronology ✓

Explain that students will determine the time order of events in a biography.

SCREEN 1

- 1 Display **Mark-Up Model 1.1**. Introduce: *A biography is often written in chronological, or time, order.* If necessary, display the definition of a biography. Explain: *As you read, look for words that tell when each event happens.* Then read the passage aloud.
- 2 Elaborate: *What event does the author of the passage mention first?* (winning a prize at the Chicago World's Fair) *What words signal the time of that event?* (In 1933) Tap on the date so the underlining appears. Then explain: *A time line is a great way to keep track of the order of events. Where on the time line does this event happen?* (1933) Have a volunteer erase to reveal the event on the time line. Have students copy the marks onto **Practice Master PM1.13** and the events onto the time line on **Practice Master PM1.14**. Click on the arrow button for the next screen.

SCREEN 2

- 3 Have a volunteer find the next event in the passage and the words that tell when it happened. (around 1908, *began perfecting an ancient pueblo pottery style*) Have the student tap on the date to reveal the underlining. Explain: *Sometimes the author presents the events out of order. When does this event happen?* (around 1908) Have a volunteer erase to reveal the event on the time line. Remind students to mark up **Practice Masters PM1.13–PM1.14** accordingly. Click the arrow button.

SCREEN 3

- 4 Explain: *Authors use many different signal words to show chronological order.* Review the first two signal word examples. Then have volunteers provide other words that signal chronological order. Erase to reveal the remaining signal words. Add any that the students provided but are not displayed. Provide sample phrases for each word, such as *in about 1887* and *when she was young*.

Have partners read **Practice Masters PM1.13–PM1.14**, underline the events and dates, complete the time lines, and then compare their mark-ups. Finally, have students use the time line to retell the sequence of events in the biography.

Name _____ Date _____

Mark-Up Reading

Reviving an Ancient Tradition

by Ellen Wayne

Imagine winning a prize at a World's Fair! In 1933, the pottery of two Native American artists did just that at the Chicago World's Fair. Who were these amazing artists? Maria Montoya and Julian Martinez lived in the San Ildefonso Pueblo in New Mexico. Around 1908, they began perfecting an ancient pueblo pottery style that would make them world-famous.

In about 1887, Maria was born into a family of potters. When she was very young, she began making clay pots. Maria built her early pots from red or tan clay and painted them with traditional designs such as plants, feathers, or mountains.

As a young woman, Maria worked hard to become a skillful potter even though few people made pots in the pueblo. During Maria's teenage years, inexpensive metal pots were replacing clay cookware, so fewer

people wanted to buy pottery. Maria's family made little money selling their pots, but they kept making pottery because they thought it was an important part of their culture.

After getting married in 1904, Maria and Julian began working together to create beautiful pots and jats.



▲ Maria and Julian revived this ancient design.

PM1.13 Unit 1 | Living Traditions

NGReach.com Practice Masters PM1.13–PM1.14

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Describe Text Structure | CC.4.Rinf.5 |
| Apply Phonics and Word Analysis Skills | CC.4.Rfou.3 |
| Use Letter-Sound Correspondences to Read Multisyllabic Words | CC.4.Rfou.3.a |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing

Apply Grade 4 Reading Standards CC.4.W.9.b

Speaking and Listening

Report on a Topic CC.4.SL.4

Language and Vocabulary

- | | |
|---|------------|
| Demonstrate Command of Usage | CC.4.L.1 |
| Determine Meanings of Words and Phrases | CC.4.L.4 |
| Consult Print and Digital References | CC.4.L.4.c |



SCREEN 1

Reviving an Ancient Tradition
by Ellen Wayne

Imagine winning a prize at a World's Fair! In 1933, the pottery of two Native American artists did just that at the Chicago World's Fair. Who were these amazing artists? María Montoya and Julian Martínez lived in the San Ildefonso Pueblo in New Mexico. Around 1908, they began perfecting an ancient pueblo pottery style that would make them world-famous.

1 María and Julian revived this ancient design.

2 won a prize at the Chicago World's Fair

1 Definition →
A biography is the true story of a person's life.

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NGReach.com Mark-Up Model 1.1

SCREEN 2

Reviving an Ancient Tradition
by Ellen Wayne

Imagine winning a prize at a World's Fair! In 1933, the pottery of two Native American artists did just that at the Chicago World's Fair. Who were these amazing artists? María Montoya and Julian Martínez lived in the San Ildefonso Pueblo in New Mexico. Around 1908, they began perfecting an ancient pueblo pottery style that would make them world-famous.

3 began perfecting an ancient pueblo pottery style

3 won a prize at the Chicago World's Fair

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SCREEN 3

Signal Words That Show Chronological Order

in 1933

around 1908

in about _____

when _____

after _____

before _____

during _____

4

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Fluency ✓

Model and Practice Expression Explain the concept: *Fluent readers adjust their voices to stress important words and phrases.* Model expression by reading the first paragraph from **Practice Master PM1.13** and stressing the phrases *World's Fair* and *Native American*. Have students practice expression by reading the sentence: Who were these amazing artists?

Check & Reteach

OBJECTIVE: Explain Text Structure: Chronology ✓

Look at students' marked-up **Practice Masters PM1.13–PM1.14** to check for their understanding of chronological text structure.

If students have difficulty using signal words to identify chronological order, reteach with the following sentences: *Before 1904, María became a skilled potter. Four years after María and Julian married, they began trying to revive the ancient style of pottery.*

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T27j

Daily Grammar ✓

Have students find the dependent clause “As a young woman, . . .” in **Practice Master PM1.13**. Then use page T27l and **Practice Master PM1.15** to review dependent clauses and sentence fragments.

Daily Writing Skills ✓

Point out the first paragraph on **Practice Master PM1.13**. Then use page T27n to review how to establish and follow a purpose.

Power Writing

Have students write as much as they can as well as they can in one minute starting with the phrase, “When I was five years old. . .”

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

Vocabulary Practice**2 Use a Dictionary** ✓

Remind students that both print and online dictionaries provide more than definitions. Explain to students that if they do not know how to say a word, they can use a dictionary to find out. Display **eVisual 1.16**.

**Vocabulary Strategy Practice****Dictionary Entries**

econ • o • my (ē-con-ə-mē) *noun* system of trade

me • di • um (mē-dē-əm) *noun* form of art

tra • di • tion (trə-dī-shən) *noun* historical custom

Pronunciation Key

a cat ā cake e met ē mē i it ī ice o top u up ə pencil

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

Vocabulary Practice: eVisual 1.16



INTERACTIVE WHITEBOARD TIP: Students write the Pronunciation Key word above each syllable.

Point to the word *economy*. Explain that the bullets between the letters show where the word could be hyphenated if it needed to be broken onto two lines of text. Model breaking *economy* onto two lines: Pottery is a big part of the economy in my town.

Point to the pronunciation of *economy*. Explain: *The hyphens divide the word's syllables. The letters and symbols show how each syllable is pronounced.*

Explain: *If you don't know exactly how to say each letter and symbol, you can use the pronunciation key as a guide.* Explain that the pronunciation key uses familiar words to show how each letter and symbol is pronounced. Ask: *How is the third syllable in the first word pronounced?* (like the *i* in *pencil*) *How do you know?* (The symbol matches the sound of the boldfaced letter *i* in *pencil*.) Explain that an online dictionary will also have a button that provides an audio pronunciation.

Have volunteers pronounce *medium* and *tradition* and then explain how they used the pronunciation key to determine each word's pronunciation.

Check & Reteach**OBJECTIVE:** Consult References: Dictionary ✓

Monitor students' use of the pronunciation key as they say the words and explain how they used the pronunciation key to pronounce the word.

If students have difficulty pronouncing the words correctly, reteach the skill with the following words: *prize* (prīz), *clay* (klā), and *amazing* (ə-māz-ing). Write the entries and model using the pronunciation key on the **eVisual** to pronounce the words.

Writing

3 Write in Sequence

Introduce the activity: *Now you will write a brief biography of a friend or other person you know. Your biography should present a sequence of events in the person's life. Use signal words to identify the sequence.* Model the process.

Think Aloud	Write
<i>First, I'll write about my brother's award.</i>	This year, my older brother Charlie won our town's Hero of the Year award. A rookie police officer, he risked his own life to pull two people from a burning car.
<i>Then, I'll explain how the award relates to his interests when he was a boy.</i>	It wasn't the first time Charlie risked harm to save another. When he was a boy, he once climbed a tall tree to save a cat stuck at the top.
<i>Finally, I'll tell about how the award relates to his goals later in life.</i>	After college, he entered the Police Academy. He said he wanted to help keep the community safe for everybody.

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


Invite partners to read each other's paragraphs and discuss if they have correctly identified the order of events in a biography.

See **Differentiate**

Academic Talk

4 Report on a Biography

Explain: *When you report on a biography, look for time order signal words to help you tell about the events in chronological order.* Model reporting on a biography using the last paragraph on **Practice Master PM1.13** and the first paragraph on **Practice Master PM1.14**. Have partners use their **Practice Masters PM1.13–1.14** to guide their oral reports.



WRAP-UP Ask: *How do María and Julian Martínez remind you of Michael Naranjo in "Shaped by Tradition"?* (Possible response: Both María and Michael began learning how to **create** their art when they were children.)

Differentiate

EL English Learners

ISSUE Students lack the language skills to explain the sequence.

STRATEGY Have each student create a cartoon strip or story board that presents in sequence the key events in the life of the subject of the biography. Beneath each panel, have each student write a caption to explain the event pictured.

BL Below Level

ISSUE Students have difficulty sequencing the story.

STRATEGY To prepare to write, have each student write one sentence about one event on each sentence strip. Remind students to include signal words in their sentences. Then have students put the sentence strips in the correct time order. Have students check the order of their sentences against the order of the paragraphs they write.

OBJECTIVES

Thematic Connection: Artistic Traditions

✔ Consult References: Dictionary

Time Order Signal Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY


Unit Concept Map: Practice Master PM 1.1

Mark-Up Reading: Practice Masters PM1.13–PM1.14

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 1.17

Comparison Chart: eVisual 1.18



WARM-UP

Ask students these questions about the features of print or online dictionaries:

- Which part shows how a word is divided into syllables? (pronunciation)
- Which part shows how to read the pronunciation? (the pronunciation key)
- How can you hear how a word is pronounced? (the online audio pronunciation)

Power Writing

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

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

Vocabulary Practice

1 Use a Dictionary ✔

Remind students about the parts of a dictionary entry (entry word, pronunciation key, part of speech, and definition). Display **eVisual 1.17**.



Vocabulary Strategy Practice

Dictionary Entries

vil • lage (vil-ij) *noun* small group of homes

in • crease (in-krēs) *verb* to grow

na • tive (nā-tiv) *noun* growing in a certain place

Pronunciation Key

a cat ā cake e met ē mē i it ī ice o top u up ə pencil

NGReach.com

Vocabulary Strategy: eVisual 1.17



INTERACTIVE WHITEBOARD TIP: Students write the Pronunciation Key word above each syllable.

Draw students' attention to the first dictionary entry. Model using the phonetic spelling, bold face type, and pronunciation key to pronounce the word *village*. Ask: *How many syllables does the word village have?* (two) *Which is stressed?* (the first) *How are both vowels pronounced?* (like the *i* in *it*) *How do you know?* (Both symbols in the entry match the symbol for the word *it* in the pronunciation key.)

Have partners work together to answer the same questions for the other two dictionary entries (*increase* and *native*).

COMMON CORE STANDARDS

Reading

Describe Text Structure CC.4.Rinf.5

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

Use Letter-Sound Correspondences to Read Multisyllabic Words CC.4.Rfou.3.a

Writing

Apply Grade 4 Reading Standards CC.4.W.9.b

Speaking and Listening

Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

Determine Meanings of Words and Phrases CC.4.L.4

Consult Print and Digital References CC.4.L.4.c

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✔

Monitor students as they use the Pronunciation Key to identify how to pronounce vowels. If students have difficulty using the Pronunciation Key to pronounce the words, reteach the skill with these words: *ancient* (**ān(t)**-shənt), *secret* (**sē**-krət), and *industries* (**in**-dās-trēs). Model using the bold face type and pronunciation key on **eVisual 1.17** to pronounce the words.

Name _____ Date _____

Reviving an Ancient Tradition

by Ellen Wayne

Imagine winning a prize at a World's Fair! In 1933, the pottery of two Native American artists did just that at the Chicago World's Fair. Who were these amazing artists? María Montoya and Julian Martínez lived in the San Ildefonso Pueblo in New Mexico. Around 1908, they began perfecting an ancient pueblo pottery style that would make them world-famous.



▲ María and Julian revived this ancient design.

In about 1887, María was born into a family of potters. When she was very young, she began making clay pots. María built her early pots from red or tan clay and painted them with traditional designs such as plants, feathers, or mountains.

As a young woman, María worked hard to become a skillful potter even though few people made pots in the pueblo. During María's teenage years, inexpensive metal pots were replacing clay cookware, so fewer

people wanted to buy pottery. María's family made little money selling their pots, but they kept making pottery because they thought it was an important part of their culture. After getting married in 1904, María and Julian began working together to create beautiful pots and jars.

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Name _____ Date _____

Reviving an Ancient Tradition (continued)

In 1908, archaeologist Edgar Hewett found some ancient black-on-black pottery shards at an old abandoned pueblo. He asked María and Julian to recreate this traditional style of their ancestors to display in his museum. María and Julian tried many different firing techniques. After several years of trial and error, Julian finally figured it out!



▲ María became a skilled potter.

When people saw the Martínezes' black-on-black pottery in Hewett's museum, they wanted to buy similar pieces. It became so popular, other potters in the pueblo wanted to learn the method. They began teaching others in the pueblo during the 1920s. The Martínezes continued making pots for the rest of their lives. María and Julian's

descendants have continued to make black-on-black pottery—even five generations later! With so many dedicated potters, it is unlikely that the ancient tradition of creating black-on-black pottery will ever be forgotten again.



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NGReach.com Practice Masters PM1.13–PM1.14

Review and Integrate Ideas

2 Review Signal Words

Remind students that they have learned about several types of time order signal words. Explain that students will identify time order signal words in the phrases in which they appear in “Reviving an Ancient Tradition” on **Practice Masters PM1.13–PM1.14**. Fill in the first row of the signal words chart and then have students complete the rest of the chart in small groups.

Signal Words Chart

Signal Words	Refer to
around	“Around 1908, they began perfecting . . .”
about	“In about 1887, María was born . . .”
when	“When she was very young, she began . . .”
as	“As a young woman, María worked hard . . .”
during	“During María’s teenage years . . .”
after	“After getting married in 1904, María and Julian . . .”
in	“In 1908, . . .”
after	“After several years . . .”
during	“They began teaching others in the pueblo during the 1920s.”
continued	“The Martínezes continued making pots for the rest of their lives.”



Daily Language Arts

Daily Spelling and Word Work

Test page T27i

Daily Grammar

Have students identify the dependent clause in the first sentence of the second paragraph on **Practice Master PM1.14**. Then use pages T27l to review and assess students' recognition of fragments, dependent clauses, and complete sentences.

Daily Writing Skills

Have students identify the purpose statement in the last paragraph on **Practice Master PM1.14**. Then use page T27n to review and assess students' ability to establish and follow a purpose.

3 Compare Texts

Explain that both "Shaped by Tradition" and "Reviving an Ancient Tradition" use signal words and phrases to help the reader understand the time order of events. Display **eVisual 1.18** and compare authors' uses of signal words and phrases.



Comparison Chart

"Reviving an Ancient Tradition"		"Shaped by Tradition"	
<i>Signal Words</i> • In 1983	<i>Events</i> • María and Julian won a prize at World's Fair.	<i>Signal Words</i> • Next	<i>Events</i> • Naranjo's mother would fold the canvas.
• In 1908	• They began perfecting the ancient style.	• Then	• I take off my shoes.

Comparison Chart: eVisual 1.18



INTERACTIVE WHITEBOARD TIP: Have students write signal words and events in the columns.

Check & Reteach

OBJECTIVE: Recognize Time Order Signal Words

Review students' charts to check that they have identified signal words.

If students cannot identify signal words, read the paragraph beginning "Playing with..." in "Shaped by Tradition." Ask: *What words refer to time?* (Not long after that, even then, someday) Have students link each word with the event it refers to.

Differentiate

English Learners

ISSUE Students lack sufficient vocabulary to express how details support the implied main idea.

STRATEGY Ask students to point to details in the text that support the implied main idea. Help them restate the details in their own words. Then provide sentence frames to guide students' explanations of how the details support the main idea:

The important details are: _____.

These details tell that the main idea is: _____.

Above Level

ISSUE Students do not use newly acquired vocabulary in their paragraphs.

STRATEGY Prompt students to use content and academic terms in their paragraphs. Ask: *How can you say that using some of the Key Words?*

Writing

4 Write About a Main Idea

Remind students that they have learned about implied main ideas. Explain that the author of "Reviving an Ancient Tradition" used this style of writing. Tell students that they will write about the main idea of a paragraph in the selection. Model for the first paragraph. Have each student choose a different paragraph.

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

Think Aloud

I'll tell about the details in the paragraph.

Then, I'll tell what the main idea is.

Write

María and Julian started to work on an ancient style of pueblo pottery in 1908. In 1933 they won a prize for their pottery.

Main idea: María and Julian were artists who revived an ancient style of pottery.

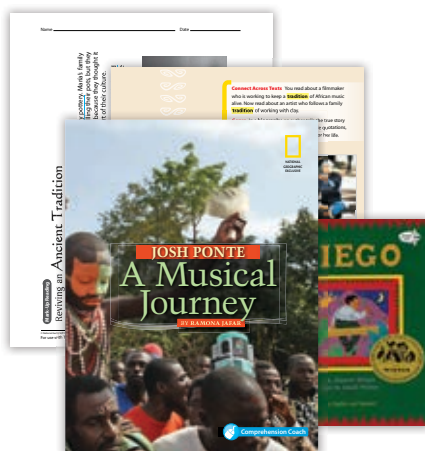
See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

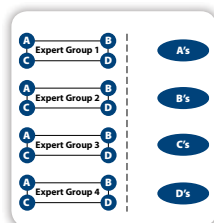
Have students recall the unit’s Big Question: How important are traditions? Ask students to recall that both Michael Naranjo and Julian Martínez began learning their art when they were children, as do the children of Gabon. Ask: *What does this tell you about the importance of traditions to their families?*

Model a response to the question based on “Reviving an Ancient Tradition.” *People from both cultures wanted to pass their traditions on to their children.*



Use a **Jigsaw** to have students continue discussion about how the readings relate to the Big Question.

- Form four groups. Assign one reading selection or **Small Group Reading** book to each group.
- Have students in each group review their selections and list at least three examples of traditions mentioned.
- Have groups discuss how the assigned selection showed the importance of traditions.
- Regroup students so that each new group has a member from each selection group.
- Have students compare and contrast the traditions from each selection and discuss why they are important to the culture.



Jigsaw

Have students add their ideas to their unit concept maps.

Best Practices

Link to Experience As students talk, encourage them to synthesize concepts. Use specific prompts:

- *How important do you think it is to practice an art?*
- *How has reading about Michael Naranjo changed your ideas about art?*
- *How has reading about María and Julian Martínez changed what you think about art?*

WRAP-UP

Form small groups. Remind students that Michael Naranjo, María and Julian Martínez, and the children of Gabon in “Josh Ponte: A Musical Journey” developed their talents from a family/community tradition. Prompt: *Think about all the reading you have done this week. How do you think families can help children develop their artistic talents? How are communities important in helping children develop artistic talent?* (Possible response: Communities help teach artistic **styles** and values that are part of the **tradition**.)

OBJECTIVE

Thematic Connection: Artistic Traditions

- Write a Biographical Paragraph: Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A1.41

TECHNOLOGY ONLY

Sample Paragraph: eVisual 1.10

Ideas: eVisual 1.11

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Write Informative/Explanatory Text to Examine a Topic	CC.4.W.2
Develop the Topic	CC.4.W.2.b
Plan, Revise, and Edit Writing	CC.4.W.5
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.4.W.10

Language and Vocabulary

Produce Complete Sentences	CC.4.L.1.f
Demonstrate Command of Capitalization and Punctuation	CC.4.L.2
Use Correct Capitalization	CC.4.L.2.a
Use Knowledge of Conventions	CC.4.L.3

Write a Biographical Paragraph

Display and read aloud the prompt.

Take part in Art Appreciation Week at the local museum. Write a biographical paragraph to introduce museum visitors to an artist you admire. Your paragraph and an example of the artist's work will be on display.

Study a Model

Read a Biographical Paragraph

Explain: *Here's an example of a biographical paragraph. As you listen, pay attention to what it tells you about the artist and her work.* Display and read aloud **eVisual 1.10**.



Sample Biographical Paragraph

Lydia Lazar, Clothing Artist

Lydia Lazar is a talented artist. She also happens to be my aunt. Aunt Lydia lives in New York, where she paints scarves, hats, blouses, and other clothing. She adds designs such as blossoms, jewels, and birds with brightly colored fabric paints. My aunt was inspired by her grandmother, my great-grandmother, who was fond of wearing bright, flamboyant costumes. To learn about fabrics and paint, Aunt Lydia took art and fashion classes in college. Now people don't just see my aunt's art; they wear it!

[NGReach.com](#) Sample Paragraph: eVisual 1.10



INTERACTIVE WHITEBOARD TIP: Underline key biographical details as they are read.

Teach the Trait: Ideas

Introduce the concept: *Writing clearly requires that you present your ideas in a focused way so that readers can follow them. When your readers understand your ideas and are interested in your message, you have communicated in a way that shows you know your topic well.* Display and read aloud **eVisual 1.11**.



Writing Trait: Ideas

Writing that is strong in ideas has:

- A clear, focused message
- Interesting, accurate details that help readers understand the topic

[NGReach.com](#) Ideas: eVisual 1.11



INTERACTIVE WHITEBOARD TIP: Box clear, focused message and Interesting, accurate details.

Display the sample biographical paragraph again. Ask students to identify the overall message: *What is the main idea?* (Lydia Lazar is a talented artist in New York who paints clothes.) Then ask students to identify details that explain this message.



Prewrite

Choose a Topic

Reread the first two sentences of the prompt. Ask: *What is your role?* (a biographer writing about an artist) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form.

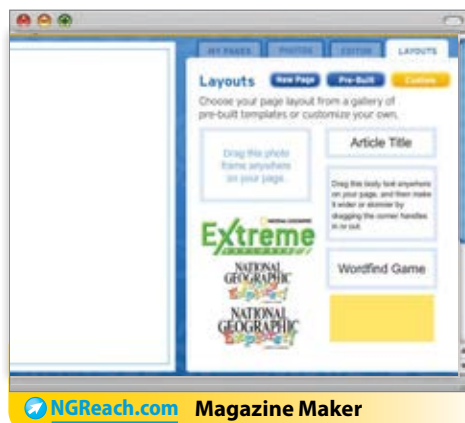
Role: Biographer

Audience: Museum visitors

Form: Biographical paragraph

Encourage students to look through books and magazines and search online to identify an artist and find ideas for their paragraphs. Have students individually complete their RAFTs.

Have students choose a layout for their biographical paragraph in **Magazine Maker**. Encourage students to locate a suitable photograph. Help students scan or download their photos.



Get Organized

Review the sample: *The writer gives details about his aunt's life. These help explain where she lives, what her art is like, and how and why she became an artist.* Display the chart and explain: *A chart can help you organize ideas about the artist's life and works.* Model completing the chart with ideas from "Lydia Lazar, Clothing Artist."

Details	
Artist's location:	New York
Kind of art:	Painting on clothing Designs of blossoms, birds, jewels
Reason for being an artist:	Inspired by grandmother
Art training:	Art and fashion in college

Have students create charts to collect their ideas and plan their paragraphs.

See **Differentiate**

Draft

Write Ideas

Have students begin their drafts by inserting their photos. Then have students draft their paragraphs. Remind them to focus on their ideas and include the details from their charts.

Differentiate

AL Above Level

ISSUE Students find they have too many details to fit in a single paragraph.

STRATEGY Have students evaluate their charts and prioritize the details: *In each category, what do you feel is the most important thing to tell readers about the artist? What is the next most important?* When students have completed prioritizing, they can use only the most important points in their paragraphs.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T27i–T27j

Daily Grammar ✓

Point out the dependent clause beginning with *where* in “Lydia Lazar, Clothing Artist.” Then use pages T27k–T27l to practice using dependent clauses.

Daily Writing Skills ✓

Point out how “Lydia Lazar, Clothing Artist” shows the author’s purpose of explaining his Aunt Lydia’s life and art. Then use pages T27m–T27n to practice writing with a purpose.

Revise

Read, Retell, Respond

Have students read their biographical paragraphs to partners. Have the listeners give feedback on the ideas presented in the paragraph and offer suggestions for improvement. Display the Language Frames below to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> • The main point I learned about the artist was _____. • One important detail I learned about the artist’s life was _____. • One important detail I learned about the artist’s work was _____. 	<ul style="list-style-type: none"> • I was really interested in your description of _____. • Can you add details about _____ to help me understand?

Make Changes

Have students revise their biographical paragraphs. Remind them that their purpose is to inform the audience about the artist and his or her art: *Be sure you let your readers know your purpose. You can meet this purpose by focusing on the ideas of who the artist is and how and why he or she creates art.*

Demonstrate how to change text in **Magazine Maker** by selecting Editor, clicking on the text, highlighting the text to be changed, and then typing over it.

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to explain artistic ideas.

STRATEGY Provide sentence frames that guide students through the concepts: *This artist uses [kind of instruments/tools]. The artist works on [surface or material].* Supply vocabulary if necessary.

SN Special Needs

ISSUE Students cannot provide adequate relevant details.

STRATEGY Review the source materials with students, especially photographs. Ask them specific questions and help them locate or verbalize the answers. Explain that they can use the answers for the ideas in their paragraphs.

See Differentiate

Student Sample: Revise

My Aunt Lydia

My Aunt Lydia lives in New York, where she paints scarves, hats, blouses, and other clothing. She adds designs such as blossoms, jewels, and birds with brightly colored fabric paints. My aunt was inspired by her grandmother, my great-grandmother. Who was fond of wearing bright, flamboyant costumes. Now people don’t just see my aunt’s art; they wear it!

Sample Analysis

It’s not clear that my purpose is to explain that my aunt is an artist. I’ll revise the beginning sentences to state this idea. Changing the title will help too.

I’ve explained why she became an artist but not how. I’ll add that important detail.



Edit and Proofread

Check the Biographical Paragraph

Have students check their grammar and spelling, focusing on the Week 2 spelling words and using complete sentences. Review how to identify and correct sentence fragments.

Student Sample: Edit and Proofread

Sample Analysis

Lydia Lazar, Clothing Artist

Lydia Lazar is a talented artist. She also happens to be my aunt. Aunt Lydia lives in New York, where she paints scarves, hats, blouses, and other clothing. She adds designs such as blossoms, jewels, and birds with brightly colored fabric paints. My aunt was inspired by her grandmother, my great-grandmother. Who was fond of wearing bright, flamboyant costumes. To learn about fabrics and paint, Aunt Lydia took art and fashion classes in college. Now people don't just see my aunt's art; they wear it!

The sixth sentence is actually a fragment. It's a dependent clause. I'll connect it to the previous sentence.

I mean costumes, not custumes. I'll correct the spelling.

Publish and Present

Make a Final Copy

Students may want to adjust the size of the text block or photos in their layouts in **Magazine Maker**. Show them how the image editor appears when they click on Photos. Moving the Scale Image bar up and down will make a photo larger or smaller. When students are satisfied with their final layout, they can print their paragraphs.

Student Sample: Publish



Lydia Lazar, Clothing Artist

Lydia Lazar is a talented artist. She also happens to be my aunt. Aunt Lydia lives in New York, where she paints scarves, hats, blouses, and other clothing. She adds designs such as blossoms, jewels, and birds with brightly colored fabric paints. My aunt was inspired by her grandmother, who was fond of wearing bright, flamboyant costumes. To learn about fabrics and paint, Aunt Lydia took art and fashion classes in college. Now, people don't just see my aunt's art; they wear it!

Share with Others

Organize a "Museum Corner." Have students display their paragraphs on posters. They might also add other photographs of their artists' work. Invite students from other classes to view the display and ask questions.

Have students add their work to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's work.

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 shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	Appropriate words are chosen to convey the message. The writer uses a variety of words and phrases to describe the subject. The writing is clear and concise.	All sentences are complete and correctly punctuated. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	The writing is presented in a clear and organized way. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.
3	The writing has a clear focus and purpose. Details are accurate and relevant. The writer shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	Appropriate words are chosen to convey the message. The writer uses a variety of words and phrases to describe the subject. The writing is clear and concise.	All sentences are complete and correctly punctuated. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	The writing is presented in a clear and organized way. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.
2	The writing has a clear focus and purpose. Details are accurate and relevant. The writer shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	Appropriate words are chosen to convey the message. The writer uses a variety of words and phrases to describe the subject. The writing is clear and concise.	All sentences are complete and correctly punctuated. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to convey the message. The writing is engaging and persuasive.	The writing is presented in a clear and organized way. The writer uses appropriate transitions and paragraphing to organize the text. The writing is easy to read and follows a logical flow.
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Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Preview and Predict to Comprehend Text
- Determine Author's Purpose to Comprehend Text
- Explain Text Structure: Chronology

ASSESSMENTS

Reading Comprehension Test (Unit 1, Week 2)

Joseph Bruchac

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

Joseph Bruchac was born in New York state, near the Adirondack Mountains. He was raised by his grandparents in the same house where he lives today. His grandfather was related to Hannah's Indians. As a child, his grandfather told Joseph stories that had been passed down from his Abenaki relatives. Joseph's grandmother loved to read and had a house full of books. This started Joseph's own love of stories.

Joseph started to write poems in the second grade. As he grew up, he continued to write and study. He began to publish a few of his poems and stories. Today more than 500 of his poems and stories have been published. He writes about the land and the people that he heard about from his grandfather. He is also a famous storyteller, traveling the world so that others can hear the stories he listened to when he was young.

1. The author wrote this biography to —
 entertain readers with an Abenaki Indian story.
 explain how to get poems and stories published.
 inform readers about the life of a famous storyteller.
 give an opinion about everything.

2. Which of these happened when Joseph was a boy?
 He traveled the world.
 His grandfather told him stories.
 He became a famous storyteller.
 His stories and poems were published.

Grade 4 Assessment **A1.13** Unit 1 Living Traditions

Reading Comprehension Test

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

Baby Teeth Around the World

When we are born, it looks like we don't have any teeth. After just a few months, our baby teeth push through our gums. At the age of five or six, we start to lose our baby teeth. A whole new set of teeth takes their place.

People all over the world mark this important part of growing up. In Japan, when a top baby tooth falls out it is thrown under the house. A bottom tooth, however, is thrown onto the roof. This is supposed to help the new teeth grow straight. In Lebanon, Oman, and Greece, children throw their teeth for luck or long life.

Many children in the United States put their teeth under a pillow. Money or a present is left in place. In France, Mexico, and Taiwan, children are told that a mouse takes the tooth. Though the customs are different, they all celebrate the same event.

1. The author wrote this passage to —
 explain how baby teeth get their names.
 inform readers about baby tooth customs.
 entertain readers with a story about a lost tooth.
 give an opinion about what people should do with baby teeth.

2. Baby teeth arrive after —
 babies lose their first set.
 a mouse brings a present.
 people have a celebration.
 a baby is a few months old.

Grade 4 Assessment **A1.14** Unit 1 Living Traditions

Reading Strategy Assessment (Unit 1)

Check the reading strategy 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 conducted the strategy. Circle the student's score.

Ask: *What do you do when you read?*
What are some parts of the text that confused you or were hard to follow?
What do you do to understand better?
What do you do to understand better?
What do you do to understand better?

Part and Number	Reading Strategy Rubric	
	4 3 2 1	4 3 2 1
1. Preview and predict to comprehend text.	4: Previewed and predicted to comprehend text. Previewed and predicted to comprehend text. Previewed and predicted to comprehend text. Previewed and predicted to comprehend text.	1: Did not preview or predict to comprehend text.
2. Determine author's purpose to comprehend text.	4: Determined author's purpose to comprehend text. Determined author's purpose to comprehend text. Determined author's purpose to comprehend text. Determined author's purpose to comprehend text.	1: Did not determine author's purpose to comprehend text.
3. Explain text structure: chronology.	4: Explained text structure: chronology. Explained text structure: chronology. Explained text structure: chronology. Explained text structure: chronology.	1: Did not explain text structure: chronology.

Grade 4 Assessment **SG1.30** Unit 1 Living Traditions

Reading Comprehension Test
A1.13–A1.14

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment (Unit 1)

On each page, read the story silently. Read each sentence on the dragon costume. The next day was the Chinese New Year celebration, and the dragon would be the most important part of the parade. They had to finish the costume on time.

The children used "code names" going by the Chinese lunar calendar. Han had been born in the Year of the Ox, and Larry in the Year of the Tiger. An ox was strong, and a tiger was courageous. These were both good qualities, but what they needed now was speed.

A knock at the door made them both look up from their work. It was Michael, code named "Rabbit." A friend who had come to help. Michael was excited about the parade, but he had volunteered too late to actually be in the parade.

Rabbit cheerfully began helping them with the dragon. Late that evening, they finished the costume. The dragon looked fierce. It was very long, because the Chinese believed that the longer the dragon, the more good luck would come in the New Year. As Rabbit sewed good night, Ox told him to be at the parade at two o'clock for a surprise.

Rabbit arrived right on time. Several people were already under the dragon costume. They would make it wind and dip as it danced through the parade.

Ox poked his head out from under the dragon. "Come on under!" he said. "We need you!"

Rabbit ducked under the costume behind Ox and Tiger. Rabbit grabbed the sides of the dragon as all the people underneath began moving to the beat of the drums. The New Year was definitely going to be a lucky one.

Grade 4 Assessment **A1.4** Unit 1 Living Traditions

Oral Reading Assessment (Unit 1)

Code	Reading Rubric				
	4	3	2	1	0
1. Accuracy	4: 100% accurate	3: 90% accurate	2: 80% accurate	1: 70% accurate	0: 60% accurate
2. Rate	4: 100% on time	3: 90% on time	2: 80% on time	1: 70% on time	0: 60% on time
3. Expression	4: 100% expressive	3: 90% expressive	2: 80% expressive	1: 70% expressive	0: 60% expressive
4. Fluency	4: 100% fluent	3: 90% fluent	2: 80% fluent	1: 70% fluent	0: 60% fluent
5. Comprehension	4: 100% comprehension	3: 90% comprehension	2: 80% comprehension	1: 70% comprehension	0: 60% comprehension

Grade 4 Assessment **A1.5** Unit 1 Living Traditions

Oral Reading Assessment (Unit 1)

Code	Reading Rubric				
	4	3	2	1	0
1. Accuracy	4: 100% accurate	3: 90% accurate	2: 80% accurate	1: 70% accurate	0: 60% accurate
2. Rate	4: 100% on time	3: 90% on time	2: 80% on time	1: 70% on time	0: 60% on time
3. Expression	4: 100% expressive	3: 90% expressive	2: 80% expressive	1: 70% expressive	0: 60% expressive
4. Fluency	4: 100% fluent	3: 90% fluent	2: 80% fluent	1: 70% fluent	0: 60% fluent
5. Comprehension	4: 100% comprehension	3: 90% comprehension	2: 80% comprehension	1: 70% comprehension	0: 60% comprehension

Grade 4 Assessment **A1.6** Unit 1 Living Traditions

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with On Level students this week.

Vocabulary and Spelling

- Consult References: Dictionary
- Spell Words with Short o
- Use Commonly Misspelled Words Correctly

Vocabulary Test (Unit 1, Week 2)

Directions: Read the question. Use the dictionary entry to choose the best answer.

artistic (ar-tis-tik) *adjective* A person who makes art.

news paper (nyuz-pay-er) *noun* A paper that is printed and has news and other articles.

1. How many syllables does **artistic** have?
 one
 two
 three
 four

2. Which syllable of **artistic** do you stress?
 the first
 the second
 the third
 none

musical (myu-zh-uh-uhl) *adjective* A person who makes music.

settlement (set-tl-ment) *noun* A person who lives in a small settlement or village.

3. How many syllables does **settlement** have?
 one
 two
 three
 four

4. Which syllable of **settlement** do you stress?
 the first
 the second
 the third
 none

Grade 4 Assessment **A1.15** Unit 1 Living Traditions

Spelling Words

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

Words with Short o

- blossom I can fold tissue paper to look like a flower **blossom**.
- concrete The artist created a beautiful sculpture from recycled **concrete** and twisted wires.
- conflict The painting captures the **conflict** between the British and Revolutionary forces.
- costume She wore a grass skirt as part of her **costume**.
- cottage The carpenter lives in a **cottage** he built from logs.
- fond I am **fond** of this old quilt because it is made from scraps of my favorite old clothes.
- humble Jan thinks painting graffiti on walls is a **humble** act.
- mock We used **mock** fashions instead of real ones to make a headress.
- modest The **modest** poet was embarrassed by the praise he received for her poems.
- novel My short story grew into a **novel**.
- pottery I am interested in **pottery** and other clay objects.
- probably I hear the musicians tuning their instruments, so the concert will **probably** begin soon.
- process The **process** of making bread involves many steps.
- proper The **proper** tools for fashioning a statue out of marble.
- solemn We were respectful and quiet at the **solemn** service to dedicate the war memorial.

Watch-Out Words

- lay I **lay** my brushes on a table and use each one as I need it.
- lie I will **lie** on the sofa and think about my project.
- passed I **passed** many trees before I came to a perfect oak tree to branch.
- past My **past** attempts to find the perfect tree were unsuccessful, but this time I was lucky.

Grade 4 Assessment **A1.17** Unit 1 Living Traditions

Writing Rubric

Code	Writing Rubric				
	4	3	2	1	0
1. Focus	4: Clear focus on the topic	3: Clear focus on the topic	2: Clear focus on the topic	1: Clear focus on the topic	0: Clear focus on the topic
2. Organization	4: Well-organized	3: Well-organized	2: Well-organized	1: Well-organized	0: Well-organized
3. Content	4: Rich content	3: Rich content	2: Rich content	1: Rich content	0: Rich content
4. Style	4: Vivid style	3: Vivid style	2: Vivid style	1: Vivid style	0: Vivid style
5. Mechanics	4: Excellent mechanics	3: Excellent mechanics	2: Excellent mechanics	1: Excellent mechanics	0: Excellent mechanics

Grade 4 Assessment **A1.41** Unit 1 Living Traditions

Vocabulary Test
A1.15

Spelling Pretest/ Spelling Test
T27i

Grammar and Writing

- Use Dependent Clauses
- Use Complete Sentences
- Establish and Follow a Purpose in Writing

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Kwanzaa is an African American cultural festival that begins on December 26. The word **kwanzaa** means "first fruits" in Swahili, an African language. The holiday, which began in 1966, is a week. Near the end of the week, a **_____** after "harvest" about a **_____** period to celebrate a. My parents **_____**.

1. Choose the answer that goes in Blank 1.
 holiday
 holiday that
 holiday which
 holiday where it

2. Choose the answer that goes in Blank 2.
 Swahili
 Swahili that
 Swahili who
 Swahili which

3. Choose the answer that goes in Blank 3.
 1966
 1966, last
 1966, it last
 1966, that last

4. Choose the answer that goes in Blank 4.
 gifts for children
 site of music and dance
 people have a great feast
 special foods and decorations

Grade 4 Assessment **A1.16** Unit 1 Living Traditions

Writing, Revising, and Editing Test

1. Choose the answer that goes in Blank 5.
 because
 because, and
 because, and I
 because, when I

2. Choose the answer that goes in Blank 6.
 when it happens
 who knew about Revere's
 familiar with other African customs
 had never tried the costume before

3. Think of a music, dance, or other performance you have seen on TV, online, or in person. Write the first paragraph of an article for school news blog about the performance. In your paragraph, let the readers know the purpose of the article. Underline the words or phrases that help the readers know the purpose.

Grade 4 Assessment **A1.17** Unit 1 Living Traditions

Writing Rubric

Code	Writing Rubric				
	4	3	2	1	0
1. Focus	4: Clear focus on the topic	3: Clear focus on the topic	2: Clear focus on the topic	1: Clear focus on the topic	0: Clear focus on the topic
2. Organization	4: Well-organized	3: Well-organized	2: Well-organized	1: Well-organized	0: Well-organized
3. Content	4: Rich content	3: Rich content	2: Rich content	1: Rich content	0: Rich content
4. Style	4: Vivid style	3: Vivid style	2: Vivid style	1: Vivid style	0: Vivid style
5. Mechanics	4: Excellent mechanics	3: Excellent mechanics	2: Excellent mechanics	1: Excellent mechanics	0: Excellent mechanics

Grade 4 Assessment **A1.41** Unit 1 Living Traditions

Writing, Revising, and Editing Test
A1.16–A1.17

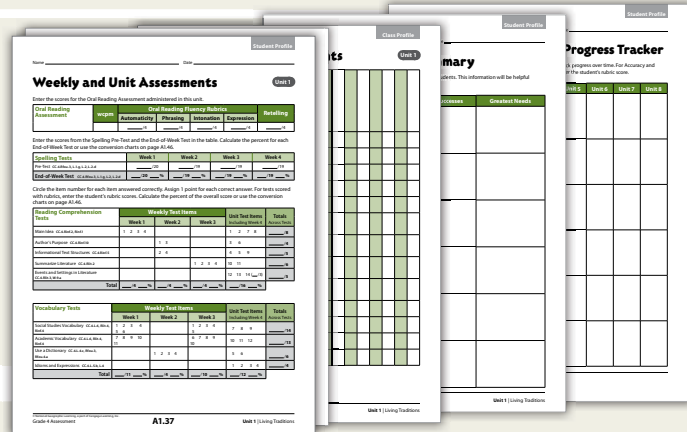
Writing Rubric
A1.41



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A1.37–A1.38
- Class Profile: Weekly and Unit Assessments** A1.39
- Student Profile: Strengths and Needs** A1.40
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Author's Purpose:** Reteaching Master RT1.3
- Text Structure:** Reteaching Master RT1.4
- Plan and Monitor:** Reteaching Master RT1.5

ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](https://www.ngreach.com)

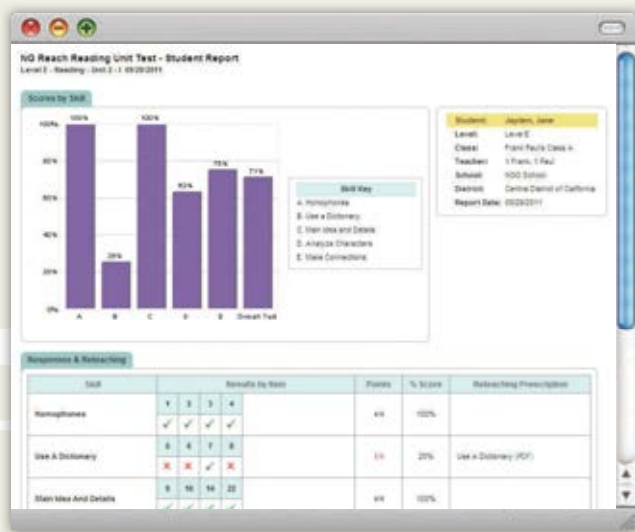
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](https://www.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](https://www.ngreach.com)
Daily Spelling Practice, pages T27i–T27j

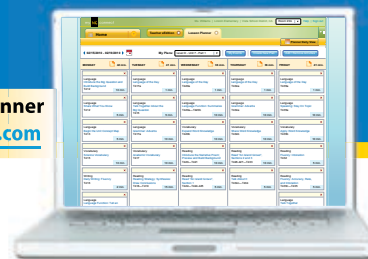
Grammar and Writing

RETEACH

- Sentences:** Anthology Handbook, pages 593–594
 - Writing:** Reteaching Writing Routine, page BP51
 - Writing Trait: Ideas:** Reteaching Master RT1.6
- ADDITIONAL PRACTICE**
- More Grammar Practice PM1.16
 - Daily Writing Skills Practice, pages T27m–T27n

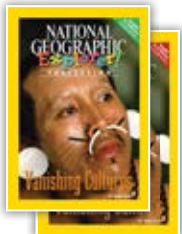

Week 3 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Read and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.4.SL.1.c Ask for and Give Information T36	Academic Talk CC.4.SL.c1 Ask for Clarification T38a
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Words with Short <i>i, u</i> and CC.4.L.1.g; CC.4.L.2; Commonly Misspelled Words T35s CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.3 ☑ Review Simple Subject/Simple Predicate T35u Social Studies Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; ☑ Learn Key Words T36 CC.4.L.6 ancestor ceremony marriage occasion ritual	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T35s CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.3 ☑ Relative Pronouns (<i>who, whose, whom</i>) T35u Academic Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn More Key Words T38–T39 belief clarify custom influence monitor relationship role
	Reading ⌚ 20–40 minutes	Reading CC.4.Rinf.10 Read Aloud: Fantasy T37a Comprehension CC.Rlit.3; CC.4.Rlit.10; CC.4.SL.4 ☑ Plot T37a Fluency CC.4.Rfou.4 ☑ Model Expression T37a	Reading CC.4.Rinf.10 Read an Interview; Read and Build Comprehension T40 Comprehension CC.4.Rinf.10 ☑ Plan and Monitor: Monitor & Clarify T40 Fluency CC.4.Rfou.4 ☑ Practice Expression T40
	Writing ⌚ 15–45 minutes	Power Writing T36 CC.4.W.10 Daily Writing Skills CC.4.W.2; CC.4.W.2.b; Use Colorful Details to CC.4.W.2.c; CC.4.L.3.a Elaborate T35w Writing CC.4.W.9; CC.4.W.9.b; CC.4.W.10 Write About Plot T38 Writing Project: Story Extension CC.4.W.3; CC.4.W.5; Study a Model T59a CC.4.L.1; CC.4.L.1.a; CC.4.L.3	Power Writing T38a CC.4.W.10 Daily Writing Skills CC.4.W.2; CC.4.W.2.b; Use Colorful Details to CC.4.W.2.c; CC.4.L.3.a Elaborate T35w Writing CC.4.W.10 Write About Clarifying T41 Writing Project: Story Extension CC.4.W.3; CC.4.W.5; Prewrite T59a–T59b CC.4.L.1; CC.4.L.1.a; CC.4.L.3

SMALL GROUP READING TIME		Read Social Studies Articles	Read Fiction Books
Fiction & Nonfiction	⌚ 20 minutes	Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG17 Reading CC.4.Rinf.4 Determine Word Meanings SG16 Build Comprehension CC.4.Rinf.10 SG17	Vocabulary CC.4.L.6 Learn Story Words SG18–SG19 Reading Introduce SG18–SG19 ☑ Monitor and Clarify to CC.4.Rlit.1 Comprehend Literature SG20–SG21 ☑ Comprehend Plot CC.4.SL.4 SG20–SG21
			

LEARNING STATION TIME			
⌚ 20 minutes		Speaking and Listening T35q CC.4.Rfou.4.b; CC.4.SL.4	Language and Vocabulary T35q CC.4.L.6
		Writing T35q CC.4.W.1.a; CC.4.W.1.b; CC.4.W.1.c; CC.4.W.2; CC.4.W.2.b; CC.4.W.7; CC.4.W.8	Cross-Curricular T35r CC.4.W.2.d; CC.4.W.9
		Reading and Intervention T35r, SG68 CC.4.Rlit.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b; CC.4.W.1	

Big Question How do traditions help guide us?

Day 3

Read and Comprehend

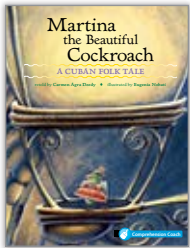
Academic Talk CC.4.Rfou.4.a
Preview and Predict T42

Daily Spelling and Word Work CC.4.Rfou.3.a;
✓Practice T35t CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.L.1; CC.4.L.3
✓More Relative Pronouns (*which, that*) T35v

Vocabulary Practice CC.4.L.6
✓Expand Word Knowledge T42

Reading CC.4.Rlit.10;
Read a Folk Tale CC.4.Rfou.4.a
T43–T49



Comprehension CC.4.Rlit.3;
✓Plot T43–T49 CC.4.Rlit.10; CC.4.SL.4

✓Plan and Monitor: CC.4.Rinf.10
Monitor & Clarify T43–T49

Explain Adages CC.4.L.5.b
T44–T45

Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓Practice Expression, Accuracy, and Rate T44–T45

Power Writing T42 CC.4.W.10
Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.2.c;
Use Colorful Details to Elaborate T35x CC.4.L.3.a

Writing CC.4.W.9.a; CC.4.W.10
Write About a Character T50–T51

Writing Project: Story Extension CC.4.W.3; CC.4.W.5;
Draft T59b CC.4.L.1; CC.4.L.1.a; CC.4.L.3

Day 4

Read and Comprehend

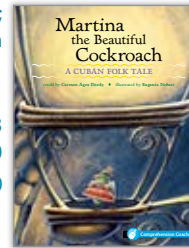
Academic Talk CC.4.Rlit.2
Summarize Reading T52

Daily Spelling and Word Work CC.4.L.2; CC.4.L.2.d
✓Practice T35t

Daily Grammar CC.4.L.1; CC.4.L.1.a; CC.4.W.5
✓Grammar and Writing T35v

Vocabulary Practice CC.4.L.6
✓Share Word Knowledge T52

Reading CC.4.Rinf.2; CC.4.Rinf.10;
Read a Folk Tale CC.4.Rfou.4.a
T53–T56



Comprehension CC.4.Rlit.3
✓Plot T53–T56 CC.4.Rlit.10

✓Plan and Monitor: CC.4.Rinf.10
Monitor & Clarify T53–T56

Fluency CC.4.Rfou.4; CC.4.Rfou.4.b
✓Practice Expression, Accuracy, and Rate T53

Power Writing T52 CC.4.W.10
Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.2.c;
Use Colorful Details to Elaborate T35x CC.4.L.3.a

Writing CC.4.W.10
Writer's Craft: Humor T57a

Writing Project: Story Extension CC.4.W.3; CC.4.W.5;
Revise, Edit, and Proofread CC.4.L.1; CC.4.L.1.a;
T59c CC.4.L.3

Day 5

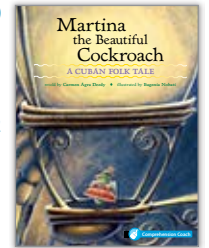
Review and Apply

Academic Talk CC.4.SL.1; CC.4.SL.1.a
Talk About It T57b

Daily Grammar CC.4.L.1; C.4.L.1.a; CC.4.L.3
✓Review T35v

Vocabulary Practice CC.4.L.6
✓Apply Word Knowledge T57b

Reading CC.4.Rlit.2; CC.4.Rinf.10
Read a Folk Tale
T43–T49, T53–T56



Comprehension CC.4.Rlit.2
✓Read and Retell: Plot T58a–T59

Fluency CC.4.Rfou.4.b
✓Check Expression, Accuracy, and Rate T59

Power Writing T57b CC.4.W.10
Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.2.c;
Use Colorful Details to Elaborate T35x CC.4.L.3.a

Writing CC.4.W.1
Write About It T58

Writing Project: Story Extension CC.4.W.3; CC.4.W.5;
Publish and Present T59d CC.4.L.1; CC.4.L.1.a; CC.4.L.3;

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through
Wide Reading SG18–SG21



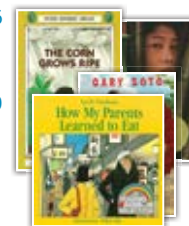
Reading CC.4.Rlit.10
Read and Integrate
Ideas SG20–SG21

✓Monitor and Clarify to CC.4.Rlit.1
Comprehend Literature
SG20–SG21

✓Comprehend Plot SG20–SG21 CC.4.SL.4

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through
Wide Reading SG18–SG21



Reading CC.4.Rlit.10
Read and Integrate
Ideas SG20–SG21

✓Monitor and Clarify to CC.4.Rlit.1
Comprehend Literature
SG20–SG21

✓Comprehend Plot SG20–SG21 CC.4.SL.4

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through
Wide Reading SG18–SG21



Reading CC.4.Rlit.2; CC.4.Rlit.3;
Connect Across Texts CC.4.Rlit.10;
SG21 CC.4.SL.1.a

Writing CC.4.W.2
Choose a Writing Option
SG20–SG21

ASSESSMENT & RETEACHING

Assessment and Reteaching T59e–T59f

✓Vocabulary Test A1.20–A1.21 CC.4.L.4.b; CC.4.L.6

✓Spelling Test: Words with Short *i, u* and
Commonly Misspelled Words T35s CC.4.Rfou.3;
CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

✓Writing, Revising, and Editing
Test A1.22–A1.23 CC.4.W.10;
CC.4.L.1; CC.4.L.3

✓Reading Comprehension Test A1.20–A1.21 CC.4.Rlit.2

✓Oral Reading Assessment A1.4–A1.6 CC.4.Rfou.4.a

✓Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

Reteaching
Reteaching Masters RT1.7–RT1.9



Speaking and Listening

Option 1: Talk Like a Cockroach

"You want me to do WHAT?"

"You are a beautiful cockroach."

Have students work in pairs to perform the dialogue between Martina and Abuela found on page 45 of the story "Martina the Beautiful Cockroach."

- Encourage students to develop voices for their characters.
- Remind students to say only the words on the page that are in quotes.
- Have partners practice the dialogue and then present it to the class.

Read Orally with Expression on Successive Readings

CC.4.Rfou.4.b

Option 2: Talk About Humor

It's funny when Martina crosses her legs three times because...

I agree. I love that scene!

Have students discuss what they find funny in the story "Martina the Beautiful Cockroach," found on **Anthology** pages 43–56.

- Have students identify their favorite humorous scene.
- Have students explain to their partners why they find the scene so funny.
- Have students take turns reading their favorite scenes. Partners may also wish to perform dialogue together.

Report on a Text

CC.4.SL.4

Language and Vocabulary

Key Words

ancestor · belief · ceremony · clarify · custom
influence · marriage · monitor · occasion
relationship · ritual · role

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

CC.4.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 a context sentence for each Key Word.

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

CC.4.L.6

Writing

Option 1: Write New Advice

Have students write their advice to the main character of the story "Martina the Beautiful Cockroach" (see **Anthology** pages 43–56).

Display the writing prompt:

Imagine that you are Martina's best friend. What advice would you give her about how to find a good husband? Write your advice to Martina. Give reasons to support your ideas and opinions.

Introduce the Topic, State an Opinion, and Create a Structure
Provide Reasons
Link Opinions and Reasons

CC.4.W.1.a

CC.4.W.1.b

CC.4.W.1.c

Option 2: Write About Color-Changing Lizards



NGReach.com Student Resources

Have students search the **nationalgeographic.com** site. Have them find facts, videos, and photographs to write a description of the color-changing lizards known as chameleons.

Write Informative/Explanatory Text to Convey Information
Develop the Topic
Conduct Research
Gather Information

CC.4.W.2

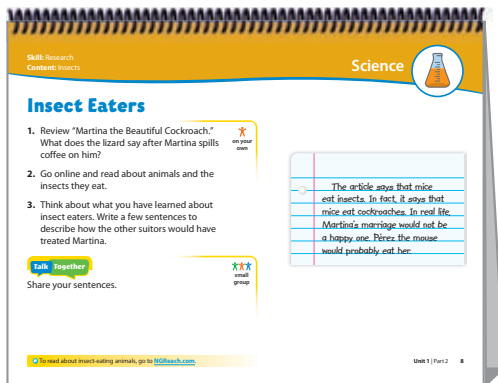
CC.4.W.2.b

CC.4.W.7

CC.4.W.8

Cross-Curricular

Option 1: Insect Eaters



Insect Eaters

- Review "Martina the Beautiful Cockroach." What does the lizard say after Martina spills coffee on him?
- Go online and read about animals and the insects they eat.
- Think about what you have learned about insect eaters. Write a few sentences to describe how the other suitors would have treated Martina.

Talk Together
Share your sentences.

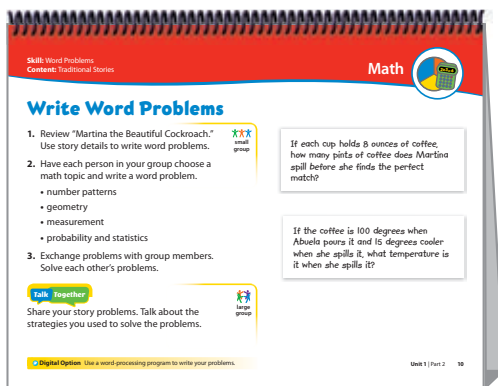
The article says that mice eat insects. In fact, it says that mice eat cockroaches. In real life, Martina's marriage would not be a happy one. Pérez the mouse would probably eat her.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 8
Teacher's Guide on [NGReach.com](https://www.ncreach.com)
Student Resources Directory

Draw Evidence from Texts CC.4.W.9

Option 2: Write Word Problems



Write Word Problems

- Review "Martina the Beautiful Cockroach." Use story details to write word problems.
- Have each person in your group choose a math topic and write a word problem.
 - number patterns
 - geometry
 - measurement
 - probability and statistics
- Exchange problems with group members. Solve each other's problems.

Talk Together
Share your story problems. Talk about the strategies you used to solve the problems.

If each cup holds 8 ounces of coffee, how many pints of coffee does Martina spill before she finds the perfect match?

If the coffee is 100 degrees when Alberto pours it and 15 degrees cooler when she spills it, what temperature is it when she spills it?

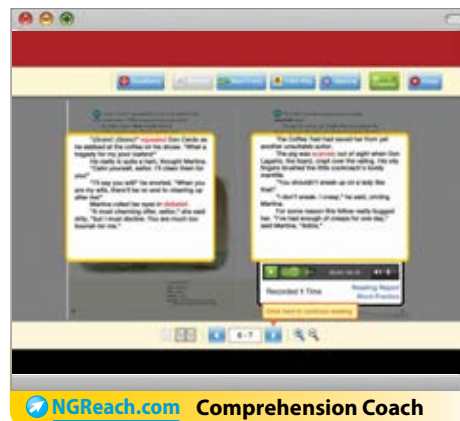
PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 10
Teacher's Guide on [NGReach.com](https://www.ncreach.com)
Student Resources Directory

Use Precise Language CC.4.W.2.d

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Read and Comprehend Literature CC.4.Rlit.10
Read with Accuracy and Fluency to Support Comprehension CC.4.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.4.Rfou.4.b

Option 2: What I Mean Is...



What I Mean Is ...

- Go online and read a story about keeping secrets. Look at the underlined idioms and expressions. Write each one on a sentence strip.
- Use a different color to write each definition, shown here, on a sentence strip.
- Look back at the story. Use context clues to match each idiom or expression to its meaning.

Talk Together
Talk about the clues you used to match the sentence strips.

easy to do a piece of cake
add or gloomy
tell a secret
get someone's attention
not quite able to remember
tell someone that you're angry

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 8
Teacher's Guide on [NGReach.com](https://www.ncreach.com)
Student Resources Directory
sentence strips • colored pencils • online resources

Write Opinions on Topics CC.4.W.1
Read with Accuracy to Support Comprehension CC.4.Rfou.4

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

For Reteaching Masters, see pages RT1.7–RT1.9.

Additional Resources

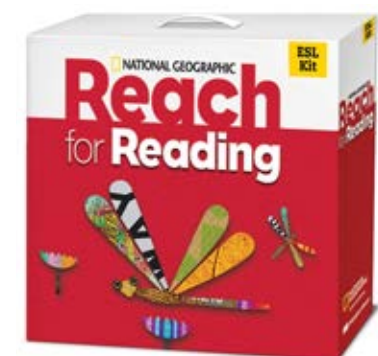
Reach into Phonics



Lessons 10, 11, and 12

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.4.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T36–T59

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cultural Heritage

- ✔ Spell Words with Short *i, u*
- ✔ 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 Short *i, u*

1. artistic	My sister is the artistic one in our family because she draws beautifully.
2. assist	He will assist by helping us create a family tree.
3. blush	I get nervous and blush when I speak before an audience.
4. budge	We tried to move the old trunk, but it wouldn't budge .
5. culture	We discussed the history and traditions of Mexico to help us understand Mexican culture .
6. differ	Our backgrounds differ because I was born in Russia and you were born in the United States.
7. fundamental	The way people behave is a fundamental , or basic, part of who they are.
8. humble	Plain and simple living suits my humble tastes.
9. illustrate	We decided to illustrate our family tree with drawings of our relatives.
10. immense	We were in awe of the immense height of the Statue of Liberty.
11. inspire	When children succeed at a difficult task, they inspire feelings of pride in their parents.
12. instruct	The artist begins to instruct his students by showing them how to mix paints.
13. puzzle	We will research and solve the puzzle of where our great-grandfather lived in Germany.
14. rigid	The dry, hard clay was too rigid to be molded.
15. upward	The tourists looked upward to the top of the tower.

Watch-Out Words

16. angel	In the painting, the angel has wings and a halo.
17. angle	The painter's angle , or his particular viewpoint, makes the wings appear powerful.
18. set	Let's set our packages under a bench.
19. sit	We should sit on the bench and study the painting.

Short *i, u*

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students

Teach

Display the words *inspire* and *humble*. Circle the short vowels and pronounce each word. Explain: *When a syllable with one vowel ends with a consonant, the vowel is usually short.*

inspire

humble

Prepare

Have partners collaborate to write each of the first 15 spelling words on a separate index card so that they have one complete set of spelling words.

Practice

- Have partners work together to sort cards by words with short vowel *i* and words with short vowel *u*.
- Then have one partner read and spell aloud the words with short vowel *i*. Have the other partner read and spell aloud the words with short vowel *u*.
- Have partners exchange cards and read words with the other short vowel, emphasizing the short vowel sounds.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Draw It Out

Day 2



Option 2

MATERIALS

index cards • construction paper • colored pencils or markers

Prepare

- Have students work alone to identify spelling words that contain consecutive letters that form small words.
- Tell students to write each spelling word on a separate index card with the small words below it. Have students check spellings of each small word in a dictionary.

Draw Pictures

- Have students use the words to write silly sentences and then create drawings for their sentences. Tell students to neatly write each silly sentence again, this time on the back of the related word card.
- Display student drawings. Nearby, display cards, with the spelling-word side facing down. Have students work independently to match a sentence with a drawing, then figure out and spell the word aloud.

Demonstrate Command of Spelling

CC.4.L.2

Consult References

CC.4.L.2.d

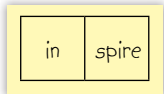


Words as Syllables Day 3 Option 1

MATERIALS
4 different colors of paper • scissors • graph paper (optional)

Prepare

- Have pairs of students cut four square tokens (1½" by 1½") using four colors of paper.
- Have students use a ruler to create a grid of squares (also 1½" by 1½") on plain paper.



Practice

- First, have partners determine the number of syllables in a spelling word. Next, starting at the top row of the grid, students write each syllable of the word in its own square. Ask students to quietly pronounce each syllable as they write it. Have students use a dictionary to check that they have correctly divided the word into syllables.
- Partners then cover each syllable with a different colored token until they have covered the whole word.
- Next, partners take turns recalling the covered word, one student pronouncing it slowly and clearly, the other uncovering a token as each syllable is revealed.
- Have students repeat with the remaining words.

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
Demonstrate Command of Spelling CC.4.L.2
Consult References CC.4.L.2.d

Goes with What? Day 3 Option 2

Classify

- Have students determine categories of their own for the spelling words. Provide examples: *Hard Words/Easy Words, Nouns/Verbs/Adjectives, Work Words/Play Words.*
- Tell students to make a chart with the category name as the column heading.
- Have students sort the spelling words and write each under the correct heading. Encourage them to sort the words under as many original categories as they can.

Spell Grade-Appropriate Words CC.4.L.2.d

Trace Words Day 4 Option 1

MATERIALS
index cards, 19 per pair of students • tracing paper • timer

Prepare

- Have pairs of students write each spelling word on a separate card until they share one complete set of spelling words.
- Have them use tracing paper to trace loosely around each word to make a bubble in the shape of the word.

Play a Game

- Have students shuffle all the bubbles into a pile.
- Have one partner choose a bubble and write the correct spelling word inside the bubble, based on the shape of the bubble.
- Have the other partner read the word aloud and make sure that the correct spelling word is written in the bubble.
- If the word is incorrect, the first partner erases the word and starts again.
- Give students ten minutes and take turns until time is up.
- The partner who writes more words correctly wins.

Demonstrate Command of Spelling CC.4.L.2

Act it Out! Day 4 Option 2

Prepare

Have students work in small groups to act out and guess spelling words.

Play Charades

- Have students take turns choosing a spelling word and acting it out for the group.
- Have the groups make a tally on a whiteboard of each word acted out and spelled. Display the tally so all students can see it.
- When a student guesses a word correctly, he or she gets a point. The student then spells it for the group.
- The game ends when each student has acted out two words.
- The student who has the most points is the winner.

Spell Grade-Appropriate Words CC.4.L.2.d

OBJECTIVES

Thematic Connection: Cultural Heritage

Grammar: Use Relative Pronouns

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Relative Pronouns

CC.4.W.5

CC.4.L.1

CC.4.L.1.a

Day 1

PROGRAM RESOURCES

Simple Subjects and Predicates:
eVisual 1.21

Digital Library: Language Builder
Picture Cards for Unit 4

Review the Rules

Use the suggestion on page T38 to review simple subjects and simple predicates. Elaborate: *The simple subject is the most important word in the subject. The simple predicate is the most important word in the predicate. It is the verb.* Display **eVisual 1.21**.

Simple Subjects and Predicates

The **simple subject** is a noun or a pronoun.

My aunt Arnetta tells stories from her home country of Barbados.

The **simple predicate** is a verb

Her good friends in Barbados often write emails to her.

Every week, they send pictures of themselves, too.

[NGReach.com](#) Simple Subjects and Predicates : eVisual 1.21

Generate Sentences

Display the **Language Builder Picture Cards** of festivals. Have students write sentences about the pictures. Explain:

- Choose three pictures.
- Write two sentences about each picture.
- For one picture, write one sentence with the simple subject as the fourth word in the complete subject. Circle the simple subject.
- For one picture, write one sentence with the simple predicate as the second word in the predicate. Underline the simple predicate.

For **Writing Routine 4**, see page BP50.

Differentiate

AL Above Level

ISSUE Students finish well ahead of others.

STRATEGY Have students circle the simple subjects and underline the simple predicates in a partner's sentences. Then have students write a third sentence for each picture.

Day 2

PROGRAM RESOURCES

Relative Pronouns: eVisual 1.26
Game: Practice Master PM1.18

MATERIALS

scissors

Teach the Rules

Use the suggestion on page T40 to introduce relative pronouns. Explain: *Use who if the subject is doing something and whom if it is receiving action. Use whose to show possession.* Display **eVisual 1.26**.

Relative Pronouns

To connect a dependent clause to a noun in the main clause, use **who** if the subject is doing something and **whom** if it is receiving action. Use **whose** to show possession.

This is a picture of Grandma, **who** makes beautiful lace.

Grandma learned to make lace from her mother, **whose** talent was famous in Barcelona.

I am going to visit Grandma, **whom** I miss very much.

[NGReach.com](#) Relative Pronouns: eVisual 1.26

Play a Game

Distribute **Practice Master 1.18** and scissors. Tell partners to play the game.

Name _____ Date _____

Grammar Game
Who, Whose, Whom?

1. Cut the cards apart and place the gray cards face up in a row. Place the white sentence cards face down in a pile.
2. Choose a card from the sentence pile.
3. Read the sentence aloud. Then choose the gray card with the correct relative pronoun to complete the sentence. Read aloud your sentence.
4. Have your partner continue by choosing a card from the sentence pile and completing that sentence.
5. Play until all the sentence cards have been used.

who	whose	whom
We learned about Pueblo pottery from Mrs. Martinez, <u>whom</u> we visited at the museum.	Mom took me to hear David Broza, <u>whose</u> Israeli music.	These luminaries are for my sisters, <u>who</u> give wonderful parties.
I like to visit Uncle Roger, <u>whose</u> legends from Jamaica are my favorite stories.	We love to listen to Chris, <u>whose</u> hands pound the bongos.	This hand-knit sweater is from Grandma, <u>whom</u> we see every winter.

PM1.18 Unit 1 Living Traditions

[NGReach.com](#) Practice Master PM1.18

Differentiate

BL Below Level

ISSUE Students do not know whether to use *who*, *whose* or *whom* to complete the sentences in the game.

STRATEGY Ask clarifying questions: *Did Mrs. Martinez visit the museum or receive visitors?* (received visitors, received action, so use *whom*) Then help students complete each sentence with the correct pronoun.



Day 3

PROGRAM RESOURCES

More Relative Pronouns:
eVisual 1.27

MATERIALS

colored pencils or markers

Teach the Rules

Use the suggestion on page T48–49 to introduce more relative pronouns. Display **eVisual 1.27** and explain: *The relative pronouns which and that can begin dependent clauses.*

- That usually begins a clause that is necessary to the meaning of the sentence.
- Which usually begins a clause that adds information but isn't necessary to understand something in the main clause.

More Relative Pronouns

- | | |
|--|---|
| <ul style="list-style-type: none"> • Use that to begin a dependent clause that helps to identify something in the main clause. | Tía Josefina created the decorations that are made from cut paper. |
| <ul style="list-style-type: none"> • Use which to begin a dependent clause that just adds more information about something in the main clause. Place a comma before a clause with <i>which</i>. | Tía Josefina created beautiful cut paper decorations, which add to the festive atmosphere of the hall. |

[NGReach.com](https://www.ngr.com) More Relative Pronouns: eVisual 1.27

Generate Sentences

Distribute colored pencils or markers. Have each student draw a quick sketch of a celebration or family gathering that represents his or her culture. Explain:

- Choose three activities or things in your picture and write a sentence about each one.
- Challenge a classmate to rewrite your sentences, using *which* or *that* to add a dependent clause to each sentence.

Differentiate

SN Special Needs

ISSUE Students understand, but struggle with written assignments.

STRATEGY Allow students to orally add dependent clauses beginning with *that* or *which* to a classmate's written sentences.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM1.19

Grammar and Writing ✎

Distribute **Practice Master PM1.19**. Have students use editing and proofreading marks to correct errors with dependent clauses and relative pronouns.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- relative pronouns
- capitalization

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↔	Move to here.
,	Add comma.
.	Add period.

Traditional celebrations ^{are} part of people's cultural heritage. ^{They (or Celebrations)} are important to many people. Every culture has special celebrations ^{which} are passed down through generations.

Some cultures ^{have} special wedding traditions. For example, some Russian families give crowns to the bride and groom, ^{whom} they treat like royalty. At some Japanese weddings, the bride, ^{whose} face is painted white, wears a white kimono.

Some Polish celebrations include polka music, ^{which} is very lively. Many polka bands have a leader ^{who} is an accordion player.

For use with TE, p. T35v **PM1.19** Unit 1 Living Traditions

[NGReach.com](https://www.ngr.com) Practice Master PM1.19

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A1.22–A1.23

Review and Assess ✎✎

Display the sentences below. Have students insert the correct relative pronoun. Then have them circle the simple subject of the main clause and underline its simple predicate.

1. Our cousins do Irish step dancing, _____ is very hard work.
2. We loved eating the falafel _____ Mr. Aziz made for the party.
3. That mariachi singer is Veronica, _____ fame is growing.
4. This basket is from Ms. Osceola, _____ runs the museum.
5. I learned to make challah from Grandpa, _____ I talk to every day.

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

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Cultural Heritage

Use Colorful Details to Elaborate

COMMON CORE STANDARDS

Write Informative/Explanatory Text to Examine a Topic CC.4.W.2
 Develop the Topic, Using Facts, Definitions, Details,
 Quotations, and Other Information and Examples CC.4.W.2.b
 Link Ideas, Using Words or Phrases CC.4.W.2.c
 Choose Precise Words and Phrases CC.4.L.3.a

Introduce Elaborating

Day 1



PROGRAM RESOURCES

Colorful Details Paragraph: eVisual 1.22

Main Idea Diagram: eVisual 1.23

Teach the Skill

Review main idea and details: Explain: *Something that's colorful is full of variety, or different details that make it interesting.* Display **eVisual 1.22**.

Read the paragraph.



Colorful Details Paragraph

Masks are a rich part of Bali's cultural heritage. "Some masks are used only in ceremonies," an expert on Balinese art explained. Generally, masks are hand-carved from wood and decorated with materials from nature, such as ashes and pigments, or plant dyes.

Colorful Details Paragraph: eVisual 1.22



INTERACTIVE WHITEBOARD TIP: After reading, underline the first sentence.

Point out the main idea, then each detail. Explain: *The writer used a variety of details to make the paragraph colorful.* Display and read **eVisual 1.23** and discuss how the writer used colorful details.



Main Idea	Details
Masks are a rich part of Bali's cultural heritage.	Facts masks are hand-carved from wood
	Definitions pigments, or plant dyes
	Examples ashes and pigments
	Quotations "Some masks are used only in ceremonies,"

Main Idea Diagram: eVisual 1.23



INTERACTIVE WHITEBOARD TIP: Add other examples, such as facts, to the chart.

Teach that using precise words such as *hand-carved* instead of vague words such as *made* makes writing more colorful.

Teach that writers use transition words to link ideas. Point out how *such as* helps readers know how ideas in the paragraph are related.

Map Colorful Details

Day 2



Option 1

Introduce

Display the following sentences.

Jeremy is an artist. He makes interesting things. Last week he had a show. The show was downtown. A reporter was there.

Practice

Have partners use precise words and details to make the paragraph more colorful. Encourage students to include facts, definitions, quotations, and examples. Provide question prompts such as these:

- What kind of artist is Jeremy?
- What materials does Jeremy use to create his art?
- When was Jeremy's show?
- Exactly where downtown was his show?
- What did the reporter write about Jeremy's work?

Develop a Topic

Day 2



Option 2

PROGRAM RESOURCES

Main Idea Diagram: eVisual 1.23

Practice

Have students recall a celebration they have attended or read about. Then ask them to work independently to write a colorful details paragraph about the celebration. Direct students to first write a main idea statement, and then write the supporting details. Have students use **eVisual 1.23** as a checklist to be sure they include facts, definitions, quotations, and examples in their paragraphs.



SUGGESTED PACING

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

Write Informational Text

Day 3



Option 1

PROGRAM RESOURCES

Transition Words Chart: eVisual 1.28

Introduce

Display **eVisual 1.28**. Remind students that transition words show a reader how ideas are related.



Transition Words Chart

If you want to...	Use these transition words...
add new ideas	also, in addition
introduce examples	for example, such as
express general ideas	generally, usually
show place	farther, below, above

NGReach.com Transition Words Chart: eVisual 1.28



INTERACTIVE WHITEBOARD TIP: Have volunteers circle the words they use most.

Practice

Have partners work together to write colorful details paragraphs about artists or athletes they know. Direct partners to first write a main idea statement, and then write the supporting details. Encourage them to use transition words to link the ideas in the paragraphs.

Write with Colorful Details

Day 3



Option 2

Introduce

Display **eVisual 1.28**. Remind students that transition words show how ideas are related and make it easy for readers to follow the writer's line of thought.

Practice

Have each student work independently to write a colorful details paragraph about a favorite sport. Remind students to include colorful details, such as facts, definitions, quotations, and examples. Encourage students to use appropriate transition words to link their ideas.

Revise for Colorful Details

Day 4



PROGRAM RESOURCES

Main Idea Diagram: eVisual 1.23

Transition Words Chart: eVisual 1.28

Practice

Have each student write a colorful details paragraph about a community event, such as a picnic, Fourth of July fireworks display, or New Year's Day event. Be sure students include details to support their main idea statements.

As students compose their paragraphs, remind them to include facts, examples, and definitions, as well as at least one quotation, such as from a guest at the event. Have students use **eVisual 1.23** as a checklist. In addition, remind students that using transition words to link their ideas will help readers move smoothly from one idea to the next. Have students use **eVisual 1.28** to guide them in their use of transition words.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A1.22–A1.23

Review the Skill

Have partners write a colorful details paragraph about a real or imagined school event. Remind students to first create a main idea statement, and then use details, facts, definitions, quotations, and examples to support the main idea. Remind students to use transition words to link ideas.

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

OBJECTIVES

Thematic Connection: Cultural Heritage

- Use Domain-Specific Words
- Comprehend Plot

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM1.1
- Story Map: Practice Master PM1.17
- Family Newsletter 1

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 1.20

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Describe an Event	CC.4.Rlit.3
Determine Meanings of Words and Phrases	CC.4.Rlit.4
Read and Comprehend Literature	CC.4.Rlit.10
Determine Meanings of Domain-Specific Words	CC.4.Rinf.4
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Writing


Draw Evidence from Texts	CC.4.W.9
Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Purposes	CC.4.W.10

Speaking and Listening

Pose and Respond to Questions	CC.4.SL.1.c
Tell a Story	CC.4.SL.4

Language and Vocabulary

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



WARM-UP

Prompt: *Today we will be listening to a song about one family's lost tooth tradition. What happens in your family when someone loses a tooth?* Ask volunteers to share their traditions with the class.

Academic Talk

1 Ask for and Give Information Anthology page 36

Read the instructions and play the **Sing with Me Language Song**: "A Tooth Tradition."

Explain that if you ask a specific, detailed question, you'll probably get better information. Clarify that (1) these questions often begin with *who*, *what*, *when*, *where*, *why*, or *how*; and (2) they should include at least one detail that helps the responder know how to answer the question.

Model: *Imagine you're at a baseball game, and you're hungry for a hotdog. From which of the following questions will you receive the best information?*

- *Do they sell hotdogs around here?*
- *Where's the hotdog stand?*
- *Where's the nearest hotdog stand?*

Discuss why the last question is the best choice.

Social Studies Vocabulary

2 Key Words Anthology page 37

Display **Student eEdition** page 37. Explain and model the Key Words using **Vocabulary Routine 1**.

- **Pronounce the word** and point to the image: **ancestor**.
- **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 **ancestor** is a member of your family who lived long ago.
- **Elaborate**. Two of my **ancestors** are my great-grandparents, who came from Greece.

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

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

Have partners take turns repeating the routine for each word using page 37. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

ancestor · ceremony
marriage · occasion · ritual

- How can I _____?
- You can _____.

Song ((MP3))

Ask for and Give Information

Listen to Luka and Peter's song. Then use **Language Frames** to ask for information about a tradition that you know about.

A Tooth Tradition

"I just lost a front tooth, dear brother, dear brother. How can I replace it? Dear brother, tell me."

"On the roof you can throw it, dear Peter, dear Peter. A mouse will come get it, dear Peter, a mouse."

"Now my smile looks so funny, dear brother, dear brother. There's a gap where my tooth was, dear brother, a gap."

"Don't worry, dear Peter, the mouse is a good mouse. And soon it will send you a shiny new tooth."

Tune: "There's a Hole in My Bucket"



ancestor
ceremony
marriage
occasion
ritual

Key Words

Many cultures have traditions for important days in a person's life. Look at the pictures. Use **Key Words** and other words to talk about special **occasions** in different cultures. Use the pronunciations in the **Picture Dictionary** to say new words correctly.



A quinceañera party celebrates a girl's 15th birthday.



Many couples begin their **marriage** with a wedding **ceremony**. This couple has their hands bound together with a cord. This wedding **ritual** began hundreds of years ago.



Some families have naming ceremonies for their babies. The baby might be given the name of an **ancestor**. This honors both the family member and the baby.

Talk Together

How important are traditions in weddings? Try to use **Language Frames** from page 36 and **Key Words** to give information to a partner.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 36–37

3 Talk Together Anthology page 37

If students have little or no experience of weddings, tell them to think of TV shows and movies they have seen with weddings, or display pictures of weddings from the Internet. Have partners ask for and give information about the importance of traditions in weddings, using Key Words. Provide an example, such as: *An important **ritual** that takes place at many **marriage ceremonies** is when the bride and groom exchange rings.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students discuss wedding traditions, listen for correct usage of the Key Words.

If students use words incorrectly, have one partner ask questions about the words and provide answer choices for the other partner. Provide examples:

*Who takes part in a **marriage**: a bride and groom or a judge and jury?* (bride and groom)

*Which is a **ceremony**: a baseball game or a wedding?* (wedding)

Encourage students to create an original sentence using each Key Word. Provide an example: *A high school graduation ceremony marks the completion of twelfth grade.*

Weekly Writing

Gather students' writing throughout the week.

- ✓ **Daily Writing Skills Practice** (T35w–T35x)
- ✓ **Power Writing** (T36, T38a, T42, T52, T57b)
- ✓ **Writing** (T38, T41, T50–T51, T57a, T58)
- ✓ **Writing Project** (T59a–T59d)

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

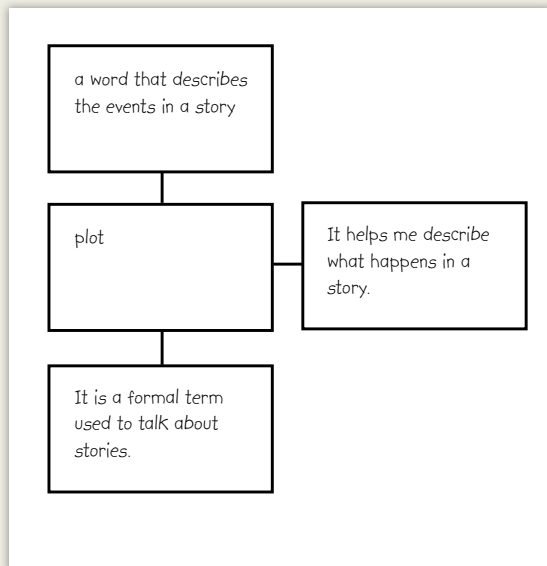
ancestor/ancestro ceremony/ceremonia
occasion/ocasión ritual/ritual

SN Above Level

ISSUE Students already understand many of the Key Words.

STRATEGY Challenge students to find synonyms for the words to further build their understanding. Have them use a dictionary or thesaurus.

Word Map



Fluency

Model Expression Explain: *Fluent readers read with expression. They use their voices to show feelings and actions in the text. For example, their voices sound fast and high if something exciting is happening in the story. Their voices sound slow and low when reading about something sad.* Model expression by reading aloud the first paragraph of “Peter’s New Tooth” with expression. Then have partners read the song lyrics on **Anthology** page 36. Circulate and listen for correct expression.

Comprehension

4 **Plot** ✓ **Anthology** page 38

Display **Student eEdition** page 38. Have a volunteer read aloud the explanation of plot, and elaborate: *Whenever you tell a friend what happens in a story, you are explaining the events in the **plot**.* Use the Word Map to further define the term **plot**. Then display **eVisual 1.20** and read aloud “Peter’s New Tooth.”



Read Aloud

Fantasy

Peter’s New Tooth

What an **occasion** today is! Six-year-old Peter is smiling, and his smile has a big, new gap in it. One of Peter’s front teeth has fallen out!

Following a tradition started long ago by his **ancestors**, Peter walks outside, clutching his tooth in his hand. Pulling his arm back, he hurls the tooth with all his might up onto the roof of his family’s home. Why would Peter perform such a **ritual**?

There’s a mouse on the house, a mouse clad in a pretty pink dress and a white apron. She holds out her apron and catches Peter’s tooth in it. Peter breathes a sigh of relief because he knows this means he will grow a new tooth to replace his lost one.

Sure enough, two months later, a sparkling white tooth has grown in to replace Peter’s missing tooth. What a beautiful smile Peter has!

 [NGReach.com](https://www.ngreach.com) Read Aloud: **eVisual 1.20**



INTERACTIVE WHITEBOARD TIP: Bracket and label the paragraphs *Beginning, Middle, and End*.

5 **Map and Talk** ✓ **Anthology** page 38

After students read how to make a story map, ask questions about each section of the plot. For example, for the first entry, ask: *Who is the story about?* (Peter) *What happens to him?* (He loses his tooth.) Help students add events: *What does Peter do next?* (He throws his tooth on the roof of his house.)

6 **Talk Together** ✓ **Anthology** page 38

Encourage storytellers to include details in their story and to speak clearly at an understandable pace. Have listeners use **Practice Master PM1.17** to make a story map about their partner’s story. Then have the partners change roles.

Check & Reteach

OBJECTIVE: Comprehend Plot ✓

Ask: *What happens at the beginning of your partner’s story? What happens next? What happens at the end?*

Write these sentence frames to help students identify the events in the story:

First, _____. Next, _____. Then, _____. At the end of the story, _____.



Plot

The series of events that make up a story are the **plot**.

- The **beginning** tells who the characters are and how the story starts.
- Most events happen in the **middle**.
- The **end** tells what finally happens.

Look at the pictures. Think about the story they tell.

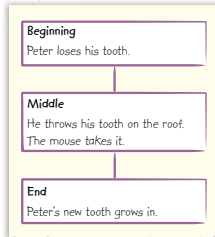


Map and Talk

You can make a story map to tell the plot. Here's how to make one.

In the first box, tell how the story starts. In the middle box, tell the next events. In the last box, tell how the story ends.

Story Map



Talk Together

Listen to a story that your partner tells. Make a story map to describe the plot.

38

Anthology page 38

Writing

7 Write About Plot

Introduce: *Now you will write about the plot of the story your partner told you.*
Model the process with "Peter's New Tooth."

Think Aloud

First, I will write about what happens at the beginning of the story.

Next, I'll add important events that happen in the middle of the story.

Last, I'll write the end of the story.

Write

First, Peter loses a tooth.

Next, he throws his tooth onto the roof.
Then, a mouse takes it.

At the end, Peter grows a new tooth.

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

Have students use the story maps from **Talk Together** to write. Have partners share their paragraphs with each other to confirm that the events are correct.

WRAP-UP Have students choose a custom they know, explain why they think it is important, and then add to their unit concept maps.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T35s

Daily Grammar ✓

Point to the second sentence in the **Read Aloud**. Explain: *The simple subject of this sentence is Peter, and the simple predicate is is smiling.* Use page T35u to review simple subjects and predicates.

Daily Writing Skills ✓

Point out the colorful detail "clad in a pretty pink dress and a white apron" in the **Read Aloud**. Then use page T35w to teach using details.

Name _____ Date _____

Story Map

Plot of a Story

Work with a partner. Tell each other a story. Make a story map to tell the plot of your partner's story.

Story Map

Beginning Responses will vary.
--



Middle Responses will vary.



End Responses will vary.

Use the story map to retell your partner's story.

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For use with TE p. T37a

PM1.17

Unit 1 | Living Traditions

OBJECTIVES

Thematic Connection: Cultural Heritage

- Use Academic Words
- Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

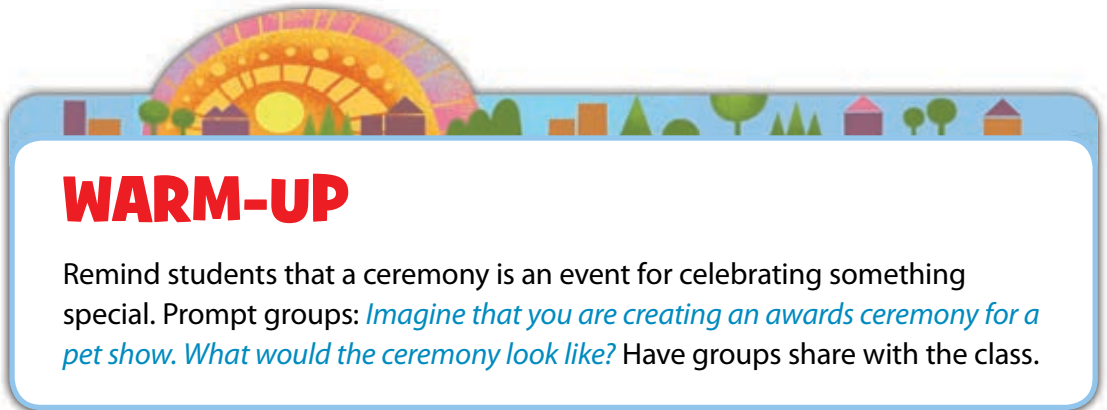
PRINT & TECHNOLOGY

Family Newsletter 1

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook



Power Writing

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

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

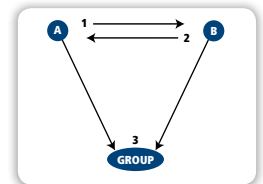
Academic Talk

1 Ask for Clarification

Explain: *Sometimes when you hear an explanation, part of it might be confusing. The part that is confusing needs clarification.* Ask a volunteer to describe in detail what happens when he or she loses a tooth. Ask the student for clarification about a particular part of the description. After you've received clarification, restate the information in your own words. Explain: *To ask for clarification about something you hear, you can ask a specific, detailed question. You can also restate part of the explanation in your own words.*

Have partners describe in detail a game. Use **Three-Step Interview** to give students practice asking for clarification:

- Have students form pairs.
- Have Student A interview Student B about a game. Encourage Student A to ask Student B to clarify details Student A does not understand. Partners reverse roles.
- Student A shares with the class information from Student B; then Student B does the same. Class members may also ask for clarification.



Three-Step Interview

Academic Vocabulary

2 More Key Words Anthology page 39

Introduce: *Let's learn some more words to help us discuss cultures and traditions.* Display **Student eEdition** page 39. Explain and model the Key Words using **Vocabulary Routine 1** and the images on the page.

Key Words

belief · custom · influence
relationship · role

- **Pronounce the word and point to the image:** **custom**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** A **custom** is the usual way of doing something.
- **Elaborate.** At our school, it is a **custom** to say the Pledge of Allegiance every morning.

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

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

COMMON CORE STANDARDS

Reading

Determine Meaning of Words and Phrases	CC.4.Rlit.4
Determine Meanings of Academic Words	CC.4.Rinf.4
Read and Comprehend Informational Text	CC.4.Rinf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Writing

Write Over Shorter Time for Specific Tasks	CC.4.W.10
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Speaking and Listening

Pose and Respond to Questions	CC.4.SL.1.c
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Language and Vocabulary

Acquire and Use Academic Words	CC.4.L.6
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More Key Words

Use these words to talk about "Martina, the Beautiful Cockroach" and "Coming of Age."

belief

(bu-lĕf) *noun*



A **belief** is a feeling that something is true. What is your **belief** about hard work?

custom

(kus-tum) *noun*



A **custom** is the usual way of doing something. Their **custom** is to eat cereal for breakfast.

influence

(in-flū-unts) *verb*



To **influence** someone is to affect that person. Family members can **influence** your interests.

relationship

(ri-lā-shun-ship) *noun*



A **relationship** is the way people or things are connected.

role

(rōl) *noun*



A **role** is a part or a purpose. Each actor plays an important **role** in the school play.

Talk Together

Take turns with a partner. Read a **Key Word** and say what it means. Ask your partner to give an example.

A custom is a habit.

I have a custom of reading in bed each night.

Add words to My Vocabulary Notebook.
NGReach.com

Anthology page 39

Best Practices

Link to Experience As students talk, encourage them to synthesize concepts. Use prompts such as these:

- What **belief** do you have about school?
- What is a **custom** your family practices?
- Who **influences** you?

Have partners take turns repeating the routine for each word using page 39. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** ✓ Anthology page 39
 Have partners take turns defining the Key Words and giving examples for them.



Check & Reteach

OBJECTIVE: Use Academic Words ✓

As students talk together, listen for correct definitions and examples of the Key Words. If students define words incorrectly or give inappropriate examples, provide sentence frames involving both the meaning of the word and an example in context. Have pairs complete the sentence frames orally. Provide examples:

- Something I think is true is my _____. (**belief**)
- It is my _____ that family is important. (**belief**)

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to understand the definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

custom/costumbre *influence/influenciar*
relationship/relación

SN Special Needs

ISSUE Students do not find personal meaning in learning the Key Words.

STRATEGY Have students name words related to their interests and add them to **My Vocabulary Notebook**. Ask students to use both Key Words and their added words together in sentences.

Examples Chart

Term	Definition	My Example
monitor	to watch or to check carefully	The nurse monitors the patient's heartbeat.
clarify	to make easier to understand	I ask the teacher to clarify what she means.


Daily Language Arts
Daily Spelling and Word Work ✓

Practice page T35s

Daily Grammar ✓

Rephrase lines from the interview: *Our friends, who wanted to influence our future, broke glasses.* Point to the word *who*, and explain that *who* is a relative pronoun. It refers to *friends* and introduces the dependent clause *who wanted to influence our future*. Use page T35u to review relative pronouns.

Daily Writing Skills ✓

Point out *added ribbons and eggshells* in the interview and explain that it is a detail that helps explain *put decorations on the tree*. Then use page T35w to practice using colorful details to elaborate.

Fluency

Practice Expression As partners read aloud the interview, circulate and listen for correct expression.

Comprehension**4 Learn to Plan and Monitor** ✓ **Anthology** page 40

Use the Examples Chart to teach the terms **monitor** and **clarify**. Then project **Student eEdition** page 40 and read aloud the first paragraph. Explain: *When you **monitor**, you stop to ask yourself whether you understand what something means. If you still don't understand it, look for ways to **clarify** what it means.*

Then model monitoring and clarifying the illustration on page 40:

- *What does this picture mean?*
- *I will look more carefully at details in the picture. The woman is wearing a traditional Japanese dress called a kimono.*
- *I know that kimonos are worn on special occasions, such as ceremonies.*
- *I study the picture again and notice the cup. She appears to be serving tea.*
- *I conclude that the picture shows a Japanese ceremony.*

Read aloud the remainder of the introduction and "How to Monitor and Clarify." Explain that both rereading and reading on are ways of clarifying text you do not understand.

5 Talk Together ✓ **Anthology** page 41

Display **Student eEdition** page 41 and read aloud the directions. Ask a volunteer to read Luka's first question and the student sample. Ask: *How does monitoring and clarifying help a reader understand the text?* (Possible response: It helps to clarify what Luka means when he says "**role**." Now I know what Luka is asking.)

Have students form small groups to take the roles of Luka, Grandpa Jozo, and Grandma Capeka and read the rest of the interview together. Tell groups that if one student does not understand something from the text, they should pause, reread, and read on before discussing what that portion of the text means.

Check & Reteach**OBJECTIVE: Monitor and Clarify to Comprehend Text** ✓

Ask: *How did you **monitor** your understanding as you read? What part of the text did you have a problem with? What did you do to **clarify** what it meant?*

If students have difficulty planning and monitoring as they read the text, read aloud the interview, pausing at the text marked by the first red arrow. Ask: *What beliefs is Grandma Capeka talking about?* Have students reread her words and then read her next two sentences to clarify. (Hope, health, and hard times are all important parts of life.)



Learn to Plan and Monitor

Look at the picture. When you see something you don't understand, you **monitor**, or watch carefully. You look for a way to **clarify**, or make sure you understand, what you see. Soon the meaning may become clear.



You also **monitor** and **clarify** when you read.

How to Monitor and Clarify

1. When you don't understand the text, stop. Think about what the text means.
2. If you do not understand, reread the text. If the meaning still is not clear, read on.
3. Think about how the meaning has become clearer to you.

What does _____ mean?

I will _____.

It means _____.

Language Frames

- ? What does _____ mean?
- I will _____.
- It means _____.

Talk Together

Read Luka's interview. Read the sample of how to monitor and clarify. Then use **Language Frames** to tell a partner how you monitored your reading.

Interview

Luka's Grandparents

Luka: Tell me about some **customs** related to **marriage**. What **role** did your friends play in your wedding **ceremony**?

Grandma Capeka: Early in the morning, our friends came together. They planted a tree in my family's yard. They put decorations on the tree. They added ribbons and eggshells.

Luka: Then what happened?

Grandpa Jozo: They gave us a traditional gift for the **occasion**.

Grandma Capeka: Yes, they brought us some bread and some salt. The gift shows our **beliefs**. The bread shows our hope for a healthy life. The salt shows that life is sometimes hard.

Grandpa Jozo: Then we had a big feast. At the end, everyone threw their glasses and cups to the ground.

Luka: Why did they do that?

Grandpa Jozo: It's a custom! Breaking glasses brings much luck! Our friends wanted to **influence** our future.

Grandma Capeka: And it worked! Our **relationship** has been a happy one for many years!

Sample

"What does Luka's question mean?"

I will read on.

It means, "What did the friends do at the ceremony?"

◀ = A good place to monitor and clarify your reading

Writing

6 Write About Clarifying

Introduce: *We are going to write a paragraph about how **monitoring** and **clarifying** helped us understand the interview.* Model the process for students.

Think Aloud

First, I will write about how I **monitored** as I read the interview.

Next, I'll tell about how I tried to **clarify** the meaning.

Now I'll write about an example.

Write

As I read, I stopped to notice any parts that I did not understand.

Then I reread or I read on to see if I could clarify the meaning.

I didn't understand what Grandpa meant. I read on. He meant bread and salt.

Have students write about one place where they needed to monitor and clarify. See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty writing about monitoring and clarifying.

STRATEGY Provide sentence frames to help students monitor and clarify:

- I did not understand _____.
- I reread the text and found out _____.
- I read on and found out _____.

WRAP-UP

Have students play an interview game in two-person teams. One student chooses a tradition from today's readings. The other asks questions, writing down answers. The team that answers the most questions in five minutes wins.

OBJECTIVES

Thematic Connection: Cultural Heritage

☑ Comprehend Plot

☑ Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 1
Tracks 5–6

Comprehension Coach

MATERIALS

timer



WARM-UP

Prompt students: *Today we will be reading a folk tale about a wedding. Have you ever been to a wedding? What was it like?* Have volunteers share their impressions with the class.

Power Writing

Have students write as much as they can as well as they can in one minute about what traits they think make a good friend.

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

Vocabulary Practice

1 Expand Word Knowledge ☑

Students will practice Key Words by creating Example Charts. Provide a model:

- Draw a three-column chart with these headings: Word, Definition, My Example.
- Write a Key Word in the left column of the chart.
- Write a definition for the word in the center column of the chart.
- Write an example of the word in the right column of the chart.

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

Key Words

ancestor · belief · ceremony
clarify · custom · influence
marriage · monitor · occasion
relationship · ritual · role

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

Academic Talk

2 Preview and Predict

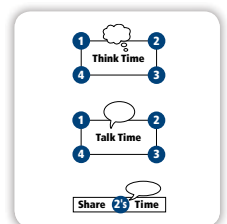
REVIEW *Before we read a story, we can preview the text and then predict what we think the story will be about. As we read, we may change our predictions.*

Display page 43 and ask: *What can we do to predict what this story is about?* (read the title and think about what it means; look at the illustrations) Read aloud the title and ask: *What is a cockroach?* (a bug) *What do the title and illustration tell you about Martina?* (She is imaginary. She is a bug dressed up and wearing makeup.)

Display Key Words *marriage, occasion, and relationship*. Have students preview the illustrations on **Anthology** pages 43–56 and write what they think is going to happen in the story, using as many Key Words as they can. Have groups share their predictions using **Numbered Heads Together**.

- Have students discuss their predictions so that any member of the group can report for the group.
- The student in each group whose number is called reports for the group. Explain that as they read the story, students will check to see if their predictions were correct.

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



Numbered Heads Together

COMMON CORE STANDARDS

Reading

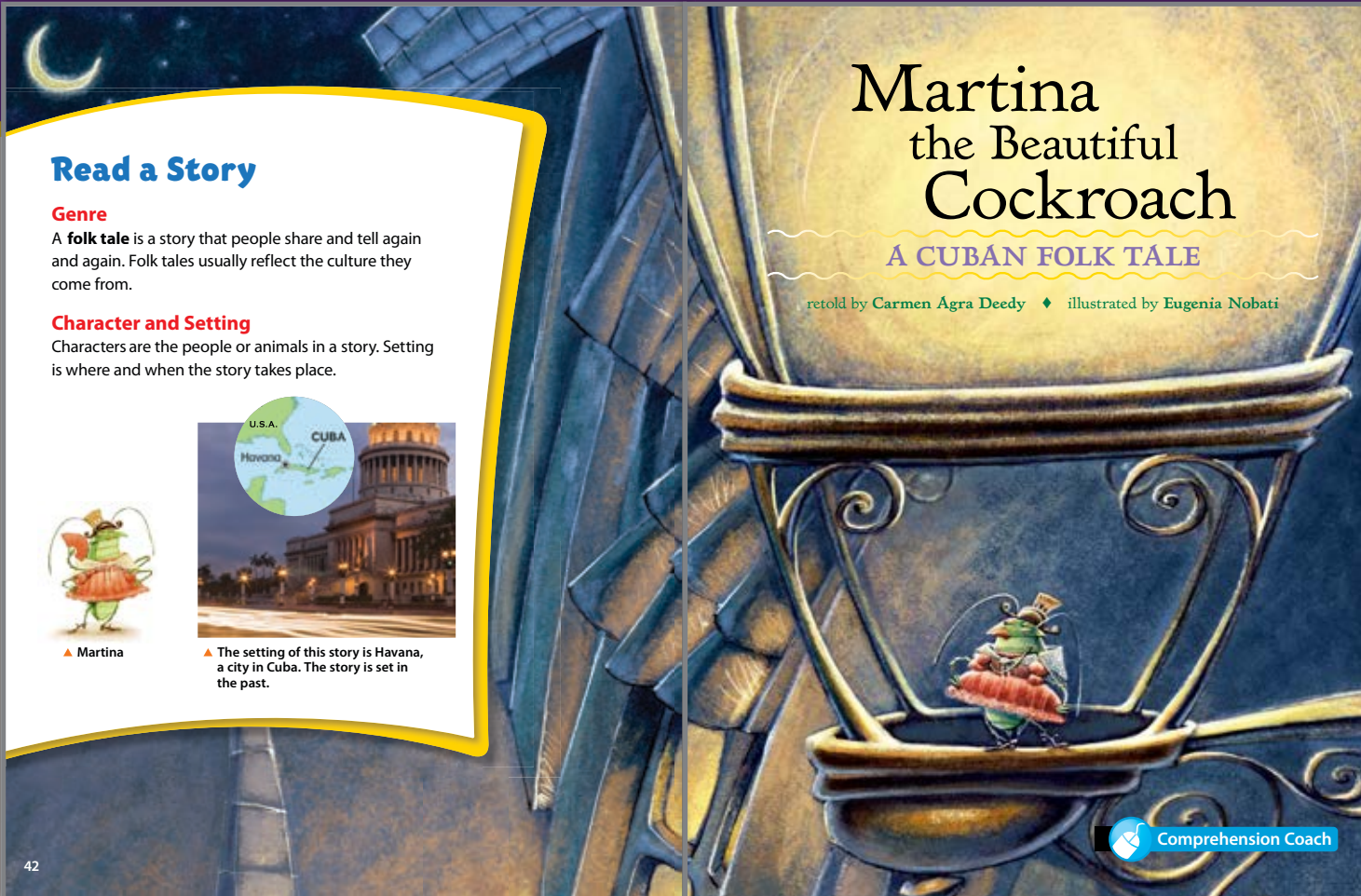
Describe a Character	CC.4.Rlit.3
Read and Comprehend Literature	CC.4.Rlit.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b

Writing

Apply Grade 4 Reading Standards	CC.4.W.9.a
Write Over Shorter Time for Specific Audiences	CC.4.W.10

Language and Vocabulary

Explain Adages	CC.4.L.5.b
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6



Read a Story

Genre

A **folk tale** is a story that people share and tell again and again. Folk tales usually reflect the culture they come from.

Character and Setting

Characters are the people or animals in a story. Setting is where and when the story takes place.



▲ Martina



▲ The setting of this story is Havana, a city in Cuba. The story is set in the past.

STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Comprehension Coach

Anthology
pages 42–43

Reading

3 Read a Story Anthology pages 42–43

GENRE Have a volunteer read aloud the definition of a folk tale. Elaborate: *Many folk tales express the values, beliefs, and customs of a culture.*

CHARACTER AND SETTING Ask a volunteer to read aloud the definitions of character and setting. Have students point out the illustration of the main character, Martina. Then read aloud the caption and have students locate Cuba on the map.

SOCIAL STUDIES BACKGROUND Share information to build background:

- *Folk tales are often set in a far-off time and place.*
- *Characters in folk tales can be animals that talk or act like humans.*

Have students read pages 42–51. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Display the Key Words. Read aloud the story to students, pausing to give an explanation of each Key Word. Elaborate and discuss each meaning.

OL On Level

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

AL Above Level

READ INDEPENDENTLY As students read silently, have them list the main events in the story to identify the plot. Have them use the questions to build comprehension.

Best Practices

Encourage Participation While students work on the **Academic Talk** on page T42, help stimulate small group discussions by assigning specific roles to students:

- Discussion Connector
- Discussion Director
- Idea Illustrator

1 Set a Purpose

Martina is ready to get married. Find out how she chooses a husband.

Martina Josefina Catalina Cucaracha was a beautiful cockroach. She lived in a cozy street lamp in Old Havana with her big, lovable family.

Now that Martina was 21 days old, she was ready to **give her leg in marriage**. The Cucaracha household was crawling with excitement! Every **señora** in the family had something to offer.

Tía Cuca gave her *una peineta*, a seashell comb. **Mamá** gave her *una mantilla*, a lace shawl. But **Abuela**, her Cuban grandmother, gave her *un consejo increíble*, some shocking advice.



In Other Words

give her leg in marriage get married
(a joke based on the expression *give her hand in marriage*)

señora woman (in Spanish)

Tía Aunt (in Spanish)

44

Anthology
pages 44–45



“You want me to do WHAT?” Martina was **aghast**.

“You are a beautiful cockroach,” said **Abuela**. “Finding husbands to choose from will be easy—picking the right one could be **tricky**.”

“B-b-but,” stammered Martina, “how will spilling COFFEE on a **suitor’s shoes** help me find a good husband?”

2 BL

Her grandmother smiled. “It will make him angry! Then you’ll know how he will speak to you when he **loses his temper**. Trust me, Martina. The Coffee Test never fails.”

Martina wasn’t so sure.

In Other Words

aghast shocked; amazed

tricky difficult

a suitor’s shoes the shoes of a person who wants to marry me

loses his temper gets angry

45

Fluency

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

Mini Lesson

Explain Adages

Explain: *An adage is a wise, old saying that is well known and considered to be true. All cultures have adages that are passed down from one generation to the next. They are a way for **ancestors** to share their knowledge and **beliefs** with their descendants.*

Read aloud the following adages and have students clarify their meanings:
Home is where the heart is. (It doesn’t matter where you are; the people you love are your true home.) *Look before you leap.* (Stop and think before making a decision. Think carefully about what you are about to do before you do it.) *The early bird catches the worm.* (Get an early start, and you’ll have a better chance of success.)

Use **Student eEdition** page 45 to share *Abuela’s* way of finding a husband. Restate her advice in the form of an adage, saying for example: *A man who is patient when coffee is spilled on his shoes will make a good husband.* Work with students to clarify that this adage means that a man who is patient and doesn’t anger easily would make a good husband because he would be easy to live with.

Have students share and clarify the meaning of other adages they know.



Meanwhile, *Papa* sent *el perico*, the parrot, to **spread the word**.

Soon all Havana—from the busy sidewalks of El Prado to El Morro castle—was **abuzz with** the news. Martina the beautiful cockroach was ready to choose a husband.

As was the **custom**, Martina would greet her suitors from the balcony, under her family's many watchful eyes.

3 AL **Daintily**, she sat down and crossed her legs, and crossed her legs, and crossed her legs.

She didn't have long to wait.

In Other Words
spread the word tell everyone
abuzz with talking about
Daintily Carefully



Don Gallo, the rooster, strutted up first. Martina tried not to stare at his splendid shoes.

Keeping one eye on his reflection, Don Gallo greeted her with a sweeping bow. “**Caramba!** You really are a beautiful cockroach. I will look even more fabulous with you on my wing!”

With that, he leaned forward and crooned,

“Martina Josefina Catalina Cucaracha,

Beautiful **muchacha**,

Won't you be my wife?”

Martina hesitated only for an instant. “Coffee, **señor?**”

In Other Words
¡Caramba! Wow! (in Spanish)
muchacha girl (in Spanish)
señor sir (in Spanish)

Before You Move On

- 1. Plot** What is *Abuela's* advice to Martina at the beginning of the story?
- 2. Character** What is Don Gallo like? How can you tell?

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss with students what they think Martina will do.
- 2. Monitor and Clarify** ✓ *Is there something you didn't understand at first? How did you clarify your understanding? How was that strategy helpful?*
- 3. Analyze Technique** *How does the author use humor to write about cockroaches? Give examples.* (She uses humor when writing about the cockroaches' physical attributes. For example, she writes that Martina “crossed her legs, and crossed her legs, and crossed her legs” because a cockroach has six legs.)

Differentiate

BL Below Level

ISSUE Students have difficulty clarifying key concepts of the text.

STRATEGY After each paragraph or page, ask questions such as: *What part does not make sense? What part confuses you? What part do you need to reread? How can reading on help clarify meaning?*

AL Above Level

ISSUE Students read too rapidly and fail to notice the humor and other enriching details.

STRATEGY Ask students to make a list of descriptions of what the cockroaches look like. They should quote the words and phrases exactly. Then have them highlight the ones that indicate humor or word play.

Answers Before You Move On

- 1. Plot** ✓ *Abuela* tells Martina to test her suitors by pouring coffee on their shoes to see if they get mad.
- 2. Character** Possible response: Don Gallo is self-centered. He struts. He is always looking at himself. He only wants Martina because she will sit on his wing and make him look better.

1 > **Predict**
What will the Coffee Test show
Martina about her suitors?

Right on cue, *Abuela* appeared. With a quick glance at her grandmother, Martina nervously splattered coffee onto the rooster's spotless shoes.

"Oh my!" she said **with mock dismay**. "I'm **all feelers** today!"
"¡Ki-ki-ri-kiiii!" The rooster was furious. "Clumsy cockroach! I will teach you better manners when you are my wife."

Martina was stunned. The Coffee Test had worked!

"A most humble offer, *señor*," she said coolly, "but I cannot accept."



In Other Words
Right on cue Just as planned
with mock dismay pretending to be sorry
all feelers clumsy

48



Don Cerdo, the pig, hoofed up next. His smell curled the little hairs on Martina's legs.

"What an **unimaginable** scent," Martina wheezed. "Is it some new pig cologne?"

"Oh, no, *señorita*. It's the **sweet aroma** of my **pig sty**. Rotten eggs! Turnip peels! Stinky cheese!" Don Cerdo licked his chops and sang,

"Martina Josefina Catalina Cucaracha,
Beautiful *muchacha*,
Won't you be my wife?"

2
Martina had already left in search of coffee.
She wasted no time with the pig.

In Other Words
unimaginable awful
señorita Miss (in Spanish)
sweet aroma good smell
pig sty pigpen; home

49

Anthology
pages 48–49

Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Clarify the meaning of the word *suitor*. Then ask: *How would you react if someone poured coffee on you?*
- 2 Analyze Character's Feelings** *Why do you think Martina hurries off to get the coffee after Don Cerdo asks her to marry him?* (She wants to get rid of him.)
- 3 Comprehend Plot** ✓ *How do you know that the second Coffee Test is part of the middle of the story?* (The test is one of many main events in the story.)

Check & Reteach

OBJECTIVE: Comprehend Plot ✓

As students answer the comprehension questions about plot, ensure that they understand that a plot is made up of events.

If students have difficulty identifying plot elements so far, ask: *What happens first in the story?* (*Abuela* tells Martina to test the suitors by pouring coffee on their shoes.) *What happens after that?* (Each suitor gets angry when Martina spills the coffee.)

OBJECTIVE: Monitor and Clarify to Comprehend Text ✓

Review that *monitor* means "to watch carefully" and *clarify* means "to make sure you understand." Check understanding as students answer the Monitor and Clarify items. If students have difficulty identifying Martina's attitude about the Coffee Test, have them reread page 48 to find clues about how her mood changes from nervousness to surprise. Encourage them to read on to make sure their ideas are correct.

Answers Before You Move On

- 1. Plot** ✓ The Coffee Test shows that the suitors will not make good husbands for her. Both characters go from being sweet and charming to very angry.
- 2. Clarify** The word *ham* has more than one meaning. Martina is calling Don Cerdo a ham because he is a bad actor. A ham is also a kind of meat. It is funny to call Don Cerdo a ham because he is a pig, and ham comes from pigs.

"¡Gronc! ¡Gronc!" squealed Don Cerdo as he dabbed at the coffee on his shoes. "What a tragedy for my poor loafers!" He really is quite a **ham**, thought Martina. "Calm yourself, *señor*. I'll clean them for you!" "I'll say you will!" he snorted. "When you are my wife, there'll be no end to cleaning up after me!" Martina rolled her eyes in disbelief. "A most charming offer, *señor*," she said **drily**, "but I must **decline**. You are much too **boorish** for me."



In Other Words
ham bad actor
drily calmly
decline say no
boorish rude (a joke based on the fact that a boar is another name for a pig)

3 The Coffee Test had saved her from yet another **unsuitable** suitor. The pig was scarcely out of sight when Don Lagarto, the lizard, crept over the railing. His oily fingers brushed the little cockroach's lovely *mantilla*. "You shouldn't **sneak up on** a lady like that!" "I don't sneak. I creep," he said, circling Martina. For some reason this fellow really **bugged** her. "I've had enough of creeps for one day," said Martina. "**Adiós**."



In Other Words
unsuitable bad choice for a
sneak up on surprise
bugged bothered
Adiós Goodbye (in Spanish)

► **Before You Move On**

- 1. Plot** What does the Coffee Test show Martina about her first two suitors? How do these characters change?
- 2. Clarify** Why is it funny that Martina thinks Don Cerdo is "a ham"?

Anthology
 pages 50–51

Writing

4 Write About a Character

Explain: *Characters are the people or animals in a story. You can learn about characters by looking at what they think, do, and say.* Read aloud **Anthology** page 48.

Say: *I notice that Martina speaks in a polite way to the rooster even after he gets angry and speaks rudely to her. What do Martina's actions show about her?* (She is polite.)

Explain that students will write a paragraph that describes Martina. Students will use what the character says, what the character does, and what they know from their own experiences to write the paragraph.

Have partners look back through the story to read about Martina and brainstorm a list of adjectives to describe her. Have students write independently, share their paragraphs with their partners, and add to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T35t

Daily Grammar ✓

Show the relative pronoun *that* on **Anthology** page 42. Then use page T35v to practice using relative pronouns.

Daily Writing Skills ✓

Point out the colorful details on **Anthology** page 49 that describe how Don Cerdo smells. Note how each colorful detail elaborates on the main idea of the passage, which is why Martina does not care for the pig as a suitor. Then use page T35x to practice using colorful details to elaborate.

WRAP-UP Ask students to select their favorite character from the story so far—either *Abuela*, Martina, Don Gallo, Don Cerdo, or Don Lagarto—and discuss what makes the character interesting to them.

OBJECTIVES

Thematic Connection: Cultural Heritage

- ✓ Comprehend Plot
- ✓ Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

- My Vocabulary Notebook
- Read with Me: Selection Recordings: MP3 or CD 1 Track 7
- 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 *weave*.

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

COMMON CORE STANDARDS

Reading

Summarize	CC.4.Rlit.2
Describe a Character	CC.4.Rlit.3
Read and Comprehend Literature	CC.4.Rlit.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b

Writing

Write Over Shorter Time for Specific Purposes	CC.4.W.10
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Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.4.L.6
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WARM-UP

Remind students that in “Martina the Beautiful Cockroach,” Martina tests suitors by pouring coffee onto their shoes. Have groups discuss other folk tales they know in which characters are tested in some way.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the Example Charts from Day 3. Review what the charts show.

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

Vocabulary Routine 3.

- Have students take turns reading their charts aloud.
- Have students discuss how the example sentences clarify the meanings of the Key Words.
- Have students create sentences using both Key Words. Each student adds the sentences to **My Vocabulary Notebook**.

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

Key Words

ancestor • belief • ceremony
 clarify • custom • influence
 marriage • monitor • occasion
 relationship • ritual • role

Academic Talk

2 Summarize Reading

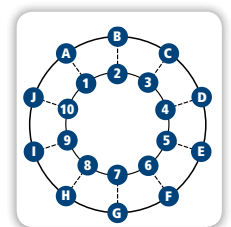
REVIEW Remind students: *A summary of a fictional story only tells the most important events that happen.* Explain that students will use Key Words to summarize what they have read so far of “Martina the Beautiful Cockroach.”

Write these Key Words: *belief, custom, marriage, relationship.*

Have students use an **Inside-Outside Circle** to summarize.

- Students on the outside ask questions about what happened on pages 44–45. Those inside answer the questions by summarizing the reading. Students on the outside listen for Key Words and the most important events.
- Students rotate to create new partnerships. Students on the outside ask questions about what happened on pages 46–47. Students inside the circle answer the questions by summarizing the reading.
- Students trade inside/outside roles. Students on the outside ask questions about pages 48–49, while students inside the circle summarize.
- Students rotate one last time. Students on the outside ask questions about what happened on pages 50–51, while students inside the circle summarize.

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



Inside-Outside Circle

1 Predict

Will any of the suitors ever pass the Coffee Test?

“**B**ut I need you! Wait!” The lizard fell on one scaly knee and **warbled**,

“Martina Josefina Catalina Cucaracha,

Beautiful *muchacha*,

Won't you be my wife?”

Martina sighed. “Let me see if there's any coffee left.”

This time she **wasn't taking any chances**. Martina returned with TWO cups for the lizard.

“¡Pssst! ¡Pssst!” he spat. Don Lagarto was **livid**. He changed colors three times before he finally found his true one. “And to think,” he hissed. “I was going to eat—er—MARRY you!”



In Other Words
warbled sang
wasn't taking any chances
 would make sure the test worked
livid very angry

52

Martina stared at the lizard. You could have heard a breadcrumb drop.

EL “**Food for thought**, *señor*,” Martina said **icily**, “but I must refuse. You are much too cold-blooded for me.”

When her grandmother returned to collect the day's coffee cups, Martina was still **fuming**.

“I'm going inside, *Abuela*.”

“So soon?”

SN **2** “**¡Sí!** I'm afraid of whom I might meet next!”

Abuela drew Martina to the railing and pointed to the garden below. “What about him?”



In Other Words
Food for thought That's something to think about
icily in an unfriendly way
fuming very angry
¡Sí! Yes! (in Spanish)

53

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
 pages 52–53

Reading

3 Read and Build Comprehension

1 Predict Read aloud the predict question. *What are some other ways suitors might react to the Coffee Test?* (Possible response: A suitor might laugh.)

2 Analyze Characters *How are Martina's suitors alike?* (Possible responses: They are not being themselves. They act charming and then reveal that they are not really good suitors when they get angry.)

Differentiate

EL English Learners

ISSUE Students have trouble understanding idioms like “food for thought” on page 53.

STRATEGY Explain that students can use the **In Other Words** feature throughout the **Anthology** to help them clarify the meanings of boldfaced words and phrases as they read. Guide students to use the **In Other Words** feature to find the meaning of the idiom “food for thought” on page 53. Point out that they may also use the feature to understand words in other languages, such as the Spanish word *Si* on the same page.

SN Special Needs

ISSUE Students have difficulty seeing similarities as they analyze characters.

STRATEGY Help students identify a feature or trait of one suitor. Then have them page through the story and point to other characters who have the same characteristic.

Fluency

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

Martina looked down at the tiny brown mouse, and her cockroach heart began to beat faster.

Ti-ki-tin, ti-ki-tan.

"Oh, *Abuela*, he's **adorable**. Where has he been?"

"Right here all along."

"What do I do?"

"Go talk to him . . . and just be yourself."

Martina **handed** *Abuela* her *peineta* and *mantilla*, then **scurried** down to the garden. The mouse was waiting.

Ti-ki-tin, ti-ki-tan.

EL "Hola, hello." His voice was like warm honey. "My name is Pérez."



In Other Words
adorable very cute; charming
handed gave
scurried hurried

54

"Hola," she whispered shyly. "I'm Martina—"

"—the beautiful cockroach," he finished for her.

"You think I'm beautiful?"

The little mouse turned pink under his fur. "Well, my eyes are rather weak, but I have excellent EARS. I know you are strong and good, Martina Josefina Catalina Cucaracha." Then he **squinted sweetly**. "Who cares if you are beautiful?"

TI-KI-TIN, TI-KI-TAN.

"Martina-a-a-a-a! Don't forget the coffee!" It was *Abuela*.

No, thought Martina. No coffee for Pérez!

"Martina Josefina Catalina Cucaracha!"



In Other Words
squinted sweetly narrowed his eyes in a cute way, to try to see better

55

Anthology
 pages 54–55

Read and Build Comprehension

- 1 Comprehend Plot** ✓ *How does the story change when Martina meets Pérez?* (Martina thinks Pérez is adorable, and he makes her heart beat faster. Martina does not want to use the Coffee Test. Pérez compliments Martina's personality instead of her looks.)
- 2 Monitor and Clarify** ✓ *How can you clarify what Abuela means when she says "Don't forget the coffee!"?* (Possible response: I can read on and see that she is reminding Martina to use the Coffee Test on Pérez.)

Differentiate

EL English Learners

ISSUE Students do not understand how Pérez's voice is "like warm honey."

STRATEGY Discuss how honey tastes sweet and feels thick. Explain that the author uses figurative language to help the reader picture how Pérez's voice sounds: sweet and friendly. Have students repeat the dialogue in a sweet and friendly voice. Explain that this is one way of reading with expression.

SN Special Needs

ISSUE Students have trouble following the plot.

STRATEGY Write key plot events on separate index cards or sentence strips, and then work with students to put them in the proper order.

“Sí, Abuela.” Martina knew better than to argue with her Cuban grandmother.

With a heavy heart, she reached for the cup. But Pérez got there first. Quick as a mouse, he splashed *café cubano* onto Martina’s shoes.


Now **the coffee was on the other foot**.

Martina was too delighted to be angry. At last, she’d found her perfect match. But she had to ask,

3 “How did you know about the Coffee Test?”

Pérez grinned. “Well, *mi amor*, my love . . . I too

4 have a Cuban grandmother.” ❖



In Other Words
café cubano Cuban coffee (in Spanish)
the coffee was on the other foot they switched places (a joke based on the expression *the shoe was on the other foot*)

Before You Move On

1. Clarify What does the author mean when she says that Don Lagarto found his true color?

2. Plot Which character passes the Coffee Test? Explain.

56

Anthology page 56

- 3 Analyze Details** *What details support the main idea that Martina and Pérez are a perfect match?* (Pérez uses the Coffee Test on Martina. Both Martina and Pérez have Cuban grandmothers who follow old **customs**.)
- 4 Predict** *What do you think will happen next to Martina and Pérez? What text evidence supports your prediction?* (Possible response: Martina and Pérez will get married because Pérez calls Martina “my love.”)

Check & Reteach

OBJECTIVE: Comprehend Plot ✓

Check for accurate responses to all of the comprehension questions about plot.

If students have difficulty identifying key plot events, provide sentence frames about plot:

At the beginning of the story, _____. In the middle, _____. At the end of the story, _____.

OBJECTIVE: Monitor and Clarify to Comprehend Text ✓

Check for accurate responses to all of the comprehension questions about monitoring and clarifying to understand text.

If students have difficulty answering question 2 on page T54–55, reread the description of the Coffee Test on page 45. Then have students read page 56 until they find text that clarifies what Martina plans to do with the coffee. (“she reached for the cup”)

Answers Before You Move On

- 1. Clarify** The author meant that Don Lagarto showed his true character—an angry lizard with unspeakable intentions.
- 2. Plot** ✓ While Pérez is Martina’s perfect match, it is Martina who passes the Coffee Test because Pérez spills coffee on her, and she is surprised, not angry.


AWARD WINNER

Meet the Author

Carmen Agra Deedy

Carmen Agra Deedy was born in Cuba. When she was young, she moved to the United States. Carmen says the two cultures have taught her that people everywhere are alike.

One example is that people everywhere enjoy funny stories! One day, Carmen was invited to tell a story in Spanish to a gym full of students. Suddenly a huge cockroach flew across the gym. As the students began squealing, Carmen decided to tell one of her favorite Cuban folk tales about a cockroach. That tale became *Martina the Beautiful Cockroach*.

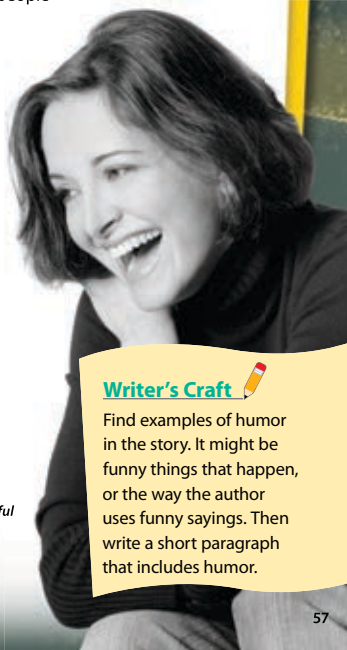


Writer's Craft

Find examples of humor in the story. It might be funny things that happen, or the way the author uses funny sayings. Then write a short paragraph that includes humor.

▲ A Cuban cockroach

Carmen says that when writing *Martina the Beautiful Cockroach*, "I told it just as I remembered my mother telling it." ▶



57

Anthology page 57

4 Meet the Author

Have students silently read the biography. Remind students that folk tales are often passed down from one generation to the next. Ask: *Who first told Carmen about the Coffee Test folk tale?* (her mother) Explain that Carmen is now retelling the story in her own way for a new generation to learn and pass on.

After students read the biography, build comprehension:

- **Draw Conclusions** *How does the author's encounter with the cockroach in the gym help you understand the author better?* (It shows that she has a sense of humor.)
- **Paraphrase Text** *What does Carmen say about living in two cultures?* ("the two cultures have taught her that people everywhere are alike") *Explain what she means in your own words.* (She learned that no matter where you go or where you live, people are the same.)
- **Make Inferences** *How can you tell that the author speaks both English and Spanish?* (She used two languages in the story, and she was telling a story in Spanish at the school.)
- **Synthesize** *After reading the folk tale and Carmen's biography, what lesson do you think she wants her readers to learn?* (Possible response: You can't tell what people are like until you get to know them.)

Writing

5 **Writer's Craft** Anthology page 57

Read aloud the instructions in the Writer's Craft feature on page 57. Have students find examples of humor in the story and explain why each is funny.


Explain that each student will write a one- or two-paragraph story that includes humor. Have students consider different kinds of humor, including verbal humor (funny sayings, funny names, jokes) and physical humor (characters doing outrageous things). Point out that students can make a situation funny by exaggerating some aspect of it or making it unusual in some way. Model how to include elements of a humorous story.

Think Aloud	Write
<i>To make readers laugh, I'll use comic dialogue in my story.</i>	When Furball the Foolish bear saw the Hive of One Hundred Bees, he grinned from furry ear to ear. "Ha!" he cried. "You bees won't get me! I'm far too clever!"
<i>I will have a silly situation in my story.</i>	Then Furball the Foolish bear spotted a hill. "The perfect place to hide from one hundred bees!" he said and crouched down. Suddenly, the hill began to move. Then the hill began to bite! That's how the Hill of a Million Ants sent Furball the Foolish bear on his way!

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

Have partners brainstorm ideas for stories. Then have them work independently to write a short, funny story. They can exchange papers and suggest ways to incorporate more humorous elements. Then have students add their completed paragraphs to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Remind students that an adage is a short, traditional saying. Ask students to think of an adage they already know, and then draw a picture illustrating one of the words in the adage. Have volunteers show their adage drawings to the class, while other students try to guess the adage represented by the drawing.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T35t

Daily Grammar ✓

Read aloud this sentence with an example of a relative pronoun from **Anthology** page 53: *I'm afraid of whom I might meet next!* Then use page T35v to review relative pronouns.

Daily Writing Skills ✓

Read aloud these sentences that include colorful details from **Anthology** page 49: *Don Cerdo, the pig, hoofed up next. His smell curled the little hairs on Martina's legs.* Then use page T35x to practice using colorful details to elaborate on an idea.

Differentiate

BL Below Level

ISSUE Students do not understand how to write with humor.

STRATEGY Point out that humorous writing often includes an absurd situation or silly dialogue. Have students brainstorm a list of funny situations and sayings and then choose one they would like to write more about.

AL Above Level

ISSUE Students' use of humor is expected and overused.

STRATEGY Encourage students to take a second look at their own humor and then try something new. Have them identify two kinds of wordplay they don't normally use in real situations, and think of ways they could use them.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Cultural Heritage

- ✓ Comprehend Plot
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM1.20

Story Map: Practice Master PM1.21

Fluency Practice: Practice Master PM1.22

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 2

MATERIALS

timer • bingo cards • markers

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Summarize CC.4.Rlit.2
Read Orally with Expression on
Successive Readings CC.4.Rfou.4.b

Writing

Write Opinions on Texts CC.4.W.1

Speaking and Listening

Discuss Texts, Expressing
Ideas Clearly CC.4.SL.1

Come to Discussions Prepared
Tell a Story CC.4.SL.1.a
CC.4.SL.4

Language and Vocabulary

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

WARM-UP

Have students think about how the author of “Martina the Beautiful Cockroach” used humor to tell the story. Have students form pairs and share with each other what characters or parts of the story they thought were funniest.

Vocabulary Review

1 Apply Word Knowledge ✓

Write *clarify* and *monitor*. Display **Student eEdition** page 58 and call students’ attention to the other Key Words. Then have students apply their knowledge of the Key Words to play the game Vocabulary Bingo. Distribute a bingo card to each student. Explain the instructions:

- Write the Key Words in random order in the first three rows on your card.
- I will provide clues about the Key Words. For example, for the word **relationship** I might say, “This word refers to a connection between two or more people or things.”
- Place a marker on each word I describe.
- When you have covered a row with markers, call out “Bingo!”

Key Words

ancestor • belief • ceremony
clarify • custom • influence
marriage • modify • monitor
occasion • ceremony • relationship
ritual • role

Keep track of clues you provide to check the students’ answers.

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

For additional practice, have students play the **Online Vocabulary Games**.



Academic Talk

2 Talk About It Anthology page 58

Have partners use Key Words as they discuss the questions. Prompt students to cite details and examples from the text, particularly for question 2. Remind students to ask for clarification if their partner says something they do not understand.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM1.20** to ask more questions about the selection.

Key Words	
ancestor	marriage
belief	occasion
ceremony	relationship
custom	ritual
influence	role

Talk About It

1. What clues tell you that this story is a **folk tale**?

It has _____ and _____.

2. Talk with a partner about the **relationship** between Martina and *Abuela*. **Ask for and give information** as you describe the interactions of these characters.

How can you tell that _____?

I can tell because _____.

3. Do you think the Coffee Test could work for two real people considering **marriage**? What makes you think so?

Learn test-taking strategies.
NGReach.com

Write About It

Would you tell a friend to read this story? Why or why not? Use **Key Words** to write about your ideas in a friendly letter. Include at least one example from the story to explain your opinion.

August 27, 2010
Dear _____,
This story is _____ because _____.
One example is _____.



58

Anthology page 58

STUDENT TECHNOLOGY



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work

Test page T35s

Daily Grammar

Write: *Martina is a cockroach who is old enough to be married.* Ask: *What is the relative pronoun in this sentence? (who)* Then use page T35v to review and assess relative pronouns.

Daily Writing Skills

Write: *Martina lived in a cozy street lamp in Old Havana with her big, lovable family.* Ask: *What colorful details are in this sentence? (cozy street lamp; big, lovable family)* Then use page T35x to assess students' use of details to elaborate.

Answers Talk About It

- Folk Tale** Possible responses: It has been told again and again and has information that reflects the Cuban culture.
- Ask For and Give Information** Possible response: How can you tell that Martina respects *Abuela*? I can tell because she follows what *Abuela* tells her to do.
- Make Judgments** Possible response: Yes, because it shows if someone gets angry easily and says mean things.

Writing

3 Write About It Anthology page 58

Read aloud the directions. Point out the letter format and explain: *Write today's date in the upper right. Choose a friend and write his or her name in the greeting. You can use the first sentence frame to tell what you think about the story and why. Then complete the second sentence frame with at least one detailed example from the story.*

Encourage students to use Key Words as they write. Provide an example: One example is that the story tells about a funny custom the women in a cockroach family follow when they are old enough for marriage.

Have students add their letters to their Weekly Writing Folders.

Name _____ Date _____

Test-Taking Strategy Practice

Know the Test Format

Read the passage. Then read the question and fill in the correct answer.

The Coffee Test

(1) In the folk tale "Martina the Beautiful Cockroach." (2) *Abuela* gives Martina advice about choosing a husband. (3) She tells Martina to spill coffee on her suitors' shoes. (4) A suitor who reacts badly will not make a good husband.

- Which group of words is an incomplete sentence?
 - Group 1
 - Group 2
 - Group 3
 - Group 4
- Martina did not want Don Gallo to be her husband because he was _____.
 - quiet and calm
 - kind and giving
 - selfish and mean
 - loud and confusing

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

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For use with TE, p. T37b

PM1.20

Unit 1 | Living Traditions

Differentiate

SN Special Needs

ISSUE Students have trouble keeping track of plot events in order.

STRATEGY Have each student draw three events from the story and organize them in order. Have them use the language frame, *First, _____* and point to the one that comes first. Have them do the same for the second and third picture.

BL Below Level

ISSUE Students cannot identify important story events.

STRATEGY Write the questions *Who visits next?* and *What happens?* on index cards. Have students answer these questions as they review the story to help them identify what to include.

AL Above Level

ISSUE Students include minor details as well as important events.

STRATEGY Have students ask themselves questions about each event they plan to include: *Would this story make sense if this event was missing?* *Does this event change how the story ends?*

Name _____ Date _____

Story Map

"Martina the Beautiful Cockroach"

Complete the story map to tell what happens in "Martina the Beautiful Cockroach."

Story Map

<p>Beginning</p> <p>Martina decides she is ready to get married. Abuela tells Martina about the Coffee Test.</p>
<p>Middle</p> <p>Don Gallo visits. Martina pours coffee on his shoes, and he gets mad. Martina refuses his proposal. Don Cerdo visits. Martina pours coffee on his shoes, and he gets upset. Martina refuses his proposal. Don Lagarto visits. Martina pours coffee on his shoes, and he reveals that he was going to eat her.</p>
<p>End</p> <p>Martina meets Pérez the mouse and likes him. Pérez pours coffee on Martina's shoes. Martina does not get upset, however. Instead, she is delighted she has found her match.</p>

Use your story map to retell the story to a partner.

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PM1.21 Unit 1 | Living Traditions

Comprehension

4 Plot  Anthology page 59

REVIEW Display **Student eEdition** page 59. Read aloud the instructions and the callouts on the graphic organizer. Review: *A story plot is made up of a series of events that can be organized into a beginning, middle, and end. Most of the events happen in the middle.*

Review pages 47–48 and model adding to the Middle box: *Martina pours coffee on his shoes, and he gets mad.* Explain: *I'll identify only the most important events that happen in the middle of the story and write them in the Middle box. Then I'll write the events that happen at the end in the last box.*

Have students complete **Practice Master PM1.21**. Encourage them to look through the story and select only the most important events. Circulate and ask questions to guide students:

- *Who visits Martina next?*
- *What happens after that?*
- *What happens to Martina at the end of the story?*

Have each student use his or her story map to retell the story of Martina to a partner. Remind students to use Key Words if possible.

See **Differentiate**

Check & Reteach

OBJECTIVE: Comprehend Plot 

As partners retell the story, check that they tell key events of the plot in order.

If students have difficulty telling the events in order, suggest that they use the sentence frames on page 59:

- *Use "First" to tell the events in your Beginning box.*
- *Use "Then" to tell the events in your Middle box.*
- *Use "At the end" to tell the events in your End box.*

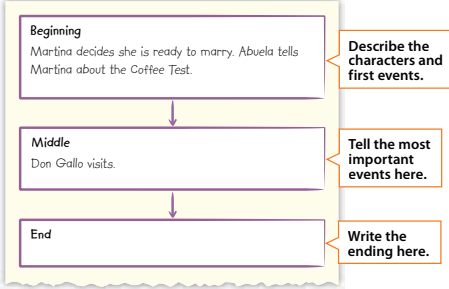
Remind them that more than one event can be described from each section.

Reread and Retell

Plot

Make a story map to show what happens in "Martina the Beautiful Cockroach." Notice that some events affect what happens later in the story.

Story Map



Now use your story map as you retell the story to a partner. Try to use **Key Words**, too.

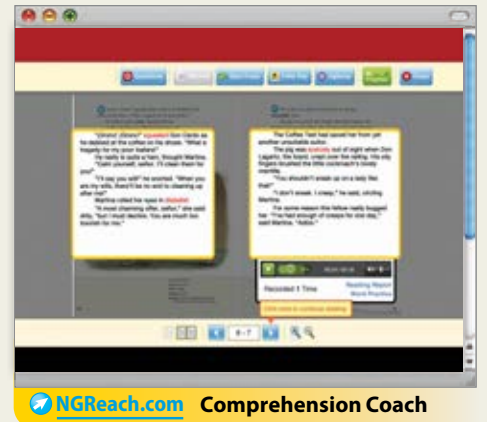
First, _____.
Then, _____.
At the end, _____.

Fluency **Comprehension Coach**

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

Talk Together

For Martina and *Abuela*, how important are traditions? Use **Key Words** as you talk about other traditions that may guide the family.



5 Fluency **Anthology** page 59

Have students read aloud the passage on **Practice Master PM1.22** or use **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency

Monitor students' oral reading.

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

6 Talk Together **Anthology** page 59

Have small groups talk about how important traditions are to Martina and *Abuela*. Remind students to cite evidence from the text to support their ideas. Post the Key Words so students can refer to them as they discuss the family's traditions.

WRAP-UP Ask students to think about other folk tales they have read. Have two volunteers tell the beginning, middle, and end of each plot.

Name _____ Date _____

Fluency Practice

"Martina the Beautiful Cockroach"

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

"Gronc! Gronc!" squealed Don Cerdo as he dabbed at the coffee on his shoes. "What a tragedy for my poor loafers!"

He really is quite a ham, thought Martina.

"Calm yourself, señor. I'll clean them for you!"

"I'll say you will!" he snorted. "When you are my wife, there'll be no end to cleaning up after me!"

Martina rolled her eyes in disbelief.

"A most charming offer, señor," she said dryly, "but I must decline. You are much too boorish for me."

From "Martina the Beautiful Cockroach," page 50

Expression

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

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

Accuracy and Rate Formula

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

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

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PM1.22 **Unit 1** | Living Traditions

OBJECTIVE

Thematic Connection: Cultural Heritage

Write a Story Extension: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A1.41

TECHNOLOGY ONLY

Story Extension: eVisual 1.24

Word Choice: eVisual 1.25

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 and Event Sequences CC.4.W.3

Plan, Revise, and Edit Writing CC.4.W.5

Language and Vocabulary

Demonstrate Command of Grammar CC.4.L.1

Demonstrate Command of Usage CC.4.L.1

Use Relative Pronouns CC.4.L.1.a

Use Knowledge of Conventions CC.4.L.3

Use Knowledge of Language CC.4.L.3

Write a Story Extension

Display and read aloud the prompt.

You are going to tell your classmates about a story you like. Then you will read aloud an extra scene for the story, authored by you!

Study a Model

Read a Story Extension

Explain: *Here is an example of a scene added to "Martina the Beautiful Cockroach."*

Display and read aloud **eVisual 1.24**.



Sample Story Extension

More About Martina

The young couple went to visit Pérez's family. An adorable gray-haired mouse opened the door. Martina peeked inside. Colorful flowers brightened the tables and counters. The scents of chocolate and freshly baked bread wafted through the air.

"Hello, *Abuela*," Pérez said warmly to his grandmother. "Please meet Martina. Soon she will be my beautiful wife."

"Ah," sighed the older mouse with a smile. "You are quite lovely, my dear. Come inside, and let me pour you some coffee, which I mix with sweet chocolate."

"Thank you, but no," said Martina. "I have already ruined one pair of shoes."

"How fortunate!" squeaked the grandmother mouse. "You have passed the coffee test. Now I know you and my grandson will be happy."



Story Extension: eVisual 1.24



INTERACTIVE WHITEBOARD TIP: Underline elements that are carried over from the original story.

Teach the Trait: Word Choice

Introduce the concept: *Storytellers carefully choose their words to describe settings, characters, and events so readers feel like they are experiencing the details presented. These types of details appeal to all the senses.* Display and read aloud **eVisual 1.25**.



Writing Trait: Word Choice

Effective and appropriate word choice:

- Helps readers experience a story using their senses
- Catches readers' attention and makes a story more interesting



Word Choice: eVisual 1.25



INTERACTIVE WHITEBOARD TIP: Underline key words: *experience; senses; interesting.*

Display the sample story extension again. Have students identify and highlight the precise words that help them picture the scene.



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (a storyteller writing an extra scene for a story) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form.

Role: Storyteller

Audience: Classmates

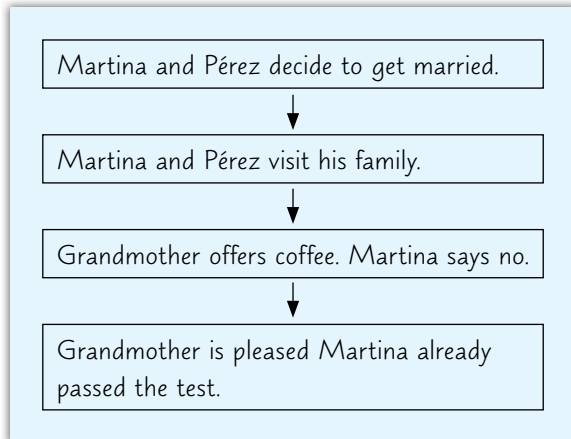
Form: Story extension

Invite students to think of stories they have read and enjoyed that they might write extensions for. List and display possibilities that students suggest. Then have each student choose a story and individually complete a RAFT.

Get Organized

Review the sample: *The story extension tells new events in order from the time Martina and Pérez decide to get married. A story map can help you organize the events you write to extend a story. Start your story map by listing the last thing that happens before your scene. Then list the events in your scene in the order in which they happen.* Model completing a story map with events from “More About Martina.”

Story Map



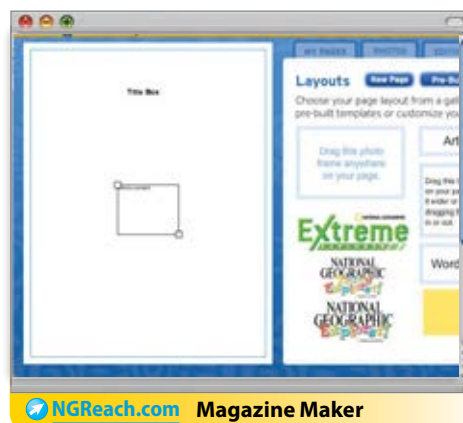
Have students create story maps to help plan their story extensions.

Draft

Write Ideas

Have students choose appropriate layouts from **Magazine Maker** for their story extensions. Then have them write their drafts based on their story maps. Remind them to choose their words carefully to describe the scene in detail.

See **Differentiate**



Differentiate

BL Below Level

ISSUE Students tend to repeat events from the story instead of developing original ideas.

STRATEGY Suggest students ask *what if* questions about parts of the story they are extending. For example: *What if Martina had spilled coffee on Pérez? What if one of the other suitors knew about the coffee test?*



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T35s–T35t

Daily Grammar ✓

Point out the dependent clause beginning with the relative pronoun *which* in the second paragraph of “More about Martina.” Then use pages T35u–T35v to practice using relative pronouns.

Daily Writing Skills ✓

Point out how “More about Martina” uses colorful details to describe the mouse family home. Then use pages T35w–T35x to practice elaborating descriptions with details.

Revise

Read, Retell, Respond

Have students read their story extensions to partners. Have the listeners retell the events and give feedback on the writer’s choice of words to describe characters, places, and events. Use Language Frames to help structure the feedback.

Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> • First, _____. • Then, _____ and _____. • In the end, _____. 	<ul style="list-style-type: none"> • I really liked the words _____ to describe _____. • Can you provide a more precise description of _____? • How did _____ look?

Differentiate

SN Special Needs

ISSUE Students have difficulty with the concept of elaboration.

STRATEGY Have students read through “Martina the Beautiful Cockroach,” looking for descriptions. As they identify descriptions, have them write a simpler way to describe the same object or event. Explain that the difference between the simple description and the story description results from elaboration.

EL English Learners

ISSUE Students lack the vocabulary needed to add colorful details.

STRATEGY Have students create a five-column chart with headings for the five senses (*How Things Taste, How Things Smell*, and so on). Partner them with more proficient students who can help come up with adjectives for each column.

Make Changes

Have students revise their story extensions. Remind them to focus on choosing words that add colorful and elaborate descriptions.

See **Differentiate**

Student Sample: Revise

More about Martina

The young couple went to visit Pérez’s family. An adorable gray-haired mouse opened the door. Martina peeked inside. “Hello, *Abuela*,” Pérez said warmly to his grandmother. “Please meet Martina. Soon she will be my beautiful wife.”

“Ah,” sighed the older mouse with a smile. “You are quite lovely, my dear. Come inside, and let me pour you some coffee, that I mix with sweet chocolate.”

“Thank you, but no,” said Martina. “I have already ruined one pair of shoes.”

“How fortunit!” said the grandmother mouse. “You have passed the coffee test. Now I know you and my grandson will be happy.”

Sample Analysis

I can add details about the house to help readers and listeners picture the scene. I’ll make it very homey and comfortable.

Said is not very precise. I can change it to *squeaked* to show how the grandmother mouse really sounded.



Edit and Proofread

Check the Story Extension

Have students check their grammar and spelling, focusing on the Week 3 spelling words and relative pronouns. Review how to identify and correct sentence fragments.

Student Sample: Edit and Proofread

More about Martina

The young couple went to visit Pérez's family. An adorable gray-haired mouse opened the door. Martina peeked inside. Colorful flowers brightened the tables and counters. The scents of chocolate and freshly baked bread wafted through the air. "Hello *mi abuela*," Pérez said warmly to his grandmother. "Please meet Martina. Soon she will be my beautiful wife."

"Ah," sighed the older mouse with a smile. "You are quite lovely, my dear. Come inside, and let me pour you some coffee, that I mix with sweet chocolate."

"Thank you, but no," said Martina. "I have already ruined one pair of shoes."

"How fortunit!" squeaked the grandmother mouse. "You have passed the coffee test. Now I know you and my grandson will be happy."

Sample Analysis

The pronoun *that* is wrong here. I need to change it to *which*.

I mean *fortunate*, not *fortunit*. I'll fix the spelling.

Publish and Present

Make a Final Copy

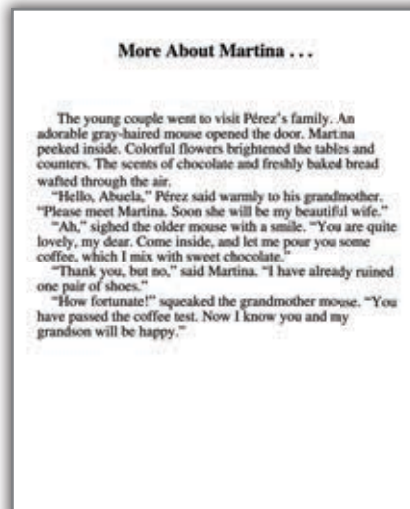
Remind students that they can lay out their text on a page in **Magazine Maker** to allow space for illustration.

Share with Others

Have students form small groups and read their story extensions to each other, using expression.

Have students add their work to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's work.

Student Sample: Publish



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and a reader interested. -Details are accurate and show in-depth knowledge of the topic.	-The writing has a clear structure and purpose. -The writer's message is clear and logical. -The writing is smooth and easy to read.	-The writing has a strong voice and tone. -The writer's tone is mostly appropriate for the purpose and audience.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience.	-All sentences are used and have appropriate punctuation. -When read aloud, the writing flows smoothly and is easy to read.	-The writing has only a few minor errors in punctuation, grammar, usage, and paragraphing. -Most of the sentences are complete.	-The text is presented in an orderly way, making it easy to read and understand the message. -Some visuals are used to support and clarify meaning.
3	-Most of the writing has a clear focus and a reader interested. -The writing shows some knowledge of the topic.	-Most of the writing has a clear structure and purpose. -The writing is mostly smooth and easy to read.	-Most of the writing has a strong voice and tone. -The writer's tone is mostly appropriate for the purpose and audience.	-Most of the words chosen are appropriate for the purpose and audience.	-Most of the sentences are used and have appropriate punctuation. -When read aloud, the writing flows smoothly and is easy to read.	-The writing has only a few minor errors in punctuation, grammar, usage, and paragraphing. -Most of the sentences are complete.	-The text is presented in an orderly way, making it easy to read and understand the message. -Some visuals are used to support and clarify meaning.
2	-The writing has a clear focus and a reader interested. -The writing shows some knowledge of the topic.	-The writing has a clear structure and purpose. -The writing is mostly smooth and easy to read.	-The writing has a strong voice and tone. -The writer's tone is mostly appropriate for the purpose and audience.	-Most of the words chosen are appropriate for the purpose and audience.	-Most of the sentences are used and have appropriate punctuation. -When read aloud, the writing flows smoothly and is easy to read.	-The writing has only a few minor errors in punctuation, grammar, usage, and paragraphing. -Most of the sentences are complete.	-The text is presented in an orderly way, making it easy to read and understand the message. -Some visuals are used to support and clarify meaning.
1	-The writing does not have a clear focus and a reader interested. -The writing shows little knowledge of the topic.	-The writing has a weak structure and purpose. -The writing is mostly smooth and easy to read.	-The writing has a weak voice and tone. -The writer's tone is mostly inappropriate for the purpose and audience.	-Most of the words chosen are inappropriate for the purpose and audience.	-Most of the sentences are used and have appropriate punctuation. -When read aloud, the writing flows smoothly and is easy to read.	-The writing has only a few minor errors in punctuation, grammar, usage, and paragraphing. -Most of the sentences are complete.	-The text is presented in an orderly way, making it easy to read and understand the message. -Some visuals are used to support and clarify meaning.

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Plot
- Monitor and Clarify to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test

Good Food, Good Friends

Last week, Grandpa and I made our favorite food. It is a popular pork and noodles dish from the Philippines where Grandpa was born. While the pork and noodles cooked, our apartment smelled wonderful! I asked Grandpa if we could invite our neighbors to eat with us.

"That's a good idea, Alina," Grandpa said to me. "Ask them to come tonight since we have plenty of food to share!"

First, I wrote to the Tran family's apartment. They were making lentil roasted beans that were stuffed with vegetables. "We are happy to come, but let us contribute some food for the meal." Mr. Tran responded. Mr. Tran also agreed to come and bring a dish of peas and rice.

Then I went next door to where a new family lives. A woman opened the door, and I smelled something delicious. I introduced myself and said, "Please join my family for dinner tonight!" The woman, Mrs. Lopez, said that her family would come when her stew finished cooking.

Soon our apartment was full of people, and our table was covered with food. I tried Mrs. Lopez's stew, which had chicken, chiles, and corn. It was spicy but filled it. Everyone stayed until there was nothing left on the table but empty dishes.

Mrs. Lopez thanked me as she left. "Your food has helped turn neighbors into friends. We will return the favor one day soon!"

A1.18

Reading Comprehension Test

What does Alina do at the beginning of the story?

When does Alina meet Mrs. Lopez?

What happens in the middle of the story?

What happens at the very end of the story?

A1.19

Reading Strategy Assessment

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's work.

SG1.30

Reading Comprehension Test
A1.18–A1.19

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment

On each page, there is a story about the dragon costume. The next day was the Chinese New Year celebration, and the dragon would be the most important part of the parade. They had to finish the costume on time.

The children used "look names," going by the Chinese lunar calendar. Han had been born in the Year of the Ox, and Larry in the Year of the Tiger. An ox was strong, and a tiger was courageous. These were both good qualities, but what they needed now was speed.

A knock at the door made them both look up from their work. It was Michael, Cook named "Rabbit." Rabbit had come to help. Michael was excited about the parade, but he had volunteered too late to actually be in the parade.

Rabbit cheerfully began helping them with the dragon. Later that evening, they finished the costume. The dragon looked fierce. It was very long, because the Chinese believed that the longer the dragon, the more good luck would come in the New Year. As Rabbit moved good night, he told him to be at the parade at two o'clock for a surprise.

Rabbit arrived right on time. Several people were already under the dragon costume. They would make it wind and dip as it danced through the parade.

On poked his head out from under the dragon. "Come on under!" he said. "We need you!"

Rabbit ducked under the costume behind Ox and Tiger. Rabbit grabbed the sides of the dragon as all the people underneath began moving to the beat of the drums. The New Year was definitely going to be a lucky one.

A1.4

Oral Reading Assessment

Accuracy and Rate

A1.5

Oral Reading Assessment

Observations and Notes

A1.6

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with Above Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Short *i, u*
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

This is a wedding.

The girl is learning about her _____.

A birthday party is a fun _____.

A _____ is a part of a special event.

A1.20

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

A _____ is a feeling that something is true.

A _____ is the way people or things are connected.

To _____ someone is to affect that person.

A1.21

Spelling Words

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

Words with Short *i, u*

1. artistic My sister is the **artistic** one in our family because she draws beautifully.

2. assist We will **assist** by helping us create a family tree.

3. bluish I get nervous and **bluish** when I speak before an audience.

4. budge We tried to move the old trunk, but it wouldn't **budge**.

5. culture We discussed the history and traditions of Mexico to help us understand Mexican **culture**.

6. differ Our backgrounds **differ** because I was born in Russia and you were born in the United States.

7. fundamental The way people behave is a **fundamental** or basic part of who they are.

8. humble Plain and simple living suits my **humble** tastes.

9. illustrate We decided to **illustrate** our family tree with drawings of our relatives.

10. immense We were in awe of the **immense** height of the Statue of Liberty.

11. inspire When children succeed at a difficult task, they **inspire** feelings of pride in their parents.

12. instruct The artist begins to **instruct** his students by showing them how to mix paints.

13. puzzle We will research and solve the **puzzle** of where our great-grandfather lived in Germany.

14. rigid The dry, hard clay was too **rigid** to be molded.

15. upward The tourists looked **upward** to the top of the tower.

Watch-Out Words

16. angle In the painting, the **angel** has wings and a halo.

17. angle The painter's **angle**, or his particular viewpoint, makes the wings appear powerful.

18. set Let's set our packages under a bench.

19. sit We should **sit** on the bench and study the painting.

A1.21

Vocabulary Test
A1.20–A1.21

Spelling Pretest/Spelling Test
T35s

Grammar and Writing

- Use Relative Pronouns
- Use Colorful Details to Elaborate

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Hula is a word _____ means "dancing" in the Hawaiian language. I discovered hula through my grandmother, _____ very much. The hula tradition was passed down through her parents, _____ were from Hawaii. Hula is danced to poems, _____ in song or chants. In hula, you tell a story using hand movements. _____ are beautiful. Some of the stories told through hula are very old. I have learned a lot from my grandmother, _____ dancing is graceful.

Choose the answer that goes in Blank 1.

Choose the answer that goes in Blank 2.

Choose the answer that goes in Blank 3.

Choose the answer that goes in Blank 4.

A1.22

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Your class is writing about celebrations and customs. Write one paragraph of a story describing a celebration or custom to a reader who is not familiar with it. Include colorful words and details.

Choose the answer that goes in Blank 5.

Choose the answer that goes in Blank 6.

A1.23

Writing Rubric

Use this rubric to assess student writing.

A1.41

Writing, Revising, and Editing Test
A1.22–A1.23

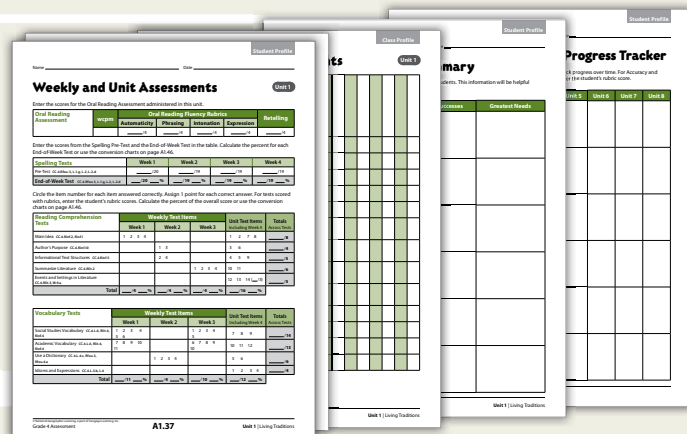
Writing Rubric
A1.41



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A1.37–A1.38
- Class Profile:** Weekly and Unit Assessments A1.39
- Student Profile:** Strengths and Needs A1.40
- Student Profile:** Oral Reading Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Plot: Reteaching Master RT1.7

Plan and Monitor: Reteaching Master RT1.8

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

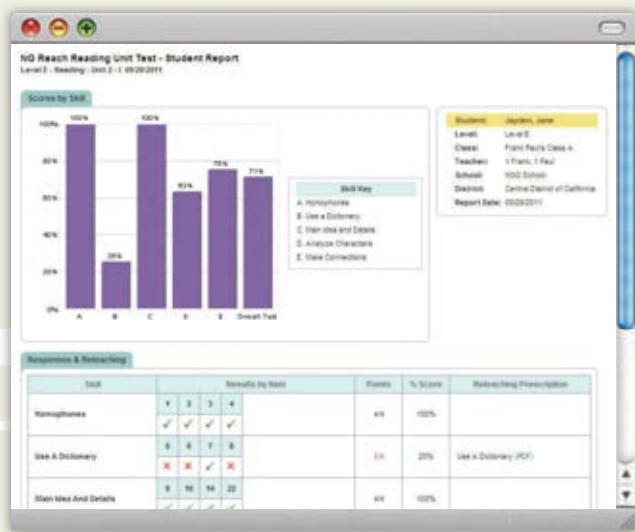
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T35s–T35t

Grammar and Writing

RETEACH

Pronouns: Anthology Handbook, pages 600–601

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Organization: Reteaching Master RT1.9

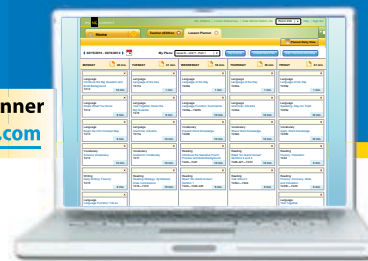
ADDITIONAL PRACTICE

More Grammar Practice PM1.23

Daily Writing Skills Practice, pages T35w–T35x

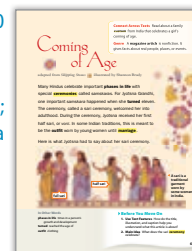
Week 4 Planner

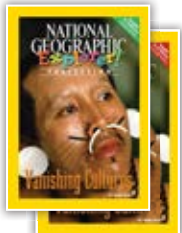

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening 🕒 5–10 minutes	Listen and Comprehend	Read and Comprehend
	Language and Vocabulary 🕒 15–25 minutes	Academic Talk CC.4.SL.1.d Discuss the Big Question T59q	Academic Talk CC.4.Rfou.4.a Preview and Predict T60c
	Reading 🕒 20–40 minutes	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Pretest: Words with the digraph ch, tch and Commonly Misspelled Words T59k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.3 ☑ Review Dependent Clauses T59m Vocabulary Strategy CC.4.L.4; CC.4.L.5.b ☑ Idioms and Expressions T59q–T60	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T59k CC.4.L.2 Daily Grammar CC.4.L.1.f ☑ Review Simple Subject-Verb Agreement and Fragments T59m Vocabulary Strategy CC.4.L.4; CC.4.L.5.b ☑ More Idioms T60c
	Writing 🕒 45 minutes	Reading CC.4.Rinf.1 Read Aloud: Magazine Article T60a Comprehension CC.4.Rinf.1; CC.4.Rinf.2 ☑ Relate Details T60a Fluency CC.4.Rfou.4 ☑ Model Phrasing T60a Power Writing T59q CC.4.W.10 Daily Writing Skills CC.4.SL.6; CC.4.L.3.c ☑ Identify Context for Formal or Informal Language T59o Writing CC.4.W.9; CC.4.W.9.b Write About Details and Examples T60b Writing Project: Interview CC.4.W.2; CC.4.W.2.b; CC.4.W.5; Study a Model T66 CC.4.W.10; CC.4.SL.6; CC.4.L.1; CC.4.L.1.a; CC.4.L.1.f; CC.4.L.3; CC.4.L.3.c	Reading CC.4.Rinf.1; CC.4.Rinf.10 Read a Biography T61–T62 Comprehension CC.4.Rinf.10; CC.4.Rfou.4.a ☑ Monitor and Clarify T62 ☑ Main Idea and Details T62 Identify Point of View T62 Fluency CC.4.Rfou.4 ☑ Practice Phrasing, Accuracy, Rate T61 Power Writing T60c CC.4.W.10 Daily Writing Skills CC.4.SL.6; CC.4.L.3.c ☑ Identify Context for Formal or Informal Language T59o Writing CC.4.W.9 Write a Response T63 Writing Project: Interview CC.4.W.2; CC.4.W.2.b; CC.4.W.5; Prewrite T67 CC.4.W.10; CC.4.SL.6; CC.4.L.1; CC.4.L.1.a; CC.4.L.1.f; CC.4.L.3; CC.4.L.3.c



SMALL GROUP READING TIME		Read Social Studies Articles	Read Fiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.4.L.6 Learn Social Studies Vocabulary SG23 Reading CC.4.Rinf.5 Explain Text Structure: Chronology SG22 Build Comprehension CC.4.Rinf.10 SG23	Vocabulary CC.4.L.6 Learn Story Words SG24–SG25 Reading Introduce SG24–SG25 Read and Integrate CC.4.Rlit.10 Ideas SG26–SG27 ☑ Monitor and Clarify to Comprehend Literature SG26–SG27 Preview and Predict to Comprehend Literature SG26–SG27
			

LEARNING STATION TIME			
🕒 20 minutes		Speaking and Listening T59i CC.4.Rinf.7; CC.4.SL.1.c; CC.4.SL.4; CC.4.SL.6	Language and Vocabulary T59i CC.4.L.6
		Writing T59i CC.4.W.2; CC.4.L.1; CC.4.L.2; CC.4.L.2.a; CC.4.L.3.b	Cross-Curricular T59j CC.4.W.7; CC.4.SL.2
		Reading and Intervention T59j, SG68 CC.4.Rinf.1; CC.4.Rinf.7; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.W.2.a; CC.4.SL.1	

BIG Question How do traditions help guide us?

Day 3

Read and Comprehend


Academic Talk CC.4.SL.4
Talk Together T64

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
Practice T591 CC.4.L.1.g; CC.4.L.2.d

Daily Grammar CC.4.L.1; CC.4.L.3
Subject-Verb Agreement with Compound Subjects T59n

Vocabulary Practice CC.4.L.6
Review Social Studies and Academic Vocabulary T63a

Comprehension CC.4.Rlit.10;
Compare Content CC.4.Rinf.10
T63a



Fluency CC.4.Rfou.4
Practice Phrasing T64

Power Writing T63a CC.4.W.10
Daily Writing Skills CC.4.SL.6; CC.4.L.3.c
Identify Context for Formal or Informal Language T59o

Writing CC.4.L.1; CC.4.L.3
Write to Reinforce Grammar T65

Writing Project: Interview CC.4.W.2; CC.4.W.2.b;
Draft T67 CC.4.W.5; CC.4.W.10; CC.4.SL.6; CC.4.L.1;
CC.4.L.1.a; CC.4.L.1.f; CC.4.L.3; CC.4.L.3.c

Day 4

Read and Comprehend

Academic Talk CC.4.Rlit.3
Describe Setting T65d


Daily Spelling and Word Work CC.4.Rfou.3;
Practice T591 CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.a;
Grammar and Writing T59n CC.4.L.1.f; CC.4.L.3

Vocabulary Practice CC.4.L.4; CC.4.L.5.b
More Idioms and Expressions T65c

Reading CC.4.Rlit.3
Read Coming-of-Age Stories T65a

Comprehension CC.4.Rlit.3
Explain Setting T65a



Fluency CC.4.Rfou.4
Model and Practice Phrasing T65b

Power Writing T65c CC.4.W.10
Daily Writing Skills CC.4.SL.6; CC.4.L.3.c
Identify Context for Formal or Informal Language T59p

Writing CC.4.W.9.b
Write About Setting T65d

Writing Project: Interview CC.4.W.2; CC.4.W.2.b; CC.4.W.5;
Revise, Edit, and Proofread CC.4.W.10; CC.4.SL.6;
T68–69 CC.4.L.1; CC.4.L.1.a; CC.4.L.1.f; CC.4.L.3; CC.4.L.3.c

Day 5


Review and Apply

Academic Talk CC.4.SL.1.a
Relate Readings to the Big Question T65h

Daily Grammar CC.4.L.1; CC.4.L.1.a; CC.4.L.1.f; CC.4.L.3
Review T59n

Vocabulary Practice CC.4.L.1
Review Idioms and Expressions T65e

Comprehension CC.4.Rinf.5
Review and Integrate Texts: Compare Text Structures T65f



Power Writing T65e CC.4.W.10
Daily Writing Skills CC.4.SL.6; CC.4.L.3.c
Identify Context for Formal or Informal Language T59p

Writing CC.4.W.9.b
Write to Compare T65h

Writing Project: Interview CC.4.W.2; CC.4.W.2.b;
Publish T69 CC.4.W.5; CC.4.W.10; CC.4.SL.6; CC.4.L.1;
CC.4.L.1.a; CC.4.L.1.f; CC.4.L.3; CC.4.L.3.c


Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rlit.10
Read and Integrate Ideas SG26–SG27

Monitor and Clarify to Comprehend Literature SG26–SG27 CC.4.Rlit.1

Preview and Predict to Comprehend Literature SG26–SG27




Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rlit.10
Read and Integrate Ideas SG26–SG27

Monitor and Clarify to Comprehend Literature SG26–SG27 CC.4.Rlit.1

Preview and Predict to Comprehend Literature SG26–SG27




Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rlit.2; CC.4.Rlit.3;
Connect Across Texts CC.4.Rlit.10;
SG27 CC.4.SL.1.a

Writing CC.4.W.2
Choose a Writing Option SG26–SG27




ASSESSMENT & RETEACHING

Assessment and Reteaching T69a–T69b

Reading Comprehension Unit Test A1.24–A1.29 CC.4.Rinf.1; CC.4.Rinf.2

Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

Oral Reading Assessment A1.14–A1.16 CC.4.Rfou.4.a

Vocabulary Unit Test A1.30–A1.32 CC.4.L.4.b; CC.4.L.6

Spelling Test: Words with the digraph *ch*, *tch* and Commonly Misspelled Words T59k CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Writing, Revising, and Editing Unit Test A1.33–A1.36 CC.4.W.10; CC.4.L.1; CC.4.L.3

Reteaching
Reteaching Masters RT1.10–RT1.13

Week 4 Learning Stations

Speaking and Listening

Option 1: Tell About a Holiday



Tell About a Holiday

- Look at the **Language Builder Picture Cards**. What do you know about each holiday?
- Think about holidays you celebrate and traditions that you and your family share.

Talk Together
Place the **Language Builder Picture Cards** in a pile. Choose one. Tell what you know or want to know about the holiday. Ask for and give information about different traditions.

What happens on _____?
How can you _____?
We can _____.

What happens on Earth Day?

Find additional holiday photos in the Digital Library on [NGReach.com](#).

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 9


Digital Library Images: Language Builder Picture Cards E7–E13

Teacher's Guide on [NGReach.com](#)

reference books about holidays (optional)

Interpret Information Presented Visually	CC.4.Rinf.7
Pose and Respond to Questions	CC.4.SL.1.c
Recount an Experience	CC.4.SL.4

Option 2: Make a Ceremonial Presentation



Have students plan a ceremony to present a gift to a family member, teacher, or friend.

- Have students think about what they will present, and how they might explain the gift to the recipient.
- Encourage students to use formal language as they practice their presentations.
- Have partners give each other feedback about language appropriateness.
- Have students perform their presentations.

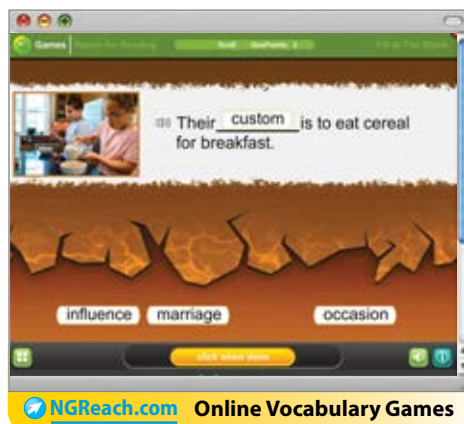
Differentiate Contexts for Formal and Informal English and Use Formal English	CC.4.SL.6
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Language and Vocabulary

Key Words

ancestor · belief · ceremony · clarify · custom
influence · marriage · monitor · occasion
relationship · ritual · role

Option 1: Vocabulary Games



Their **custom** is to eat cereal for breakfast.

influence marriage occasion

[NGReach.com](#) Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



custom

1. A custom is the usual way of doing something.

What does the word mean to you? Write something that reminds you of this word.

[NGReach.com](#) My Vocabulary Notebook

Have students expand word knowledge by:

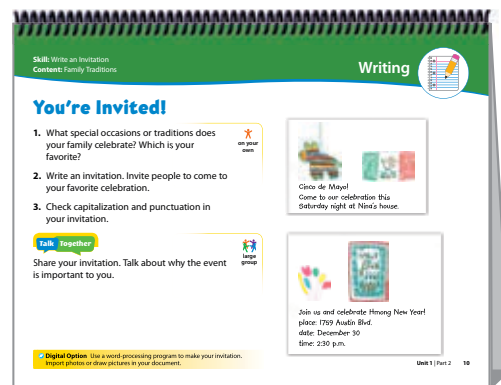
- adding new definitions for the Key Words
- using words to write complete sentences

Have students proofread to check for fragments and subject-verb agreement.

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

Writing

Option 1: You're Invited!



You're Invited!

- What special occasions or traditions does your family celebrate? Which is your favorite?
- Write an invitation. Invite people to come to your favorite celebration.
- Check capitalization and punctuation in your invitation.

Talk Together
Share your invitation. Talk about why the event is important to you.

Digital Option: Use a word processing program to make your invitation. Insert photos or draw pictures in your document.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 10

Teacher's Guide on [NGReach.com](#)

Student Resources Directory

drawing paper • colored markers

Write Informative/Explanatory Text to Convey Ideas	CC.4.W.2
Demonstrate Command of Grammar	CC.4.L.1
Demonstrate Command of Punctuation	CC.4.L.2
Use Correct Capitalization	CC.4.L.2.a
Choose Punctuation for Effect	CC.4.L.3.b

Option 2: Create a Ceremony

Our new family ceremony will be in honor of...

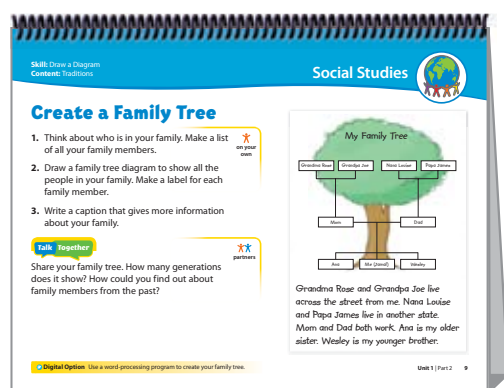
Have each student create a new ceremony for a family member or friend. Display the writing prompt:

Write about a new ceremony you would like to create for an important person in your life. Explain its purpose. Provide information about why you want to have the ceremony and what it will be like. Tell about any formal speeches or presentations that will be made.

Write Informative/Explanatory Text to Examine a Topic and Convey Ideas and Information CC.4.W.2

Cross-Curricular

Option 1: Create a Family Tree



Skill: Draw a Diagram
Cultural Traditions

Social Studies

Create a Family Tree

1. Think about who is in your family. Make a list of all your family members.
2. Draw a family tree diagram to show all the people in your family. Make a label for each family member.
3. Write a caption that gives more information about your family.

Talk Together
Share your family tree. How many generations does it show? How could you find out about family members from the past?

My Family Tree

```

    graph TD
      A[Grandma Rose] --- B[Mom]
      A --- C[Grandpa Joe]
      B --- D[Me]
      B --- E[Brother]
      C --- F[Uncle]
      C --- G[Sister]
  
```

Grandma Rose and Grandpa Joe live across the street from me. Nana Louise and Papa James live in another state. Mom and Dad both work. Ana is my older sister. Wesley is my younger brother.

Digital Option: Use a word processing program to create your family tree.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 9

Teacher's Guide on [NGReach.com](#)

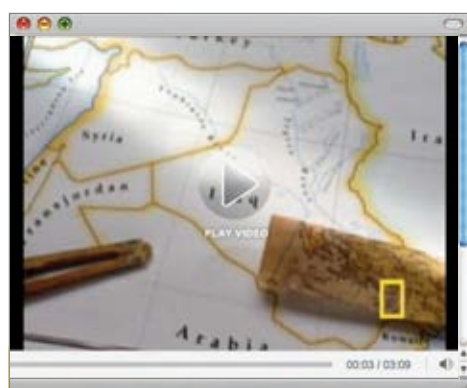
Student Resources Directory

drawing paper • colored markers

Conduct Research

CC.4.W.7

Option 2: Learn About Mesopotamia and Its Culture



[NGReach.com](#) Student Resources

To have students view the video, go to Resources > Unit 4 > Learning Stations > Week 4 > Mesopotamia Video on [NGReach.com](#).

Have students take turns paraphrasing the main ideas from the video. Then have partners share the most interesting facts they learned.

Paraphrase Visual and Oral Information

CC.4.SL.2

Reading

Option 1: Make Nasca Line Drawings



[NGReach.com](#) Student Resources

To have students view the drawing, go to Resources > Unit 4 > Learning Stations > Week 4 > Nasca Lines on [NGReach.com](#).

Have small groups read the article and follow the instructions.

Interpret Information Presented Visually

CC.4.Rinf.7

Read and Comprehend Informational Texts

CC.4.Rinf.10

Include Illustrations

CC.4.W.2.a

Option 2: Read About Coming-of-Age Ceremonies

I learned that a bar mitzvah...

MATERIALS

library books or online resources about coming-of-age ceremonies

Have students choose a library book or online article on quinceañeras, bar mitzvahs, or similar ceremonies. Partners discuss what they learned.

Refer to Details and Examples When

Explaining Text

CC.4.Rinf.1

Discuss Texts and Topics, Building on Others'

Ideas and Expressing Ideas Clearly

CC.4.SL.1

Intervention

Option 1: Phonics Games



[NGReach.com](#) Online Phonics Games

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

For Reteaching Masters, see pages RT1.10–RT1.13.

Additional Resources

Reach into Phonics



Lesson 13

Use Context to Confirm or Self-Correct

Word Recognition and Understanding

CC.4.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T60a–T71

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cultural Heritage

- ✔ Spell Words with Digraph *ch, tch*
- ✔ 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 Digraph *ch, tch*

1. attach	My grandmother taught me to attach the quilt pieces by sewing them together.
2. challenge	Our challenge is to show the class that we can accomplish this difficult task.
3. childhood	My mother spent most of her childhood , from ages five through 12, in Oregon.
4. chili	My family's favorite recipe for chili includes beans, meat, and lots of spices.
5. church	The church in the village used to hold village meetings as well as Sunday services.
6. clutch	The nervous performers clutch the microphone tightly in their hands as they sing.
7. exchange	Students exchange information by telling each other what they have learned.
8. fetch	Please fetch Grandfather's diary from the bookcase and bring it to me.
9. match	My sister and I dress the same for family dinners so our clothes will match .
10. research	I did research online to find facts about life in Greece.
11. screech	Just as in Grandma's day, babies screech when they are hungry.
12. sketch	The artist's sketch is a drawing of our street in the 1800s.
13. splotch	A splotch of spilled paint made a stain on the table.
14. stretch	Stretch the canvas by pulling it tightly over the frame.
15. switch	Push the switch up or down to turn the light on or off.

Watch-Out Words

16. one	One of my four grandparents was born in Hawaii.
17. won	We entered a contest and won a free trip!
18. peace	When the war was over, it was a time for peace .
19. piece	The statue is a piece of local history.

Digraph *ch, tch*

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students

Teach

Display the words *attach* and *clutch*. Circle the letters *ch* and *tch*, and read each word aloud. Explain: *A consonant digraph is two or more letters that together make a new sound. The consonant digraph tch is used only after a short vowel. The digraph ch can be used at the beginning or end of a word or syllable.*

Prepare

Have partners collaborate to write each of the first 15 spelling words on separate index cards.

challenge

fetch

Practice

- Have partners take turns placing each card into a *ch* or *tch* pile.
- After the piles are complete, have partners read the spelling words and identify the digraph in each word.
- Have students shuffle the cards and take turns selecting cards and spelling the words aloud until all words have been spelled.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication

Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Visualize

Day 2



Option 2

Practice

- Have partners write three or four *tch* spelling words and create pictures to help them remember the silent *t*.
- Tell students to say each word and think of a funny way to represent the word. For example, a picture for *fetch* might be a dog fetching the letter *t* and putting it in the word. A picture for *clutch* might be someone clutching the letter *t* in the word.
- Have students say the word several times aloud as they visualize the picture they drew.
- Next have students visualize the spelling as they say the word several times.
- Finally, have students write the word several times as they say it aloud.
- Tell partners to compare their pictures and choose the pictures that best helps them remember the spellings of the words.

Use Letter-Sound Correspondences, Syllabication

CC.4.Rfou.3.a

Patterns, and Morphology to Read Multisyllabic Words

Demonstrate Command of Spelling

CC.4.L.2



Watch Out!

Day 3



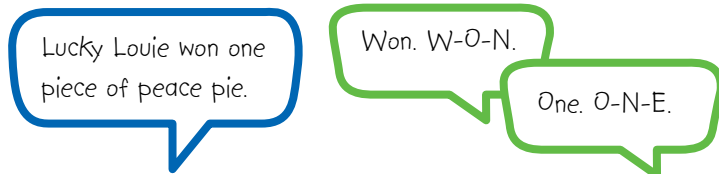
Option 1

MATERIALS

print or online dictionary

Wacky Tongue Twisters

- Have students individually write wacky tongue twisters to help them remember the Watch-Out Words. Have them look up each Watch-Out Word in a dictionary to make sure that they have used it correctly.
- Next, have students take turns reading tongue twisters in a group of four or five students. Listeners respond by attempting to chorally repeat each tongue twister after it is read. After each choral repetition, each group member chooses a different Watch-Out Word from the tongue twister and spells it aloud.



Use Frequently Confused Words
Consult References

CC.4.L.1.g
CC.4.L.2.d

Where Is *ch*?

Day 3



Option 2

MATERIALS

highlighters • dictionary

Prepare

- Have pairs of students list all the *ch* words. Tell them to highlight *ch* in each word.
- Then have the partners work together to prepare a 4-column chart with these headings: *Beginning of Word, End of Word, Beginning of Syllable, End of Syllable.*

Practice

- Have the partners look up each two-syllable word in a dictionary to see where to draw a slash mark between the syllables.
- Tell partners to write each *ch* word in the correct column of the chart and highlight *ch* again. Point out that some of the words belong in more than one column.
- Have pairs chorally read and spell each word as they write it on their charts.

Apply Phonics Skills
Use Letter-Sound Correspondences and Syllabication
Patterns to Read Multisyllabic Words
Consult References

CC.4.Rfou.3
CC.4.Rfou.3.a
CC.4.L.2.d

What's the Ending?

Day 4



Option 1

MATERIALS

index cards, 13 per pair of students

Prepare

- Have partners write each spelling word with the digraph in the final position on a separate card. Have them leave out the digraph.
- Have partners write the digraph *ch* on one card and the digraph *tch* on another card.
- Tell partners to mix up the spelling word cards and place them in a pile on the table.

Play a Game

- Partners take turns choosing a spelling word card and placing the correct digraph card next to it. Partners check that the correct digraph was chosen.
- Students receive a point for each word they complete correctly.
- Tell them to say each spelling word as they complete it and emphasize the digraph.
- Each word card is returned to the bottom of the pile.
- When time is up, the player with more points wins.

Apply Phonics and Word Analysis Skills
Demonstrate Command of Spelling

CC.4.Rfou.3
CC.4.L.2

Silly Skits

Day 4



Option 2

Write a Skit

- Have small groups of students use as many spelling words as possible, including Watch-Out Words, to write a short skit.
- After writing their skit, have students underline each spelling word and double-check its spelling.
- Encourage students to perform their skit as Reader's Theater.

Cara: Yikes! Fetch me some stain remover!
 Dwayne: Don't screech. It hurts my ears.
 Cara: There's a huge splotch on my sketch of the Revolutionary War.
 Jake: (Clutching the sketch.) It looks like chill!
 Cara: Quick! Get your laptop! Research how to get it off!
 Dwayne: Aw, it's going to be a challenge to get that off.
 Cara: I would have won the art contest with this sketch!
 Jake: I hate to break the news, but I think you'll have to exchange that dream for another one.

Use Frequently Confused Words
Spell Grade-Appropriate Words

CC.4.L.1.g
CC.4.L.2.d

Week 4 Daily Grammar

OBJECTIVE

Thematic Connection: Cultural Heritage

Grammar: Use Subject-Verb Agreement with Compound Subjects

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Relative Pronouns

CC.4.W.5

CC.4.L.1

CC.4.L.1.a

Day 1

PROGRAM RESOURCES

Game: Practice Master PM1.24

MATERIALS

brads • large paper clips

Review the Rules

Use the suggestion on page T60b to review dependent clauses. Display the following chart. Explain: *These and other words can signal the beginning of a dependent clause.*

Relative Pronouns	Other words that begin dependent clauses
who whom whose which that	because if when after although before

Review: *A dependent clause by itself is a sentence fragment, but you can fix this kind of fragment by attaching it to a complete sentence.*

For example: Chickpeas can be made into a Middle Eastern dip called hummus, which we like as a dip for vegetables.

Play a Game

Distribute brads, paper clips, and Practice Master PM1.24 to teams and have students play "Spin-a-Clause."


Name _____ Date _____

Grammar: Game
Spin-a-Clause
Make a Spinner

- Push a brad through the center of the circle. Open the brad in the back. Hook a paper clip over the top of the brad to make a spinner.
- Follow the directions to play the game.

Directions

- Spin the spinner and say the word it points to.
- Then choose a sentence from the box below. Use the word to add a dependent clause to one of the sentences.
- Take turns and continue playing until everyone has had at least three spins.



- I always watch the Caribbean Heritage parade.
- Arnetta learned how to weave from Aunt Deniece.
- The arepas are from my cousin Hugo.
- Laura taught me to make lasagna.
- We listened to folk songs sung by our teacher.
- The Navajo dance was performed for our parents.

For use with TE p. T59m **PM1.24** Unit 1 | Living Traditions

Differentiate

BL Below Level

ISSUE Students cannot think of a dependent clause that begins with the connecting word they landed on.

STRATEGY Explain: *A dependent clause may appear at the start, middle, or end of the sentence.* Offer examples:

- Before she left, Laura taught me to make lasagna.
- Laura, who is from Italy, taught me to make lasagna.
- Laura taught me to make lasagna that is truly Italian.

Have students try putting a dependent clause in a new location or work with a partner to complete the sentence.

 Practice Master PM1.24

Day 2

PROGRAM RESOURCES

Game: Practice Master PM1.25

Review the Rules

Use the suggestion on page T63 to review subject-verb agreement. Then remind students: *The verb in a sentence must agree in number with the subject of the sentence.* For example: The bongo drum fits between the drummer's knees. Drummers play bongos in many traditional Latin bands.

A sentence fragment can be a group of words without a subject and predicate, or it can be a dependent clause. To fix either kind of fragment, make it part of a complete sentence.

Add missing sentence parts to a fragment to make a complete sentence.

Traditional Japanese writing uses a small brush and a larger brush.

Attach a dependent clause to a complete sentence.

We learn this in Japanese school, which I attend every Saturday.

Play a Game

Distribute Practice Master PM1.25. Tell students to follow the directions to create a new holiday. Encourage students to be creative as they build on what their partner has written.

Name _____ Date _____

Grammar: Game
Celebrate!

With a partner, make up a new holiday that your families could celebrate. Prepare sentences that tell about the holiday:

- Cut out the sentence fragments and gray labels. Place the three gray labels face up in a row.
- Together, sort the sentence fragments under the three labels.
- Take turns selecting fragments and adding the missing parts. Make sure all subjects and verbs agree.
- When all the sentences are complete, arrange them to create a description of your holiday to share with the class.

FRAGMENT Missing part: Subject	FRAGMENT Missing part: Predicate	FRAGMENT Missing part: Dependent Clause
Our holiday's name _____		
This holiday celebrates _____		
_____ is the most delicious food served at our holiday.		
Before we wake up _____		
When our holiday comes, _____		
_____ because this celebration is important to us.		

For use with TE p. T59m **PM1.25** Unit 1 | Living Traditions

 Practice Master PM1.25

Differentiate

AL Above Level

ISSUE Students easily create complete sentence frames.

STRATEGY Have students create additional, more complex sentence frames for their partners that add more details about their holiday.



Produce Complete Sentences
Use Knowledge of Conventions

CC.4.L.1.f
CC.4.L.3

Day 3

PROGRAM RESOURCES

Compound Subjects: eVisual 1.35

Teach the Rules

Use the suggestion on page T65 to introduce compound subjects and teach subject-verb agreement with compound subjects.

Compound Subjects

- A **dependent clause** that comes between a **compound subject** and the **verb** does not affect subject-verb agreement.
 - Both Merrill and Mike, **who are friends from school**, **have** special foods for Passover.
 - Neither the **baker nor the other cooks** **who work in local restaurants** **know** how to make fry bread.

NGReach.com Compound Subjects: eVisual 1.35

Play a Game

Tell students to choose predicates from the Word Box to play "Presto Change-o!" Display the Word Box. Explain:

- Partner 1 chooses a predicate and says a sentence with a compound subject and that predicate. Partner 2 listens for subject-verb agreement. If the compound subject and verb agree, Partner 2 says "Presto Change-o!"
- At "Presto Change-o!" Partner 3 must drop the -s or add an -s to the verb and change the compound subject so that it agrees with the new verb. If Partner 2 judges it correct, Partner 3 chooses a predicate, and the game continues until all predicates are used.

- creates artwork • celebrate holidays • cooks special food
- sings folk songs • marches in parades • dance at festivals

Differentiate

BL Below Level

ISSUE Students have difficulty with compound subjects joined by *or*.

STRATEGY Tell them to cover the first subject and focus on the last subject. Then tell them to ask themselves, "Is this more than one?" about the last subject. If the answer is "yes," they should use a plural verb. If the answer is "no," they should use a singular verb.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM1.30

Grammar and Writing

Distribute **Practice Master PM1.30**. Have students use editing and proofreading marks to correct errors with sentence fragments, dependent clauses, and subject-verb agreement.

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:

- subject-verb agreement
- sentence fragments
- dependent clauses

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↔	Move to here.
△	Add comma.
⊙	Add period.

My parents and I ^{love} to attend the heritage parades in our city. There seems to be a different one every week! ^{I think it has the} The Cuban parade is lively and colorful. ^{the} best music. Sometimes Dad dance ^s as the bands pass by.

Another favorite is the parade for India. The beautiful saris and bracelets sparkle ^s in the sun. Mom enjoy ^s the musicians, ^{who} ^{play} interesting instruments.

The parade I like most is the one ^{that} ^{celebrates} Greek heritage. The flags and the floats ^{is} all in blue and white. Most of the marchers wear ^s traditional costumes. I usually buy ^s a treat from the food vendor, ^{whom} has a Greek flag painted on his face.

For use with TE, p. T59n **PM1.30** Unit 1 Living Traditions

NGReach.com Practice Master PM1.30

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A1.33–A1.36

Review and Assess

Display the following examples. Have students expand the two fragments into sentences. Then have them supply verbs to complete the remaining sentences, making sure that subjects and verbs agree. Have them exchange papers with partners to check their work.

- Red, white, and green crepe paper for Cinco de Mayo.
- That she sings in Spanish.
- Paulo and Marina _____ in the parade for Carnival.
- John or his sisters _____ folk legends from Croatia to our class.
- Her uncles or Leila _____ at the heritage festival concert.

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

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Cultural Heritage

✓ Identify Context for Formal or Informal Language

COMMON CORE STANDARDS

Differentiate Contexts for Formal and Informal English
Differentiate Contexts for Formal and Informal Discourse

CC.4.SL.6
CC.4.L.3.c

Introduce

Day 1



PROGRAM RESOURCES

Email to a Friend: eVisual 1.30

Email to a Newspaper Columnist: eVisual 1.31

Teach the Skill

Explain: *You already know you should use formal language when you talk to some people and informal language when you talk to others.*

For example, when you talk to a teammate during a soccer match, you use informal language. When you talk to the school principal, you use formal language. Clarify: *All you need to do is transfer this knowledge to your writing.*

Display **eVisual 1.30** and invite a volunteer to read it aloud. Point out the short sentences and the use of slang that is informal and appropriate for the audience.



Email to a Friend

I gotta tell you. You should've seen these folk dancers. They were totally cool. They stamped their feet like crazy. I felt wiped out just watching them! The women wore skirts and spun around in these circles. They looked like outrageous spinning tops.

NGReach.com Email to a Friend: eVisual 1.30



INTERACTIVE WHITEBOARD TIP: After reading, underline examples of informal language.

Display **eVisual 1.31** and have a volunteer read it aloud. Ask: *What makes the language seem more formal?* (Possible response: precise words, longer sentences, no slang) *Why is the language appropriate for the audience?* (Newspaper readers expect formal language.)



Email to a Newspaper Columnist

I recently saw some Mexican folk dancers at a cultural festival, and I really enjoyed the performance. The dancers stamped their feet loudly. The female dancers twirled and held out their long, colorful skirts so that the fabric flowed around them. It was an amazing sight.

NGReach.com Email to a Columnist: eVisual 1.31



INTERACTIVE WHITEBOARD TIP: After reading, underline examples of formal language.

Explain: *Both emails are respectful, but each uses language that is appropriate for its audience.*

Choose Language

Day 2



Option 1

Introduce

Arrange students in pairs. Display each of the following situations on separate sentence strips around the classroom.

text message to your friend
email to a local business owner
research paper for a class
entry in your personal journal or diary
homework assignment for your teacher

Practice

Have partners discuss whether formal or informal language should be used in each situation and why.

Have each pair of students write at least one sentence appropriate for each situation. Then have partners post their sentences under the appropriate sentence strips.

Conduct a gallery walk. Have two pairs of students start at each of the sentence strips and read each sentence. Have both pairs of students discuss whether each sentence uses the appropriate language.

Formal and Informal Language

Day 2



Option 2

Introduce

Arrange students in two groups. Give the groups two minutes to name cultural events they celebrate and agree upon one as the topic for the activity. Assign formal or informal language to each group.

Practice

Allow five minutes for each group to discuss the cultural event and how they will describe it.

Have each student use sentence strips to write at least one sentence that describes the event. Then have each group combine the sentences to create a paragraph that describes the event.

Display the sentences and have volunteers explain how each paragraph exemplifies formal or informal language.



SUGGESTED PACING

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

Imagine Your Audience

Day 3



Option 1

Introduce

Have students work in pairs. Ask partners to choose a cultural tradition they both will write about. Tell students that each partner will write a passage for a different audience, one for whom formal language is appropriate and one for whom informal language is appropriate.

Practice

Have partners decide which of them will write the formal passage and which will write the informal passage. Tell each partner to choose a very specific audience (friend, relative, teacher, magazine reader, president of an arts organization, mayor, etc.)

After each partner has written his or her passage, have students exchange paragraphs and compare the language.

Revise for Language

Day 4



Practice

Have each student select a piece of writing from his or her Weekly Writing folder and identify the language as formal or informal.

Then have each student rewrite the piece to use the opposite form of language. Before they begin, tell students to imagine an audience for the revision, and have them write the intended audience at the top of the page.

Have students exchange papers and give each other feedback about ways to convert the language.

Switch-O, Change-O

Day 3



Option 2

MATERIALS

timer

Introduce

Have students work in pairs. Ask each partner to choose a family tradition to write about in a paragraph. Each partner may choose a different tradition. Tell students that they may use formal or informal language in their paragraphs, but that they should decide on a specific audience (friend, relative, teacher, magazine reader, cultural historian, etc.) and use the language that is appropriate to that audience.

Practice

Have each partner write his or her paragraph.

When students are finished writing, have partners exchange papers and rewrite the other partner's paragraph. If the writer has used formal language, the partner switches it to informal language. If the writer has used informal language, the partner changes it to formal language.

Display the paired paragraphs side by side in the classroom.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A1.33–A1.36

Review the Skill

Have students work in groups of three. Display these topics:

- something special prepared for a holiday
- an unusual musical instrument
- dwellings people live in
- an autumn tradition

Have one student write a sentence about the first topic using informal language. For example: Man! You should taste Granny's pumpkin pie! The student to the left rewrites the sentence in formal language. For example: My grandmother's pumpkin pie is absolutely delicious.

Continue playing in clockwise, round-robin fashion. The third student writes a sentence about the second topic using informal language, and the student to his or her left rewrites it using formal language.

Have students continue writing and rewriting sentences about the topics until they have covered each topic two times.

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

OBJECTIVES

Thematic Connection: Cultural Heritage

- ✔ Explain Idioms
- ✔ Explain How the Main Idea Is Supported by Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 1

TECHNOLOGY ONLY

Read Aloud: eVisual 1.29

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about a custom or tradition in their family.

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

COMMON CORE STANDARDS

Reading

- | | |
|---|-------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| Determine the Main Idea of Text and Explain How the Main Idea is Supported by Details | CC.4.Rinf.2 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing


- | | |
|---------------------------------|------------|
| Draw Evidence from Texts | CC.4.W.9 |
| Apply Grade 4 Reading Standards | CC.4.W.9.b |

Speaking and Listening

- | | |
|---------------------------------|-------------|
| Explain Ideas and Understanding | CC.4.SL.1.d |
|---------------------------------|-------------|

Language and Vocabulary

- | | |
|---|------------|
| Determine Meanings of Words and Phrases | CC.4.L.4 |
| Explain Idioms | CC.4.L.5.b |



WARM-UP

Involve the class in listing characters and people that they read about in Week 3. Then refer to the list as you ask: *What family tradition did you focus on when you completed Family Newsletter 1? Can you relate it to any of the readings?*

Academic Talk

1 Discuss the Big Question

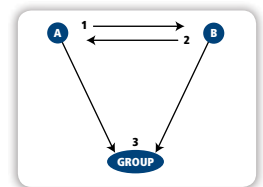
Remind students that if they do not understand something in a discussion, they can ask the speaker to clarify the idea by explaining it in different words.

Demonstrate asking for clarification as you discuss the importance of traditions: *You said that the Coffee Test was a cool tradition. Can you explain what you mean? Can you restate your idea in different words?*

Use a **Three-Step Interview** to have students discuss the Big Question in relation to “Martina the Beautiful Cockroach.” Remind them to ask questions to clarify ideas.

- In pairs, have students respond to the Big Question by explaining their own ideas. Have partners ask questions to clarify their understanding.
- Have partners reverse roles.
- Have students share their partners’ ideas with the class.

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



Three-Step Interview

In small groups, have students discuss ideas they thought were interesting and how those ideas added to their understanding of traditions.

Vocabulary Strategy

2 Idioms and Expressions ✔ Anthology page 60

Say: *Last week you learned about adages. Today we will learn about sayings called idioms. You can use sentence context clues to understand what an idiom means.*

Project **Student eEdition** page 60 and read aloud the introduction. Then have a volunteer read aloud the first idiom in the chart.

Model using the strategy with the first idiom: *I see from the context clue in marriage that the give her hand is about **marriage**. When you get married, you hold hands, so I think give her hand in **marriage** means “get married.”*

See **Differentiate**



Idioms and Expressions

Idioms and **expressions** are colorful ways to say something. The words that make up an idiom mean something different from what they mean by themselves. Use clues from the sentence to figure out what an idiom or expression means.

What You Say	What You Mean
She will give her hand in marriage .	She will get married .
I'll spread the word about the happy occasion.	I'll tell people about the happy occasion.
The room was so quiet we could hear a pin drop .	The room was so quiet we could hear every sound .



Try It Together

Figure out the meaning of the idioms. Then answer each question.

Lisa was great at most things, but **the shoe was on the other foot** when she started piano lessons. "I'm **all thumbs**!" she complained to her mother at practice time.

- | | |
|---|--|
| <p>1. The expression the shoe was on the other foot probably means</p> <p>A nothing changed.
B things were totally different.
C things were loud.
D things were on the ground.</p> | <p>2. The sentence "I'm all thumbs" probably means</p> <p>A I'm very good at this.
B I'm very confused.
C I feel sick.
D I'm not very good at this.</p> |
|---|--|

60

Anthology page 60

STUDENT
TECHNOLOGY



Student
eEdition

NGReach.com

Weekly Writing

Gather students' writing throughout the week:

- ✓ **Daily Writing Skills Practice** (T59o–T59p)
- ✓ **Power Writing** (T59q, T60c, T63a, T65a, T65e)
- ✓ **Writing** (T60b, T63, T65, T65d, T65g)
- ✓ **Writing Project** (T66–T69)

3 Try It Together Anthology page 60

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

Check & Reteach

OBJECTIVE: Explain Idioms ✓

As students complete **Try It Together**, determine whether they are able to use context clues to figure out the meaning of idioms.

If students cannot identify the correct meanings from context, copy and display the **Try It Together** passage. Underline "Lisa was great at most things," and circle the word *but*.

Guide understanding of idioms: *The word but indicates that what comes after it will be the opposite of what came before it.* Ask: *What is the opposite of being great at something?* (being terrible at something) *Which answer fits this meaning?* (B)

Repeat the process for question 2.

Differentiate

EL English Learners

ISSUE English learners have more difficulty in figuring out unfamiliar English idioms.

STRATEGY Ask forced-answer questions to check understanding of the idiom: *If you spread the word, are you keeping a secret or telling it to someone?*

SN Special Needs

ISSUE Students have difficulty articulating their understanding of idioms.

STRATEGY Provide sentence frames to help students articulate understanding:

A context clue that helps me understand the idiom is _____. That context clue tells the sentence is about _____. Therefore, I think the idiom is about _____.

Fluency

Model Phrasing As you read the **Read Aloud**, model pausing at punctuation points. Explain the concept: *Phrasing is how you use your voice to group words together.*

Differentiate

EL English Learners

ISSUE Students have trouble constructing English sentences to explain main ideas and details.

STRATEGY Provide sentence frames to help students formulate their explanations:

The main idea of the paragraph is that _____. One example that supports this idea is _____. Another example is _____.

BL Below Level

ISSUE Students have difficulty identifying supporting details and examples.

STRATEGY Remind students that each sentence in a paragraph serves a purpose. As they read a paragraph, they can think about why the author included each sentence. They might ask: Is this sentence stating the main idea? Does this sentence explain or describe something? Does this sentence give an example? Model this thinking for the second paragraph of the **Read Aloud**, moving sentence by sentence through it to ask the purpose of each sentence. Be sure to point out the signal words *for example*.

Comprehension

4 Relate Details 

Review: *The main idea of a paragraph is what the text is mostly about. Details and examples give more information about the main idea.* Elaborate: *As you read, see how the details in the text are related to the main idea.*

Display **eVisual 1.29** and read aloud the first paragraph: *The main idea of this paragraph is that some cultures share similar birthday **customs**, but other birthday **customs** are unique to one culture.*

Model how to relate details and examples that support the main idea: *Baking birthday cakes and blowing out birthday candles are examples of common birthday **customs** that are shared by many cultures.* Have students relate an example that supports how birthday customs are unique to specific cultures.



Read Aloud

Magazine Article

Birthday **Customs** Around the World

Everybody has one, and some people share one. Birthdays are **occasions** to celebrate. Some birthday **customs** are similar around the world, while other birthday **traditions** are unique to specific cultures. For example, people in many countries bake birthday cakes and light candles, which the guest of honor blows out. They have parties and give gifts. Only in China, however, do birthday guests eat noodles for lunch to guarantee the birthday child a long life. In Israel and Latvia, the birthday child is lifted in a chair the same number of times as his or her age—plus one more for good luck. In Italy and Hungary, a child's ears are pulled for each year of the child's life.

Many cultures have special **ceremonies** for young people who reach the age when they are considered adults. These **ceremonies** are an important part of a person's cultural heritage. In Latino cultures, for example, a girl's fifteenth birthday is called her quinceañera. First, the girl's family and friends attend a religious **ceremony** called a mass. Then a huge celebration is held to honor her passage from girlhood to womanhood. The girl's dance with her father is an important **ritual** in this celebration. In Jewish families, a boy's thirteenth birthday marks his passage into manhood. A religious **ceremony** called a *bar mitzvah* is held, followed by a big party.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 1.29



WHITEBOARD TIP: Underline main ideas once, and important details and examples twice.

Read aloud the second paragraph of the **Read Aloud**. Have partners identify the main idea and important details in that paragraph. Have them take turns orally explaining what the paragraph is about, including details and examples that support the main idea.

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain How the Main Idea Is Supported by Details ✓

As partners discuss the second paragraph, note if they can identify the main idea and relate important details and examples.

If students do not understand how to explain main ideas and details, ask: *What is this paragraph mostly about?* (special **ceremonies** to honor young people when they become adults) Then ask: *What is one example of a **ceremony** held to honor a young person who is becoming an adult?* (the *quinceañera* held in Latino cultures on a girl's fifteenth birthday) *What is another example?* (the *bar mitzvah* held in Jewish families on a boy's thirteenth birthday)

Writing

5 Write About Details and Examples

Model explaining a paragraph by stating the main idea and relating details and examples that support it.

Think Aloud

*The first paragraph tells about how birthday **customs** are alike and different in different cultures. I think this is the main idea of the paragraph.*

Now I'll write some of the details and examples in the paragraph that support this main idea.

Write

The main idea of the article is that some birthday customs are alike in many cultures, while other birthday traditions are only found in one culture.

One example of a custom that is similar in some countries is having the birthday child blow out birthday candles. One example of a unique custom is eating noodles for lunch in China in order to wish the birthday boy or girl a long life.

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

Have partners write a paragraph to explain what the second paragraph of "Birthdays Around the World" is about, identifying the main idea and important details. Have students add their writing to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T59k

Daily Grammar ✓

Point to the clause "which the guest of honor blows out" in the first paragraph of the **Read Aloud**. Then use page T59m to review dependent clauses.

Daily Writing Skills ✓

Point to the sentence "These ceremonies are an important part of a person's cultural heritage" in the second paragraph of the **Read Aloud** as an example of formal language. Then use page T59o to teach students about the contexts in which it is appropriate to use formal language and informal language.

Best Practices

Encourage Respect Have students read their paragraphs to partners. Encourage students to respect each others' work and disagree respectfully if needed. Prove examples of respectful feedback:

- *That is a good point, but I saw it differently.*
- *That is interesting, but I wonder if we should think of a different idea.*



WRAP-UP

Have students think about the idioms they learned today in their readings. Have them create humorous drawings featuring literal interpretations of a few common idioms. Ask for volunteers to share their drawings with the class.

OBJECTIVES

Thematic Connection: Cultural Heritage

- Explain Idioms
- Monitor and Clarify to Comprehend Text
- Explain How the Main Idea Is Supported by Details

PROGRAM RESOURCES

TECHNOLOGY ONLY

Idioms: eVisual 1.33

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about the word *ceremony*.

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts	CC.4.RInf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a

Writing

Draw Evidence from Texts	CC.4.W.9
Language and Vocabulary	
Determine Meanings of Words and Phrases	CC.4.L.4
Explain Idioms	CC.4.L.5.b

WARM-UP

Provide partners with these sentences: Inez was tired after soccer practice. She decided to catch forty winks and then start her homework after she rested. Have them use the context to determine the meaning of “catch forty winks.”

Vocabulary Strategy

1 More Idioms

Remind students that an idiom is a phrase that has a different meaning than the individual words in the phrase. Explain: *One way to test your understanding of an idiom is to substitute a new phrase for the words in the idiom.* Display **eVisual 1.33** and read aloud the first sentence. Ask: *What word in the first sentence gives you a clue about the phrase came out of the blue? (surprised) What do you think this idiom means? (It was unexpected.)*



- Everyone was surprised by the news. It came out of the blue. Everyone was surprised by the news. It _____.
- Because Kyle still felt under the weather, he missed another day of school. Because Kyle still felt _____, he missed another day of school
- Jyotsna was tickled pink to receive so many lovely gifts. Jyotsna was _____ to receive so many lovely gifts.

NGReach.com Idioms: eVisual 1.33



INTERACTIVE WHITEBOARD TIP: Underline the idiom. Write the substitutable phrase on the line.

Have partners use context clues to figure out the meaning of *under the weather* and *tickled pink* and provide a substitute phrase for each idiom.

Check & Reteach

OBJECTIVE: Explain Idioms

Listen as partners determine the meaning of the idiom and discuss a phrase to replace it. If students have difficulty, clarify the kinds of context clues to look for. Explain that many idioms describe an action, so look for clue words that relate to the action.

Academic Talk

2 Preview and Predict

Remind students: *When you preview, you look at the title, illustrations, and headings to predict what a text will be about.* Project **Student eEdition** pages 61–63. Have partners list and discuss the features of the text.


Coming of Age

adapted from *Skipping Stones* illustrated by Shannon Brady

Many Hindus celebrate important **phases in life** with special **ceremonies** called *samskaras*. For Jyotsna Grandhi, one important *samskara* happened when she **turned** eleven.

1 The ceremony, called a sari ceremony, welcomed her into adulthood. During the ceremony, Jyotsna received her first half sari, or *voni*. In some Indian traditions, this is meant to be the **outfit** worn by young women until **marriage**.

Here is what Jyotsna had to say about her sari ceremony.



2 A sari is a traditional garment worn by some women in India.

In Other Words
phases in life times in a person's growth and development
turned reached the age of
outfit clothing

Before You Move On
1. Use Text Features How do the title, illustration, and caption help you understand what this article is about?
2. Main Idea What does the sari **ceremony** celebrate?

61

STUDENT TECHNOLOGY

e Student eEdition

NGReach.com

Anthology page 61

Reading

3 Read a Magazine Article

CONNECT ACROSS TEXTS Project Student eEdition page 61. Say: *Last week, you read a folk tale that reflected Cuban **beliefs** and **customs**. Today, we will learn about **beliefs** and **customs** from India.* Have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of a magazine article. Explain: *Magazine articles can be written about many different topics.* Have students share the topics of magazine articles they have seen.

SOCIAL STUDIES BACKGROUND Explain that Hinduism is the world's third largest religion. About 15% of the world's people practice Hinduism. Many of the world's Hindus live in South Asia.

Read and Build Comprehension

- 1 Explain Idioms** *If you don't understand what the title "Coming of Age" means, how can you find the meaning of this idiom?* (Possible responses: You can look at nearby sentences; you can read on.) *What does "coming of age" mean?* (becoming an adult in your culture)
- 2 Relate to Personal Knowledge** *When a young woman wears a half sari, like in this illustration, others know she has been welcomed into adulthood but is not married. What other **customs** do you know that welcome a young person into adulthood?* (Responses will vary. Possible response: bar mitzvahs, quinceañeras, or other **customs**)

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Use Text Features** The title tells that this article is about something that happens at a certain age. The picture and caption show that girls in India wear a traditional garment called a sari. These give clues about the topic of the article: coming of age for Indian girls.
- 2. Main Idea** The sari ceremony celebrates a girl becoming an adult.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T59i

Daily Grammar ✓

Point out the subject-verb agreement in the first sentence of "Coming of Age." Then use page T59m for practice.

Daily Writing Skills ✓

Point out the use of formal language in the first paragraph of "Coming of Age." Then use page T59o to practice informal and formal language.

Answers Before You Move On

- 1. Clarify** ✓ In the last paragraph on page 63, Jyotsna writes that she was uncomfortable with everyone looking at her. She writes that she wanted to change into her regular outfit.
- 2. Details** ✓ Special customs in the ceremony include dressing up, sitting on a flower-decorated chair, receiving gifts, receiving a half sari and jewelry, and receiving blessings.

Read and Build Comprehension

- 1. Monitor and Clarify** ✓ *If you don't understand what voni means in the second paragraph, how can you **clarify** its meaning?* (You can look at the caption under the picture at the bottom of the page, or you can reread the first paragraph on page 61. Both explain that a voni is a half sari.)
- 2. Explain Main Idea and Details** ✓ *Before the **ceremony**, why did Jyotsna have mixed feelings?* (She was excited to become a young woman, but she was sad because she would no longer be pampered as a child.)

Check & Reteach**OBJECTIVE: Monitor and Clarify to Comprehend Text** ✓

Listen to students' responses to the questions about monitoring and clarifying.

If students do not understand how to clarify, model the steps of rereading. Explain: *If I'm not sure why Jyotsna felt uncomfortable during the **ceremony**, I can reread. First, I look for a heading that tells where the text about the **ceremony** begins. Then, I look for the paragraph that explains why she is uncomfortable. Which paragraph is it?* (paragraph 2 on page 63) Have students talk through the steps of rereading if they did not understand what dress Jyotsna is talking about.

OBJECTIVE: Explain How the Main Idea Is Supported by Details ✓

Listen to students' responses to the questions about the main idea and details.

If students cannot distinguish between the main idea and details, remind them that details support or explain main ideas. Read aloud the first paragraph of the article. Ask: *What is the article mostly about?* (It's about how a sari **ceremony** welcomes a girl into adulthood.) Explain: *The details describe the **ceremony**. For example, Jyotsna sat on a chair decorated with flowers.* Have students find other details.

Mini Lesson**Identify Point of View**

Project **Student eEdition** page 61. Explain: *When authors plan a story or an article, they decide what details to include. They also decide the story's point of view, or who should tell the story.* Read aloud the first paragraph. Explain: *This paragraph is about Jyotsna, but Jyotsna is not telling the story. The author is using third-person point of view to tell Jyotsna's story.* Ask: *What third-person pronouns do you see? (she, her)*

Then project **Student eEdition** page 62. Ask: *Who is telling the story now?* (Jyotsna) *How do you know?* (She writes from the first-person point of view by using the pronouns *I, me, my,* and *our* to describe the **ceremony**.)

Have partners rewrite the first paragraph on page 61 in first-person point of view, using the pronouns *I, me,* and *my* to replace Jyotsna's name and the third-person pronouns. Then have them rewrite the first paragraph on page 62 in third-person point of view, using the pronouns *she* and *her*.

Jyotsna's Sari Ceremony

I celebrated my sari ceremony at my aunt's home in India. I wore my best silk skirt, blouse, and jewelry. I sat on a chair decorated with flowers.

1 My uncle and his wife presented my first **voni** to me, along with jewelry. I was asked to put on the new clothes and the jewelry.

All our relatives took turns **blessing me** by putting yellow-colored rice grains on my head. They also handed me gifts.



▲ Surrounded by family, Jyotsna Grandhi prepares to celebrate her sari ceremony.



▲ In Jyotsna's sari ceremony, she received her first **voni**, or half sari.

In Other Words
blessing me wishing me good luck and good health

62

▼ Jyotsna during her sari ceremony



2 Before the ceremony started, I was excited. I knew that afterwards people would think of me as a young woman. I also was partly sad because I would miss **being pampered** as the **baby of** the house.

During the ceremony, I felt uncomfortable when everybody was looking at me. All I could think of was taking the dress off and changing into my regular outfit. I liked the gift-giving part of the ceremony best!

—Jyotsna Grandhi, 11,
Indian-American, New Jersey ❖



▲ Family and friends gave Jyotsna presents to celebrate her coming of age.

In Other Words
being pampered getting special treatment
baby of youngest person in

► Before You Move On

- 1. Clarify** What parts of the text help you understand why Jyotsna felt uncomfortable during the **ceremony**?
- 2. Details** What special **customs** are part of the **ceremony**?

63

Anthology
pages 62–63

Writing

4 Write a Response

Remind students that a literary response is an opportunity for readers to connect what they read to another story, to something they experienced, or to something else in the world. Model: *When I read about Jyotsna's sari ceremony, it made me think of a baptism I attended. A baptism is a ritual that welcomes a baby into the Christian community. A priest lights a candle and blesses the baby with water and oil.*

Have partners brainstorm possible ceremonies to write about. Then have each student write a response about a ceremony they have attended. Remind them to include a main idea and supporting details.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack sufficient English proficiency to write a paragraph.

STRATEGY Have students draw a storyboard that shows the events of a ceremony. Have them label important people and objects. Then have them write a caption below each picture.

AL Above Level

ISSUE Students write a response and are ready for a more challenging assignment.

STRATEGY Have partners interview each other about wedding ceremonies or coming of age ceremonies they have attended. Then have each student write an essay about the ceremony based on the interview.

WRAP-UP Remind students that they have read about a number of different traditions this week and last week. Form students into pairs. Have students describe to their partners their favorite tradition from the readings, explaining why they chose that tradition as their favorite.

OBJECTIVES

Thematic Connection: Cultural Heritage

Explain How the Main Idea Is Supported by Details

✔ Grammar: Use Subject-Verb Agreement

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Compare Content: Practice Master PM1.26

Grammar: Practice: Practice Master PM1.27

TECHNOLOGY ONLY

Grammar Passage: eVisual 1.34

MATERIALS

timer • highlighters in different colors

Power Writing

Have students write as much as they can as well as they can in one minute about a special occasion they remember.

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

COMMON CORE STANDARDS

Reading


Read and Comprehend Literature	CC.4.Rlit.10
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Speaking and Listening

Report on a Text CC.4.SL.4

Language and Vocabulary

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Language and Conventions	CC.4.L.3
Acquire and Use Domain-Specific Words	CC.4.L.6



WARM-UP

Have partners sketch pictures that show the family relationships in either “Martina the Beautiful Cockroach” or “Coming of Age.” Then have pairs share and explain their pictures with the class.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 64 and point out the Key Words. Display and chorally read **monitor** and **clarify**. Have volunteers give definitions.

Have partners write dialogue for a short skit, using as many Key Words as possible. Then have them perform their skits for the class.

Review and Integrate Ideas

2 Compare Content ✔ Anthology page 64

Read aloud the introduction on **Student eEdition** page 64. Emphasize that even though “Coming of Age” is nonfiction, it is the story of an important event in Jyotsna’s life. Students can identify details about the people, setting, and events to compare and contrast with elements of “Martina the Beautiful Cockroach.”

Model how the statement in the Venn diagram can be contrasted in the “Coming of Age” section: *“Coming of Age” tells about something that really did happen. I will write, Tells a real story.*

Have partners review the story and reread the magazine article aloud. Have them record the similarities and differences on **Practice Master PM1.26**. Then have them discuss the big idea the selections share. Ask questions to guide discussion: *What do both selections show about families? What do they show about traditions?*

Check & Reteach

OBJECTIVE: Explain How the Main Idea Is Supported by Details

As partners discuss the main idea the two selections share, determine if they can support the main idea with details.

If students have trouble finding supporting details, remind them that authors give different types of details to help readers understand different aspects of the main idea. Ask:

- Which details help you identify the time and place better?
- Which details help you understand how the events affect the characters?
- Which details help you understand the importance of the traditions?



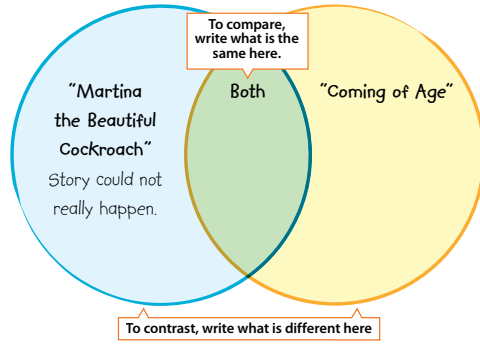
Key Words	
ancestor	marriage
belief	occasion
ceremony	relationship
custom	ritual
influence	role

Compare Content

"Martina the Beautiful Cockroach" and "Coming of Age" are two different genres. Yet, they are based on the same big idea. You can compare and contrast the content of the two selections.

Complete the Venn diagram. Think about the time and place described in the folk tale and the article. Notice the types of details the authors use.

Venn Diagram



Talk Together

How important are family traditions? Think about the folk tale and the magazine article. Use **Key Words** and examples from the text to talk about your ideas.

STUDENT
TECHNOLOGY



Student
eEdition

NGReach.com

Best Practices

Encourage Participation To involve shy students in the **Roundtable** activity, allow students to rehearse speaking about a few ideas in pairs before forming groups.

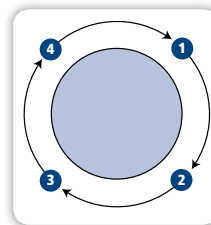
Academic Talk

3 Talk Together Anthology page 64

Review the traditional customs that were described in "Martina the Beautiful Cockroach" and "Coming of Age." (getting married at 21 days, presents from the *señoras* in the family, greet suitors from under the balcony; receive first *voni*, blessing with yellow-colored rice, receive gifts) Have students think of examples that show the importance of family traditions and then discuss them using a **Roundtable**.

- Have students form groups of four.
- Student 1 describes one example from the readings that shows the importance of family traditions.
- Students 2, 3, and 4 either elaborate on the example or present a new one. Have students take turns, going around the table several times.
- Have groups share their ideas with the class.

For **Roundtable**, see page BP47.



Roundtable

Fluency

Practice Phrasing As partners reread the magazine article aloud, circulate and listen for correct phrasing.

Name _____ Date _____

Compare Content
Complete the Venn diagram to compare and contrast "Martina the Beautiful Cockroach" and "Coming of Age."

Take turns with a partner. Ask each other questions about the content of the two selections.

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Differentiate

EL English Learners

ISSUE In Chinese languages, Haitian Creole, Hmong, Korean, and Vietnamese, verbs are not inflected for person or number. Speakers of these languages may say “She like that custom. He perform a ritual.”

STRATEGY Write sentence pairs on strips. Have students cut the sentences apart between the subject and verb and then reassemble them. Have them read aloud each sentence:
She likes the ritual. We like the ritual. He influences them. We influence them.

SN Special Needs

ISSUE Students need kinesthetic involvement to focus on the task.

STRATEGY Photocopy the sentences students are analyzing, and provide colored highlighters. Have students highlight each subject in one color and each verb in another color. Then ask whether the subject and verb agree in number.

Grammar Focus

4 Subject-Verb Agreement Anthology page 65

Project **Student eEdition** page 65. Have volunteers read aloud the introduction. Review the chart with students.

Then read aloud **eVisual 1.34** below, pausing to identify the first compound subject and the rule used for subject-verb agreement: *Use a plural verb when two subjects are joined by and*. Have students identify the remaining subjects and verbs in the passage and explain the rules for using a singular or plural verb.



Grammar Passage

Many Korean parents and children honor their families’ ancestors during a special ceremony on New Year’s Day. Special foods play an important role during this ritual. A red fruit or vegetable lies on the east side of the table. White fruits or vegetables are placed on the west side. A wooden tablet or a sheet of paper displays each ancestor’s name, title, and place of origin. Family members bow to show their respect for each ancestor. After the ceremony, boys and girls bow to their parents and wish them a Happy New Year. The father or mother presents a gift of money to each child.

 NGReach.com Grammar Passage: eVisual 1.34



WHITEBOARD TIP: Underline each subject and circle the word that joins each compound subject.

5 Read Sentences Anthology page 65

Read aloud the directions and sentences about “Martina the Beautiful Cockroach.” After students identify the compound subject and explain the subject-verb agreement in the sentences, have students identify a compound subject on pages 22–23 of “Josh Ponte: A Musical Journey.” Have them explain the subject-verb agreement.

See **Differentiate**

6 Write Compound Subjects Anthology page 65

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM1.27**.

Check & Reteach

OBJECTIVE: Grammar: Use Subject-Verb Agreement 

As students write their sentences about a family custom, check for correct subject-verb agreement.

If students have trouble, remind them that singular verbs generally have an -s at the end of the word, whereas plural verbs generally do not. Have them underline the subject of each sentence and circle the word *and* or *or* in any compound subjects. Then have them check the rules on page 65 to determine which verb form to use.

Name _____ Date _____

Grammar: Practice

Grammar Rules Subject-Verb Agreement

When a **subject** has two or more nouns joined by **and** or **or**, it is called a **compound subject**.


The **son** and the **daughter** **sit** on chairs.
Either the **son** or the **daughter** **sits** on a special chair.
The **son** or the **daughters** **sit** on a bench.

How do you know what verb to use with a compound subject?
If you see **and**, use a plural verb like *sit*.
If you see **or**, look at the last simple subject.

- Is it singular? Then use a singular verb like *sits*.
- Is it plural? Then use a plural verb like *sit*.

Write the correct form of the verb on the line.

1. My family and I celebrate important phases in life.
(celebrate)
2. My best friend and relatives welcome me into adulthood.
(welcome)
3. My aunt and my uncle present my first voni to me.
(present)
4. My aunts or my sister hands me gifts.
(hand)
5. Some women or guests wear saris to the ceremony.
(wear)

 Talk with a partner about special occasions you have shared with other people. Use compound subjects in some of your sentences.

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PM1.27 Unit 1 | Living Traditions



Subject-Verb Agreement

The subject and verb of a sentence must agree. A **compound subject** has two **subjects** joined by **and** or **or**.

The **boys** and the **girl** perform at the concert.
The **boys** or the **girl** performs at the concert.

Grammar Rules Subject-Verb Agreement

• Use a plural verb with two subjects joined by and .	Uncle Leo and Aunt Flora sing at the festival every year.
• If the subjects are joined by or , look at the last subject.	
• If the last subject is singular, use a singular verb .	Our cousins or Uncle Leo sings at the festival every year.
• If the last subject is plural, use a plural verb .	Uncle Leo or our cousins sing at the festival every year.

Read Sentences

Read these sentences with a partner. Find one compound subject. Talk about subject-verb agreement.

Martina and her grandmother sit and talk quietly.
Mamá waits for Martina's choice.

Write Compound Subjects

Write a short paragraph to describe a custom in your family. Use some compound subjects. Check for subject-verb agreement!

65

Anthology page 65

Daily Language Arts

Daily Spelling and Word Work

Practice page T59l

Daily Grammar

Write the following sentence: Blessing and gift-giving are parts of a traditional sari ceremony. Then use page T59n to teach subject-verb agreement with compound subjects.

Daily Writing Skills

Point out that the dialogue in "Martina the Beautiful Cockroach" uses informal language, including many idioms. Then use page T59p for practice.

Writing

7 Write to Reinforce Grammar

Have students write a paragraph about something they do with friends or family members every year. Have them include at least one sentence with a compound subject. Model writing and saying two sentences about something you do every year: *Every summer my sister and I pick strawberries together and then make strawberry shortcake for our families. It is a ritual that we both enjoy.*

After students write their paragraphs, have them underline the subject(s) and circle the verb in each sentence. Have them use the grammar rules on page 65 to check that they used the correct singular or plural verb. Then have students add their paragraphs to their Weekly Writing folders.

WRAP-UP Remind students that "Coming of Age" is a nonfiction magazine article that describes a certain tradition in a factual way. Form students into groups. Have each group think about the Coffee Test shown in the folk tale "Martina the Beautiful Cockroach." Ask: *If you were writing a nonfiction magazine article about the Coffee Test, what details would you include? How would your magazine article be different from the folk tale?*

Day 4 Read and Comprehend

Coming-of-Age Story

OBJECTIVES

Thematic Connection: Cultural Heritage

- Describe a Setting
- Explain Idioms

PROGRAM RESOURCES

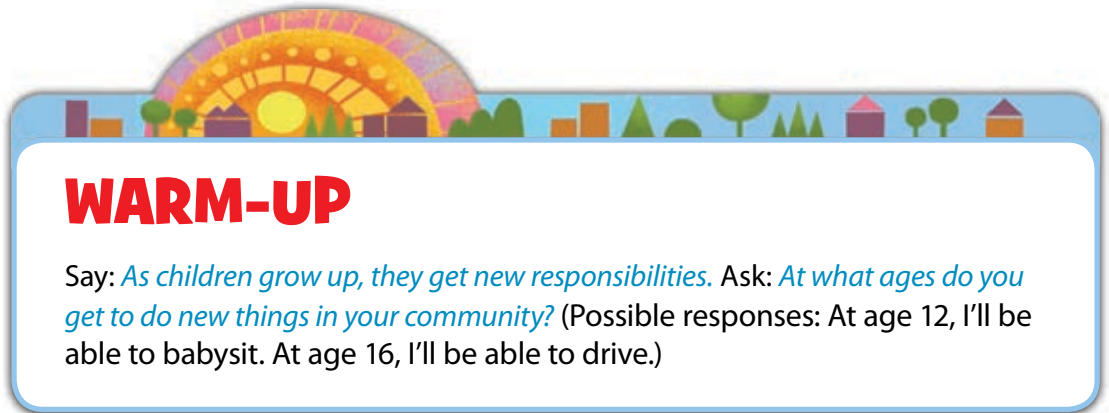
PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM1.28–PM1.29

TECHNOLOGY ONLY

Mark-Up Model 1.2 or Model 1.2 PDF

Vocabulary Strategy Practice: eVisual 1.36



WARM-UP

Say: *As children grow up, they get new responsibilities.* Ask: *At what ages do you get to do new things in your community?* (Possible responses: At age 12, I'll be able to babysit. At age 16, I'll be able to drive.)

Comprehension

1 Setting

SCREEN 1

- 1 Explain that students will learn more about a story's setting. Display and read aloud the passage from "Chiyo and Naoki" on **Mark-Up Model 1.2**. Have volunteers circle details in the text that tell when and where the story takes place.
- 2 Explain that the language characters use can also give clues about the setting: *When characters use informal, modern language, you know that the story takes place now instead of long ago.* Have a volunteer find and circle the informal language. Then click the "Setting" button to confirm his or her answers. Have students copy the marks on **Practice Master PM1.28**. Click the arrow button for the next screen.

SCREEN 2

- 3 Elaborate: *You can tell more about the setting of a story from details in the text about language, actions, and events. Details about Seijin no Hi tell about the place where the story happens.* Have volunteers circle details about the tradition of Seijin no Hi in the text and click the "Details" button to confirm the answers. Have students mark up **Practice Master PM1.28**. Click on the arrow button for the next screen.

SCREEN 3

- 4 Explain: *You can learn more about setting from details you see in the art.* Then have volunteers click on elements in the art that show what Chiyo's home was like. If labels do not appear for some details students identify, encourage them to defend their choices. Have students copy the labels onto **Practice Master PM1.28**.
- 5 Ask: *How do all the details about the setting help you understand what is important to this family?* Have students give examples to support their answers. (Possible response: Cultural traditions are very important to this family. Their home is decorated in a traditional Japanese way. The entire family is excited about the ceremony.) Ask: *How do the details about setting help you understand the story?* (The details help me picture specifically what it was like at that time and place.)

Have partners review **Practice Masters PM1.28–PM1.29** and mark other details in the text and illustrations that tell more about the setting of the story. Then have students write about how those details help them understand the story, including what is important to the community depicted in the story.

Name _____ Date _____

Mark-Up Reading

Chiyo and Naoki

by Asami Oshii

"Good morning, Naoki!" Chiyo beamed. "Can you believe it? It's finally *Seijin no Hi!*"

Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki's grandmother about the day's festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.


Naoki gazed out the window of their tiny apartment. He imagined 20-year-olds from around the cramped city gathering in the public auditorium for the *Seijin no Hi* ceremony.

"Are you on pins and needles, Big Sister?" asked Naoki.

"No, I'm on top of the world!" said Chiyo. "After today, I will finally be an adult. Everyone has to grow up!"

Everyone has to grow up. Naoki suddenly realized that their relationship was about to change. "Big Sister, after you become an adult today, will you still help me with my homework every night?"

Chiyo bit her lip. "I'll be busier now, Naoki, but I'll try."



1, apartment; 2, sliding paper doors; 3, city; 4, kimono; 5, shoes to wear outdoors; 6, sekihan; 7, low table; 8, mats

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PM1.28 Unit 1 | Living Traditions

NGReach.com Practice Masters PM1.28–PM1.29

COMMON CORE STANDARDS

Reading

Describe a Setting CC.4.Rlit.3
Read with Fluency to Support Comprehension CC.4.Rfou.4

Writing

Apply Grade 4 Reading Standards CC.4.W.9.b

Language and Vocabulary

Determine Meanings of Words and Phrases CC.4.L.4
Explain Idioms CC.4.L.5.b




SCREEN 1

Chiyo and Naoki
by Asami Oshii

"Good morning, Naoki!" Chiyo beamed. "Can you believe it? It's finally *Seijin no Hi!*" Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki's grandmother about the day's festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.

Circle details that tell where and when the story takes place.



1 Definition
The setting of a story tells when and where a story happens.

2 2 Setting

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SCREEN 2

Chiyo and Naoki
by Asami Oshii

"Good morning, Naoki!" Chiyo beamed. "Can you believe it? It's finally *Seijin no Hi!*" Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki's grandmother about the day's festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.

Circle details about the tradition of *Seijin no Hi*.



3 3 Details

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SCREEN 3

Chiyo and Naoki
by Asami Oshii

"Good morning, Naoki!" Chiyo beamed. "Can you believe it? It's finally *Seijin no Hi!*" Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki's grandmother about the day's festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.

Find the details in the art that show you about the setting.



4 sliding paper doors
kimono
shoes to wear outdoors
5 sekihan
low table
mats

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Fluency ✓

Model and Practice Phrasing Explain the concept: *Fluent readers recognize chunks of words that go together. The chunks should be read together, without long pauses between words.* Model phrasing by reading the first two paragraphs from **Practice Master PM1.28**. Point out phrases such as "good morning," "coming-of-age," and "getting ready." Have students mark up copies of the story, putting brackets around phrases as they identify them and practice using the brackets to phrase as they read aloud.

Check & Reteach

OBJECTIVE: Describe a Setting ✓

Check marked-up **Practice Masters PM1.28–PM1.29** for understanding of setting. Support students with questions such as:

- *Where and when does this story take place?* (in modern Japan during January)
- *What other types of details are a part of the setting?* (furniture, hair styles, clothing)
- *What is important about these details of the setting?* (They help a reader understand a story by showing the entire context in which a story takes place.)

Daily Language Arts

Daily Spelling and Word Work

Practice page T59l

Daily Grammar

Have students find a dependent clause in the first paragraph of **Practice Master PM1.28**. Then use page T59n to practice correcting sentence fragments.

Daily Writing Skills

Point out "Can you believe it? It's finally *Seijin no Hi!*" on **Practice Master PM1.28**. Then use page T59p to practice how to revise for formal or informal language.

Power Writing

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

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

Vocabulary Practice

2 More Idioms and Expressions

Remind students that an idiom is an expression in which words used together mean something different than the words used by themselves. Say: *No one was prepared for her answer, which came out of the blue.* Ask: *What do the words the blue mean?* (the sky) *Would an answer come out of the sky?* (No.) Explain that the phrase *out of the blue* is a common idiom in the United States. Ask: *If an event happens out of the blue, is it expected?* (No.)

Explain: *Forming a picture of the words in an idiom can help you understand the meaning.* Point out the phrase *on pins and needles* on **Practice Master PM1.28**. Have students picture what it would be like to be on pins and needles. Ask: *What picture do you see in your mind? If you were in that picture, how would you feel?* (fidgety or nervous)

Display **eVisual 1.36**. Explain that the idiom in each sentence could be replaced by a word describing an emotion. Model with *on top of the world* and *feeling great*.



Vocabulary Strategy Practice

Clara got an A on her report and was <u>on top of the world</u> .	Clara got an A on her report and was <u>feeling great</u> .
The students' bad behavior made the teacher <u>hot under the collar</u> .	The students' bad behavior made the teacher <u>angry</u> .
Sam was <u>all at sea</u> because he didn't know where to go in the new school.	Sam was <u>confused</u> because he didn't know where to go in the new school.

 **Vocabulary Strategy: eVisual 1.36**



INTERACTIVE WHITEBOARD TIP: Have students circle clues about each idiom's meaning.

Form small groups. For each idiom, have students suggest one or more synonyms or other phrases that could be used in its place. Have groups read aloud each new sentence and decide if it does or does not convey the same meaning as the original sentence.

Check & Reteach

OBJECTIVE: Explain Idioms

Listen to the small group discussions to check whether students can create accurate replacement words or phrases for the idioms.

If students have difficulty, model with *I had butterflies in my stomach*. Explain: *A person who is nervous often gets a funny feeling in the stomach, as if it is filled with butterflies. So, a funny feeling could replace the idiom butterflies: I had a funny feeling in my stomach.*

Writing

3 Write About Setting

Introduce the activity: *Now you will write a paragraph in which you will describe the setting of the story.* Remind students that setting is where and when a story takes place, so details about the food, clothing, and traditions observed in the place can help make the setting more vivid. Model the process with the story on **Practice Masters PM1.28–PM1.29.**

Think Aloud	Write
<i>First, I will describe when and where the story takes place.</i>	The events in this story take place in modern Japan in January.
<i>Next, I will describe what the characters' home is like.</i>	The characters' home has mats to sit on, low tables, sliding paper doors, and shoes to wear outside lined up by the door.
<i>Then, I'll describe where the ceremony takes place.</i>	The ceremony takes place in a huge, public auditorium, filled with all the people in the community.

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

See **Differentiate**

Academic Talk

4 Describe Setting

Explain: *When you describe the setting of a story, you bring the time and place to life through the details.* Model describing a setting using the passage on **Practice Master PM1.29.**

At Chiyo's Seijin no Hi **ceremony**, the town leaders give long speeches. Young men are dressed in traditional or modern clothes, and the young women wear traditional Japanese kimonos and fancy hairstyles. The setting of the **ceremony** shows that the **ceremony** is important to the people in the community.

Have partners use **Practice Masters PM1.28–PM1.29** to guide their descriptions.

Differentiate

SN Special Needs

ISSUE Students are able to identify only the time and place as part of the setting.

STRATEGY Provide a chart that focuses on categories of details that help define the setting.


How people live	mats to sit on, low tables, sliding paper doors
How people dress	both traditional and modern clothes and hairstyles
How people celebrate	long ceremony in a huge auditorium
What the people value	everyone in the community attends the ceremony

BL Below Level

ISSUE Students lack the skills to organize information about a setting in a logical way.

STRATEGY To guide students through a pre-writing process, have them write answers to each of these questions. Ask:

- *Where does the story take place?*
- *What are some other details that show how people live or celebrate?*
- *How do the details help you understand the story?*



WRAP-UP Ask: *What details would you include if you wrote a story set in this school on the day of your graduation?*

OBJECTIVES

Thematic Connection: Cultural Heritage

- ✓ Explain Idioms
- Compare Settings

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM1.1
- Mark-Up Reading: Practice Masters PM1.28–PM1.29


TECHNOLOGY ONLY

- Vocabulary Strategy Practice: eVisual 1.37
- Setting Chart: eVisual 1.38

Power Writing

Have students write as much as they can as well as they can in one minute about *community*.

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



WARM-UP

Model a sentence using a common idiom such as *hit the hay*. Say: *I was exhausted, so I hit the hay*. Have students draw quick sketches depicting the literal meaning of *hit the hay*. Invite a few students to share their drawings. Then have groups use the context of the sentence to determine the idiomatic meaning of the phrase (went to bed) and share their answers with the class.

Vocabulary Practice

1 Idioms and Expressions ✓

Review: *How can you replace an idiom?* (Think of a word or phrase that means the same thing.) Display **eVisual 1.37**. Model the thinking to match an idiom with its replacement: *I see I could trust, so I know that a true blue friend is an honest one.*



Vocabulary Strategy Practice

Column A

1. He was a true blue friend that I could trust.
2. The teacher's praise had me on cloud nine.
3. I was confused because the explanation was clear as mud.
4. Her contribution was a drop in the bucket.
5. Winning the short race will be a piece of cake.

Column B

- a. difficult to understand
- b. easy
- c. honest
- d. very happy
- e. a very small amount

NGReach.com

Vocabulary Strategy: eVisual 1.37



INTERACTIVE WHITEBOARD TIP: Students draw lines connecting each idiom to its meaning.

Have students match the remaining idioms to their meanings.

Check & Reteach

OBJECTIVE: Explain Idioms ✓

Check students' matching to see if they have a correct understanding of each idiom. If students have difficulty, remind them that they can determine an idiom's meaning by replacing it with words they think have a similar meaning and then testing the words in the context of the sentence. Model: *She was very happy about getting the lead in the play.* (She was on cloud nine about getting the lead in the play.)

COMMON CORE STANDARDS

Reading	
Describe a Setting	CC.4.Rlit.3
Writing	
Apply Grade 4 Reading Standards	CC.4.W.9.b
Speaking and Listening	
Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas	CC.4.SL.1.a
Language and Vocabulary	
Demonstrate Command of Usage	CC.4.L.1

Name _____ Date _____

Mark-Up Reading

Chiyo and Naoki

by Asami Oishi

"Good morning, Naoki!" Chiyo beamed. "Can you believe it? It's finally *Seijin no Hi*!"

Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki's grandmother about the day's festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.

Naoki gazed out the window of their tiny apartment. He imagined 20-year-olds from around the cramped city gathering in the public auditorium for the *Seijin no Hi* ceremony.

"Are you on pins and needles, Big Sister?" asked Naoki.

"No, I'm on top of the world!" said Chiyo. "After today, I will finally be an adult. Everyone has to grow up!"

Everyone has to grow up. Naoki suddenly realized that their relationship was about to change. "Big Sister, after you become an adult today, will you still help me with my homework every night?"

Chiyo bit her lip. "I'll be busier now, Naoki, but I'll try."

Name _____ Date _____

Mark-Up Reading

Chiyo and Naoki

(continued)

Chiyo's excitement built as she and her family arrived at the auditorium. The huge hall was filled to overflowing. Everyone in the community wanted to be part of the important event. The town leaders gave lengthy speeches, welcoming the young people into adulthood.

The young people, looking festive in their fine clothes, were seated at the front of the auditorium. Some young men wore traditional Japanese *hakamas*, but most wore formal modern suits. Many of the girls were dressed in colorful *kimonos* according to the custom. Even Naoki felt handsome in his new suit.

After the ceremony, Naoki sat at a low table to do his homework. In the past Chiyo had been there to help him, but tonight she was out celebrating. Naoki tried to focus, but he felt a touch of sadness. All of a sudden, he heard the door slide open.

"Big Sister! I'm so happy you're here. I was afraid you wouldn't want to spend time with me anymore now that you're an adult."

Chiyo smiled. "Don't be silly. Part of being an adult is realizing what is really important. And my family is what is important to me! My heart is still in the right place."

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PM1.28 Unit 1 | Living Traditions

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PM1.29 Unit 1 | Living Traditions

NGReach.com Practice Masters PM1.28–PM1.29

Review and Integrate Ideas

2 Describe Setting

Copy and display the setting chart below. Explain: *Each question in the setting chart asks about one kind of detail that helps explain the setting of the story "Chiyo and Naoki."* Model completing the chart by answering the first question. Then have partners complete the rest of the chart.

Setting Chart

Details and Setting	Chiyo and Naoki
What do household furnishings tell you about the setting?	The furnishings tell me that Chiyo lives in a modern, yet traditional Japanese home.
What do people's clothing and hairstyles tell you about the setting?	The pictures show that young people at the celebration in Japan today wear both traditional and modern clothing and hairstyles.
What does the celebration or ceremony tell you about the setting?	The ceremony takes place in a huge auditorium that is decorated for the event. This shows that the community thinks that becoming an adult is an important event in young people's lives.
What do the actions of family and community members tell you about the setting?	The fact that everyone prepares for and attends the ceremony shows that the people agree that the event is important.



Daily Language Arts

Daily Spelling and Word Work

Test page T59k

Daily Grammar

Point out the subject-verb agreement in the last sentence on **Practice Master PM1.29**. Then use **Practice Master PM1.30** and page T59n to review and assess students' ability to identify subject-verb agreement.

Daily Writing Skills

Read aloud the first line of dialogue on **Practice Master PM1.28**. Then use page T59p to review and assess students' identification of formal and informal language.

Differentiate

Special Needs

ISSUE Students have difficulty identifying details in the settings.

STRATEGY Prompt with questions, such as these:

- *What do the mats to sit on tell you about the setting?*
- *What do the shoes by the door tell you?*

Above Level

ISSUE Students complete the minimum requirement for the activity.

STRATEGY Challenge students to a contest to see who can list the most details in their paragraphs.

3 Compare Texts

Display **eVisual 1.38**. Explain to students that they will compare the settings in "Martina, the Beautiful Cockroach," "Coming of Age," and "Chiyo and Naoki." Model the thinking involved as you fill in the information in the first row. Then have students create and complete the chart with a partner.



Setting Chart

Details	Chiyo and Naoki	Martina, the Beautiful Cockroach	Coming of Age
What do household furnishings tell you about the setting?	Chiyo lives in a traditional Japanese home. This shows that the family values traditions.	Martina lives in a street lamp with a balcony. This shows what street lamps looked like in the past.	The household furnishings look modern, but Jyotsna sits on a traditional chair.
What do people's clothing and hairstyles tell you about the setting?	The modern and traditional styles show that this story takes place in modern times.	Martina's old-fashioned clothing shows that this story takes place in the past.	The traditional clothing and hairstyles show that the event is based on traditions.
What does the celebration or ceremony tell you about the setting?	Everyone in the community attends. This shows that the community values the event.	Martina's family watches. This shows that they all think the events are important.	Many people are involved. This shows that the entire family feels that the event is an important one.
What do the actions of family and community members tell you about the setting?	Families and town leaders prepare for the ceremony. This shows that they all value it.	Martina listens to her grandmother's advice. This shows that respecting elders was important.	The family blesses Jyotsna. This shows that the modern family still values traditions.

[NGReach.com](https://www.ngreach.com) Setting Chart: eVisual 1.38



INTERACTIVE WHITEBOARD TIP: Students write details from each selection in each column.

Check & Reteach

OBJECTIVE: Compare Settings

Check students' answers to be sure that they focus on settings in each story.

If students have difficulty identifying setting details for each question, model how fictional characters' actions give clues about the setting: *In "Martina, the Beautiful Cockroach," her grandmother tells her how to treat each suitor. This helps the reader understand that the story takes place at a time when young people listened to older people.*

Writing

4 Write to Compare

Introduce the activity: *Now you will write a paragraph comparing the settings of two of the stories you read.* Review that setting includes details about objects, food, clothing, behaviors, celebrations, and customs that describe a time and place. Remind students to write about both similarities and differences between the stories' settings. Have students add their work to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

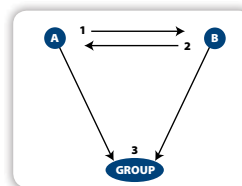
Have students recall the unit's Big Question: How important are traditions? Then say: *Think about "Martina, the Beautiful Cockroach," "Coming of Age," and "Chiyo and Naoki," and a Small Group Reading book you have read.* Ask: *How can you tell that the coming-of-age traditions in these stories are important to the culture they are a part of?* (The families and community members devote time and energy to making the tradition special.)



Model a response to the Big Question. *In "Chiyo and Naoki," the tradition of introducing young people to their new roles as adults is important enough for the town officials to take part in a public ceremony.*

Use a **Three-Step Interview** to have students continue discussion.

- Have partners self-identify as Partner A and Partner B.
- Have each Partner A interview each Partner B about the process of becoming an adult in one of the stories.
- Have partners reverse roles and repeat the process.
- Have Partner A share Partner B's responses with the class; then have Partner B do the same for Partner A.



Three-Step Interview

Best Practices

Encourage Participation To get shy students to participate, pair them up and have them discuss and rehearse their own responses to the questions.

WRAP-UP

Remind students that each of these coming-of-age stories involves a **ceremony** of some sort that is an important tradition. Ask: *Why are coming-of-age traditions important for a culture?*

OBJECTIVE

Thematic Connection: Cultural Heritage

Write an Interview: Voice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A1.41

TECHNOLOGY ONLY

Voice: eVisual 1.32

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Write Informative/Explanatory Text to Examine a Topic	CC.4.W.2
Develop the Topic, Details and Other Information and Examples	CC.4.W.2.b
Plan, Revise, and Edit Writing	CC.4.W.5
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.4.W.10

Speaking and Listening

Differentiate Contexts for Formal and Informal English	CC.4.SL.6
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Language and Vocabulary

Demonstrate Command of Grammar	CC.4.L.1
Use Relative Pronouns	CC.4.L.1.a
Produce Complete Sentences	CC.4.L.1.f
Use Knowledge of Conventions	CC.4.L.3
Differentiate Contexts for Formal and Informal Discourse	CC.4.L.3.c

Study a Model

Read the Interview *Anthology* page 66

Read aloud the prompt and the opening of the model on **Student eEdition** page 66. Then have students read the interview in pairs, one as the interviewer and one as the subject.

Teach the Trait: Voice

Introduce the concept: *A writer chooses a voice, or style of writing, to use that matches the purpose and type of text.* Display and read aloud **eVisual 1.32**.



Writing Trait: Voice

Writing with a genuine voice:

- sounds natural, using words appropriate for the topic and purpose
- in an interview, includes using the exact words of the subject

NGReach.com **Voice: eVisual 1.32**



INTERACTIVE WHITEBOARD TIP: Highlight the words *appropriate* and *exact* as you read each point.

Explain: *Also think about the person being interviewed. Use formal words when interviewing an elder, for example. Use more conversational words to interview a friend.*

Prewrite

Choose a Topic *Anthology* page 67

Have students reread the prompt. Then ask questions to help students understand the prompt and begin completing a RAFT. For example, ask: *What is your role?*

Role: Interviewer

Audience: Readers interested in other traditions

Form: Article

Have students read step 1. Suggest partners use the language frames as they talk. If possible, provide potential interview subjects available within the school or community. Have each student choose an interview subject to complete a RAFT.

Gather Information *Anthology* page 67

Read step 2. Have students create their questions using the chart: *Think of whom you will be interviewing and how formal your words should be.* Provide recording devices, or remind students to write the answers to their questions in the person's exact words.

Get Organized *Anthology* page 67

Read step 3 and allow students time to organize. Give examples of logical ordering, such as sequential events in the person's life.

Writing Project

Write as a Reporter

Write an Interview

Interview a neighbor or family member about a tradition that interests you. Write an article that tells about the person and describes the tradition.



Study a Model

In an interview, one person gathers information by asking another person questions. Often, the information is presented in a question-and-answer format.

Koko the Storyteller

by Shavon Jackson

Kanoro Lewis is Koko the Storyteller. He travels to schools and fairs all over. I asked him about what he does.

Why did you become a storyteller?

Telling stories is an old tradition. It helps people learn about their heritage.

What kinds of stories do you tell?

All my stories are from the African-American people. Some are folk tales. Others are stories about our history.

What do you do when you tell the stories?

Sometimes I dress up like the characters. My favorite is Anansi the spider. I wear a jacket with eight sleeves!

I really love what I do. I plan to tell stories for as long as people will listen.

The first paragraph introduces the person interviewed and the topic.

Shavon presents questions in a logical order. The questions and answers flow smoothly from one to the next.

The answer to each question uses the person's exact words.

Shavon chooses a good quotation to end the interview.

66

Prewrite

1. **Choose a Topic** Whom will you interview? What tradition will you focus on? Talk with a partner to choose the best ideas.

Language Frames

Tell Your Ideas

- I'm curious about _____ . _____ could tell me about this tradition.
- _____ is from _____. I'll ask about the traditions in that country.

Respond to Ideas

- _____ sounds interesting! How will you learn more about it?
- I think most people already know about _____. Can you choose something else?

Use sentences like these to choose your topic.

2. **Gather Information** Prepare your questions ahead of time in a 5Ws chart. Then set up your interview and ask your questions. Take notes or record the interview.

5Ws Chart

Who?	Who is your favorite character?
What?	What kind of stories do you tell?
Where?	Where do you perform?
When?	
Why?	

Write a list of questions.

3. **Get Organized** Review your notes or recording. Which questions gave the most important or interesting details? Put those questions in a logical order so they flow smoothly.

Draft

Use your questions and answers to write your article.

- Begin with a few sentences to introduce the person and the topic.
- Clearly label each question and answer.
- Choose the best details to include. Use the person's exact words.

67

Anthology
pages 66–67

Draft

Write Ideas Anthology page 67

Ask a volunteer to read aloud the instructions.

Emphasize that the introductory lines should help set the scene for readers. Note how the model introduction explains why Kanoro Lewis is a good person to ask about folktales. Then give tips for drafting:

- Write your questions from the chart as you decided to order them.
- You do not have to use every word that someone says. Choose parts of the answers that both accurately tell what your subject wanted to say and show his or her personality, or voice.
- You can describe any gestures or actions the interview subject made. This can help express his or her personality.

Students might want to use **Magazine Maker** to draft their interviews so that they can put their questions in bold type, or they might write their questions in a different color.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students have difficulty with unfamiliar words used by their interview subjects.

STRATEGY Have students say the unfamiliar words, and help them write these words. For each word, have the student find the dictionary definition. Then work with the student to explain the word in the context of the interview.

SN Special Needs

ISSUE Students have hearing difficulties.

STRATEGY Arrange for the interview to be recorded, even if other students do not use recorders. Students can turn up the volume on the recorders when they write their drafts.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T59k–T59l

Daily Grammar ✓

Have students review the phrases *Telling stories is* and *All my stories are* on **Anthology** page 66. Ask students if these phrases show correct subject-verb agreement. (Yes.) Then use pages T59m–T59n to teach subject-verb agreement.

Daily Writing Skills ✓

Point out how the use of exclamation marks makes the responses in the model seem informal and more personal. Stress that this is just one way to make writing more informal. Then use pages T59o–T59p to practice using formal and informal language.

Revise

Read, Retell, Respond **Anthology** page 68

Read aloud step 1 on page 68. Have partners read interview questions and answers to each other. Have the listening partners give feedback based on their understanding of the answers. Model feedback: *I can hear that Kanoro Lewis really enjoys telling stories. He seems proud of his African-American heritage too. Could you add more information about why he became a storyteller? Did he tell you about someone who inspired or taught him?*

Make Changes **Anthology** page 68

Guide students through the instructions and sample changes on page 68. Be sure students understand the reason for each change. For example: *Why does it make sense to move What kinds of stories do you tell? to be the second question?* (because it leads naturally to the third question: What do you do when you tell your stories?) Offer helpful suggestions on how students can revise their own interviews: *Ask yourself: What does each quote tell me about my subject and his or her culture? Am I leaving out anything that seems important?* Remind students that they cannot change the interview subject's words.

If students have written their drafts on paper, instruct them to use revising marks to improve their drafts. Remind them to focus on selecting quotes that show their subject's voice.

See **Differentiate**

Edit and Proofread

Check the Interview **Anthology** page 69

Have a volunteer read aloud the instructions on **Anthology** page 69. Point out the Grammar Tip on the page. Then have students edit their interviews, focusing on subject-verb agreement, use of dependent clauses, and the Week 4 spelling words.

Differentiate

BL Below Level

ISSUE Students struggle with conveying a subject's voice in the interview.

STRATEGY Have students listen carefully to the taped interview or read aloud their interview notes. Ask them to note how their interview subject sounded as he or she answered each question. Ask: *What words did the subject emphasize? When did he or she sound excited?* Help students add punctuation and choose quotes that reflect the subject's personality.

AL Above Level

ISSUE Students feel they cannot explain what the subject meant without changing a quote.

STRATEGY Explain that reporters work very hard to quote interview subjects accurately. An interview should not include made-up quotes. Encourage the students to follow up with their interview subject and clarify what the quote meant or obtain a new quote for the interview.

Writing Project, continued

Revise

- 1. Read, Revise, Retell** Read your draft aloud to a partner. Use the words "question" and "answer" so your partner will understand what parts you are reading. Then you can both talk about how to improve it.

Language Frames	
Retell <ul style="list-style-type: none"> You interviewed _____. The tradition the person talked about was _____. The most interesting things I learned were _____. 	Make Suggestions <ul style="list-style-type: none"> I'd like to know more about _____. What other details could you include? The sequence of questions doesn't seem logical. Could you move _____ to _____?

- 2. Make Changes** Think about your draft and your partner's suggestions. Use the Revising Marks on page 585 to mark your changes.

- Are your questions in a logical order?

2. What kinds of stories do you tell?

1. Why did you become a storyteller?

3. What do you do when you tell your stories?

- Add more details as needed.

He travels to schools and fairs all over.

Kanoro Lewis is Koko the Storyteller. I asked him about what he does.

Edit and Proofread

Work with a partner to edit and proofread your interview. Check that the subject in each sentence agrees with the verb. Pay special attention to compound subjects.

Grammar Tip

When parts of a compound subject are connected by or, make sure the verb agrees with the subject closest to it.

Publish

On Your Own Make a final copy of your interview. Read it aloud to your classmates. You may want to ask a partner to read the questions or answers for you.

Presentation Tips	
If you are the speaker . . .	If you are the listener . . .
When you read a question, make your voice go up slightly at the end of the sentence.	Try to picture the tradition as the speaker describes it.
If you have a picture of the person you interviewed, show it to your listeners.	Make connections to other traditions that you know about.

With a Group Collect all of the interviews and put them together in a binder. Set up listening stations with the recorded interviews. What are some new words and phrases you heard? What did you learn about traditions? Talk with your group about these ideas.



Anthology page 68–69

Publish and Present

On Your Own Anthology page 69

Have students write final drafts of their interviews. Invite them to read their interviews to the class. Demonstrate how to read an interview using the model and the Presentation Tips. Raise your voice at the ends of questions, and sound excited as you read answers with exclamation points.

Review the listening tips with students. Explain: *As you hear each answer, what pictures form in your mind? What do you visualize about the person and the culture?* After each reading, ask listeners to explain what they learned about the subject and his or her culture, art, or skill. Have students choose formal or informal English for their discussion and then explain their choice.

Use the **Writing Rubric** to assess each student's interview. Then have students add their interviews to their Weekly Writing folders.

With a Group Anthology page 69

If students have recorded their interviews, set up listening stations. Then bind students' interviews together into a cultural newspaper. Have students add photos or drawings that reflect the interviews. Give students copies of the newspaper to distribute to family, friends, and their interview subjects.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the writer's ideas are interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. Most of the writing is smoothly and logically organized.	Most of the writing has a unique voice that is appropriate for the genre and audience.	Most of the language is appropriate for the genre and audience.	Most of the writing is clear and easy to read. The writer's use of language is effective and adds interest.	Most of the writing is free from errors in grammar, spelling, and punctuation. The writing is easy to read and enjoyable.	The best part of the writing is presented in an interesting way that conveys the message. The writing is easy to read and enjoyable.
3	Most of the writing has a clear focus and the writer's ideas are interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. Most of the writing is smoothly and logically organized.	Most of the writing has a unique voice that is appropriate for the genre and audience.	Most of the language is appropriate for the genre and audience.	Most of the writing is clear and easy to read. The writer's use of language is effective and adds interest.	Most of the writing is free from errors in grammar, spelling, and punctuation. The writing is easy to read and enjoyable.	The best part of the writing is presented in an interesting way that conveys the message. The writing is easy to read and enjoyable.
2	The writing has a clear focus and the writer's ideas are interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. Most of the writing is smoothly and logically organized.	Most of the writing has a unique voice that is appropriate for the genre and audience.	Most of the language is appropriate for the genre and audience.	Most of the writing is clear and easy to read. The writer's use of language is effective and adds interest.	Most of the writing is free from errors in grammar, spelling, and punctuation. The writing is easy to read and enjoyable.	The best part of the writing is presented in an interesting way that conveys the message. The writing is easy to read and enjoyable.
1	The writing does not have a clear focus and the writer's ideas are not interesting. Details are not accurate and do not show in-depth knowledge of the topic.	The writing does not have a clear structure and purpose. The writing is not smoothly and logically organized.	The writing does not have a unique voice that is appropriate for the genre and audience.	The language is not appropriate for the genre and audience.	The writing is not clear and easy to read. The writer's use of language is not effective and does not add interest.	The writing is full of errors in grammar, spelling, and punctuation. The writing is difficult to read and not enjoyable.	The best part of the writing is not presented in an interesting way that conveys the message. The writing is difficult to read and not enjoyable.

Week 4 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Determine the Main Idea; Explain How the Main Idea Is Supported by Details; Preview and Predict; Determine Author's Purpose; Explain Text Structure: Chronology; Comprehend Plot; Monitor and Clarify; Describe Setting

ASSESSMENTS

Reading Comprehension Test

Celebrating the New Year

People all over the world celebrate the start of each year. Different countries have different New Year traditions. For many people, it is a time to celebrate with family and friends. It is also a time for people to think about the past and their hopes for the future.

In Vietnam, some people get a haircut to prepare for the holiday. Other people buy new clothes. They decorate their houses with flowers from peach trees. Finally, the New Year arrives! Parties usually last for 3 days. During these parties, families gather to visit and to eat sticky rice cakes. They set open watermelons for good luck. If the inside of the watermelon is very red, the rest of the year will be a lucky one.

In Iran, people clean their houses and buy new clothes before New Year's Day. New Year parties last 15 days. Families and friends visit one another giving presents, such as cards, fruit, and nuts. People spend the last day outside in a park. They hope that this will bring them good luck for the rest of the year.

People may celebrate the New Year in different ways, yet they all share the same wish for good luck and happiness!

A1.24

Reading Comprehension Test

What is the main idea of the article?

Countless celebrate different holidays.
People have different reasons for celebrating.
There are many ways to celebrate the New Year.
New Year celebrations change every year in Vietnam and Iran.

What do people in most countries do to celebrate the New Year?

They give presents to each other.
They wish for luck in the future.
They buy flowers for their homes.
They go to parties that last 3 days.

The author wrote this article to ...

inform readers about different customs.
explain how to prepare New Year food.
give an opinion about life in Vietnam and Iran.
entertain readers with a story about a celebration.

A1.25

Reading Strategy Assessment

Reading Strategy Rubric

Point and Method	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1
4. The student uses the strategy to understand the text.	4. The student uses the strategy to understand the text.	4. The student uses the strategy to understand the text.
3. The student uses the strategy to understand the text.	3. The student uses the strategy to understand the text.	3. The student uses the strategy to understand the text.
2. The student uses the strategy to understand the text.	2. The student uses the strategy to understand the text.	2. The student uses the strategy to understand the text.
1. The student uses the strategy to understand the text.	1. The student uses the strategy to understand the text.	1. The student uses the strategy to understand the text.

SG1.30

Reading Comprehension Unit Test
A1.24–A1.29

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment

On a hot day, when they were sewing big bags, cycles on the dragon costume. The next day was the Chinese New Year celebration, and the dragon would be the most important part of the parade. They had to finish the costume on time.

The children used "look names" going by the Chinese lunar calendar. Han had been born in the Year of the Ox, and Larry in the Year of the Tiger. An ox was strong, and a tiger was courageous. These were both good qualities, but what they needed now was speed.

A knock at the door made them both look up from their work. It was Michael, look named "Mable," a friend who had come to help. Michael was excited about the parade, but he had volunteered too late to actually be in the parade.

Mable cheerfully began helping them with the dragon. Late that evening, they finished the costume. The dragon looked fierce. It was very long, because the Chinese believed that the longer the dragon, the more good luck would come in the New Year. As Mable sewed good night, she told him to be at the parade at two o'clock for a surprise.

Mable arrived right on time. Several people were already under the dragon costume. They would make it wind and dip as it danced through the parade.

On poked his head out from under the dragon. "Come on under!" he said. "We need you!"

Mable dashed under the costume behind Cy and Tiger. Mable grabbed the sides of the dragon as all the people underneath began moving to the beat of the drums. The New Year was definitely going to be a lucky one!

A1.4

Oral Reading Assessment

Oral Reading Rubric

Code	Fluency	Accuracy	Rate
4	4	4	4
4. The student reads with excellent fluency, accuracy, and rate.	4. The student reads with excellent fluency, accuracy, and rate.	4. The student reads with excellent fluency, accuracy, and rate.	4. The student reads with excellent fluency, accuracy, and rate.
3. The student reads with good fluency, accuracy, and rate.	3. The student reads with good fluency, accuracy, and rate.	3. The student reads with good fluency, accuracy, and rate.	3. The student reads with good fluency, accuracy, and rate.
2. The student reads with fair fluency, accuracy, and rate.	2. The student reads with fair fluency, accuracy, and rate.	2. The student reads with fair fluency, accuracy, and rate.	2. The student reads with fair fluency, accuracy, and rate.
1. The student reads with minimal fluency, accuracy, and rate.	1. The student reads with minimal fluency, accuracy, and rate.	1. The student reads with minimal fluency, accuracy, and rate.	1. The student reads with minimal fluency, accuracy, and rate.

A1.5

Oral Reading Assessment

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 the passage?
- How did you feel about the passage?
- What was the most interesting part of the passage?
- How did you feel about the passage?
- How did you feel about the passage?

A1.6

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Consult References: Dictionary
- Spell Words with Digraph ch, tch
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the question. Choose the best answer.

1. What does the idiom "put around the corner" most likely mean?

to bring soon
to wait a long time
to arrive
to be late

2. What does the idiom "put out of this world" most likely mean?

cool and dark
amazed
all gone
far away

3. What does the idiom "under the weather" most likely mean?

to be sick
to be happy
to be sad
to be angry

4. What does the idiom "get the hang of" most likely mean?

to become an expert at something
to be confused
to be nervous
to be happy

A1.30

Vocabulary Test

Directions: Read the question. Use the dictionary entry to choose the best answer.

gen-er-a-tion (jeh-nay-eh-shun) noun An age group.

How many syllables does "generating" have?

one
two
three
four

What is all this "stuff" in the box? What something is made from or what something can be made from?

wood
the wall
the wood
the board
the fourth

Which syllable of "padding" do you stress?

the first
the second
the third
the fourth

A1.31

Spelling Words

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

Words with Digraph ch, tch

- attach My grandmother taught me to attach the quilt pieces by sewing them together.
- challenge Our challenge is to show the class that we can accomplish this difficult task.
- childhood My mother spent most of her childhood, from ages five through 12, in Oregon.
- chili My family's favorite recipe for chili includes beans, meat, and lots of spices.
- church The church in the village used to hold village meetings as well as Sunday services.
- clutch The nervous performer clutch the microphone tightly in their hands as they sing.
- exchange Students exchange information by telling each other what they have learned.
- fetch "Fetch Fetch" Grandmother's diary from the bookcase and bring it to me.
- match My sister and I dress the same for family dinners so our clothes will match.
- research I did research online to find facts about life in Greece.
- screen Just as in Grandma's day, babies screen when they are hungry.
- sketch The artist's sketch is a drawing of our street in the 1800s.
- splootch A splootch of spilled paint made a stain on the table.
- stretch Stretch the canvas by pulling it tightly over the frame.
- switch Push the switch up or down to turn the light on or off.

Check Words

- one One of my four grandparents was born in Hawaii.
- won We entered a contest and won a free trip!
- peace When the war was over, it was a time for peace.
- piece The statue is a piece of local history.

A1.32

Vocabulary Unit Test
A1.30–A1.32

Spelling Pretest/ Spelling Test
T59k

Grammar and Writing

- Use Complete Sentences; Dependent Clauses; Relative Pronouns
- Use Simple Subject-Verb Agreement with Compound Subjects
- Identify Context for Formal or Informal Language

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

My father and his friend Mr. Cheng, a Civil War reenactor, sometimes like to study history and act it out. Civil War reenactors, who do a lot of research, act just like American soldiers from the North and the South. They look like they just stepped out of each other my father or Mr. Cheng always act like they are the great battles of the Civil War. They feel like they are acting American history.

1. Choose the answer that goes in Blank 1.

my father and his friend Mr. Cheng, a Civil War reenactor, sometimes like to study history and act it out. Civil War reenactors, who do a lot of research, act just like American soldiers from the North and the South. They look like they just stepped out of each other my father or Mr. Cheng always act like they are the great battles of the Civil War. They feel like they are acting American history.

Blank 1: _____

2. Choose the answer that goes in Blank 2.

my father and his friend Mr. Cheng, a Civil War reenactor, sometimes like to study history and act it out. Civil War reenactors, who do a lot of research, act just like American soldiers from the North and the South. They look like they just stepped out of each other my father or Mr. Cheng always act like they are the great battles of the Civil War. They feel like they are acting American history.

Blank 2: _____

A1.33

Writing, Revising, and Editing Test

Directions: These paragraphs are part of an interview. Read the paragraphs. Then answer the questions.

(E) I recently interviewed Brian Tall that has traveled to several different countries. (B) Each country. (B) Brian went to many different birthday parties. (E) I asked Brian these questions about birthday traditions.

Q (1) First, which countries did you live in.

A (B) I lived in Korea, Vietnam, India, and the United States.

Q (2) Are birthdays in Korea the same as in Vietnam, or different?

A (B) Money is an important part of birthdays in both countries. (E) Food is an important part of birthday too. (E) In Korea, people celebrate with sweet rice cakes and money. (E) In Vietnam, get "lucky money" in red envelopes.

Q (3) What is one interesting way to celebrate birthdays in India?

A (E) Sometimes, the parents or an important leader gives a one-year-old boy his first haircut. (E) Children, who wear bright clothes on their birthday. (E) Give chocolate to their friends.

A1.34

Writing Rubric

Point and Method	Make Connections	Visualize
4	4	4
4. The student uses the strategy to understand the text.	4. The student uses the strategy to understand the text.	4. The student uses the strategy to understand the text.
3. The student uses the strategy to understand the text.	3. The student uses the strategy to understand the text.	3. The student uses the strategy to understand the text.
2. The student uses the strategy to understand the text.	2. The student uses the strategy to understand the text.	2. The student uses the strategy to understand the text.
1. The student uses the strategy to understand the text.	1. The student uses the strategy to understand the text.	1. The student uses the strategy to understand the text.

A1.41

Writing, Revising, and Editing Unit Test
A1.33–A1.36

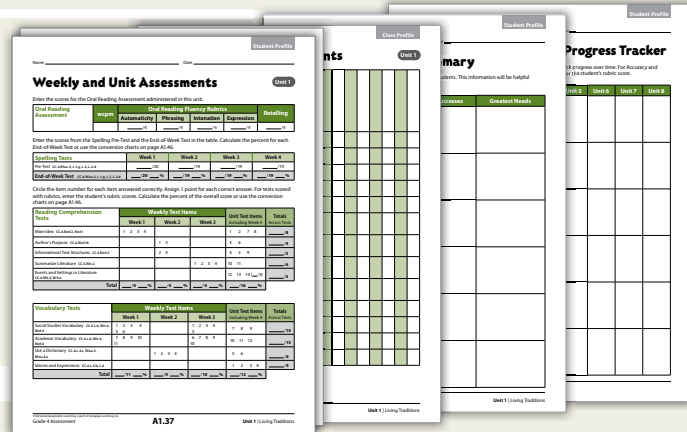
Writing Rubric
A1.41



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A1.37–A1.38
- Class Profile: Weekly and Unit Assessments** A1.39
- Student Profile: Strengths and Needs** A1.40
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Relate Details: Reteaching Master RT1.10

Setting: Reteaching Master RT1.11

Plan and Monitor: Reteaching Master RT1.12

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

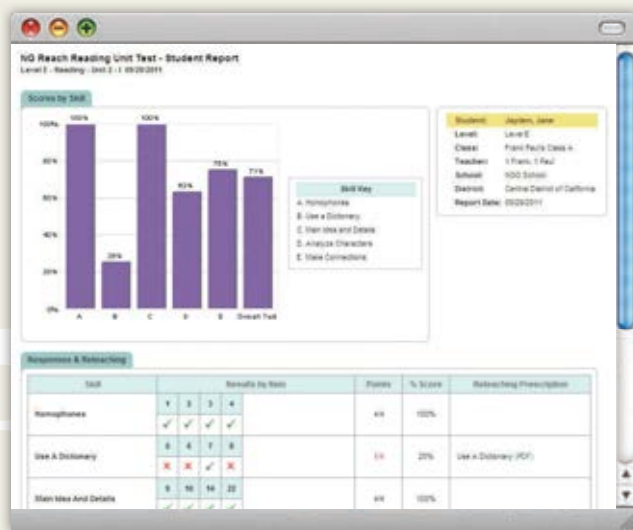
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T59k–T59l

Grammar and Writing

RETEACH

Sentences: Anthology Handbook, page 592–594

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Word Choice: Reteaching Master RT1.13

ADDITIONAL PRACTICE


More Grammar Practice PM1.31

Daily Writing Skills Practice, pages T59o–T59p

See Weeks 1–3 for additional practice resources.

Unit 1 Wrap-Up

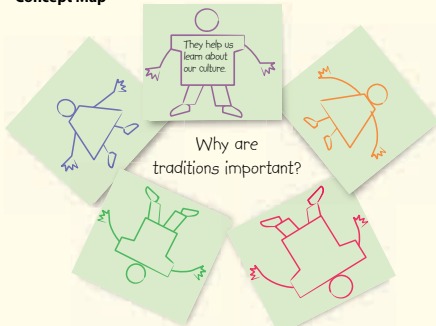
Big Question How important are traditions?



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



Write a Description

Use your concept map. Write a description of a tradition that is important in your family. Tell what makes it important.

70

Anthology
pages 70–71

OBJECTIVES

Thematic Connection: Cultural Traditions, Customs, and Celebrations
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks, Purposes, and Audiences CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

Unit 1 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Talk About It!

Is there a new tradition you want to start in your family? What is it? What would people do? Tell a partner.



Write It!

Write a Column

How can someone choose a good husband or wife? Write an advice column about it. Give advice for choosing the right person to marry.

You should choose someone you really like, because you will have to spend a lot of time with that person!

Do It!

Share a Game or Song

Share a game or song that you learned from an older family member. Teach it to classmates so they can play or perform it. When you give instructions, be sure you teach the steps in the correct order!

Do It!

Make a Time Capsule

Make a time capsule for younger family members. Write and draw to teach them about your family's most important traditions. Save the capsule to give to them in the future.



70

71

Academic Talk

1 Talk Together Anthology page 70

Display the Big Question. Read aloud the first paragraph on page 70. Have students revisit **Practice Master PM1.1** to remind them of their answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during Small Group Reading. Encourage elaboration: *What traditions are important to your family? Explain.*

Writing

2 Write a Description Anthology page 70

Read aloud the instructions. Have students review the description of a tradition in Luka's interview on page 41 and "Coming of Age" on pages 61–63. Remind students to include interesting details in their descriptions.

Have students write independently, using the sentence frames if needed. If class time allows, have each student read his or her description to the class.

A tradition that is important to my family is _____.

This tradition includes _____.

I think this tradition is important because _____.

Unit Projects

3 Share Your Ideas Anthology page 71

Read aloud the project options. Have students who chose the Talk About It project work with a partner, and have those who chose the first Do It project form small groups. Other students work independently.

Talk About It!



Plan

Model describing an idea that became a family tradition: *A few years ago, my friends got together on New Year's Day for a big dinner of corned beef, cabbage, and other Irish foods. We played Irish music and sang songs. The next year, we repeated the dinner. Over the years, it has become our New Year's Day tradition. We enjoy celebrating Irish culture.*

Recall that traditions may involve food, music, dancing, decorations, games, and special clothing. Have students use at least two of these in their ideas for starting a new tradition.

Starting a New Tradition

Have partners take turns explaining and describing their ideas for a tradition they would like to start. Encourage partners to ask questions about specific details of the tradition.

Discuss Topics, Expressing Ideas Clearly CC.4.SL.1

Write It!



Plan

Have students create a two-column chart listing qualities that are important for a good life partner. Model by listing a trait, such as patience, in the first column. In the second column, list why the trait is important. Have students suggest traits and explanations to add to the chart.

Write a Column

Have students use the chart to write advice columns on how to choose the right person to marry.

When students have completed their columns, display the columns on a classroom wall, bind them into a booklet, or print them in a class newspaper.

Write Over Shorter Time for Specific Tasks, Purposes, and Audiences CC.4.W.10

Do It!



Plan

Model giving step-by-step instructions for performing a song or playing a game. As you say each step, have students paraphrase you. For example: *How to sing the song "Row, Row, Row Your Boat" as a "round":*

Step 1: Form two groups and name the groups A and B.

Step 2: Group A starts singing "Row, Row, Row Your Boat."

Step 3: When group A begins the second line, "gently down a stream," group B starts singing the song from the beginning.

Share a Game or Song

Allow students time to teach a song or game to the members of their group. Remind students to give detailed steps in order and to be respectful of one another during the activity.

Demonstrate Command of Usage CC.4.L.1

Do It!



MATERIALS

shoe boxes • construction paper • colored markers, colored pencils, or crayons • supplies to make a time capsule container

Plan

Explain that students will make a time capsule by covering a shoe box with construction paper and decorating it with stickers, ribbons, or other materials. Then model writing and drawing about one of your family's traditions. Explain why the tradition is important.

Make a Time Capsule

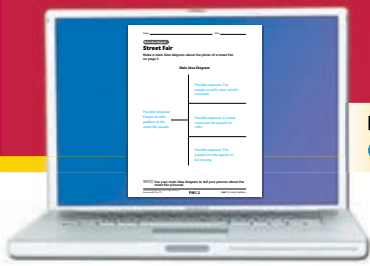
Have students follow the instructions to create their time capsules. Ask volunteers to share their work with the class.

Write Over Shorter Time for Specific Tasks, Purposes, and Audiences CC.4.W.10

Unit 1 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Contents at a Glance

Practice Masters		Pages
Family Newsletter 1: English and Spanish		
Week 1	Day 1: Unit Concept Map	PM1.1
	Main Idea Diagram	PM1.2
	Day 3: Grammar Game	PM1.3
	Day 4: Daily Grammar: Grammar and Writing	PM1.4
	Day 5: Test-Taking Strategy Practice	PM1.5
	Main Idea Diagram	PM1.6
	Fluency Practice	PM1.7
Reteach: Grammar Practice	PM1.8	
Week 2	Day 1: Grammar Game	PM1.9
	Day 2: Grammar Game	PM1.10
	Day 3: Comparison Chart	PM1.11
	Grammar Practice	PM1.12
	Day 4: Mark-Up Reading	PM1.13
	Mark-Up Reading	PM1.14
	Daily Grammar: Grammar and Writing	PM1.15
Reteach: Grammar Practice	PM1.16	
Week 3	Day 1: Story Map	PM1.17
	Grammar Game	PM1.18
	Day 4: Daily Grammar: Grammar and Writing	PM1.19
	Day 5: Test-Taking Strategy Practice	PM1.20
	Story Map	PM1.21
	Fluency Practice	PM1.22
Reteach: Grammar Practice	PM1.23	
Week 4	Day 1: Grammar Game	PM1.24
	Day 2: Grammar Game	PM1.25
	Day 3: Venn Diagram	PM1.26
	Grammar Practice	PM1.27
	Day 4: Mark-Up Reading	PM1.28
	Mark-Up Reading	PM1.29
	Daily Grammar: Grammar and Writing	PM1.30
Reteach: Grammar Practice	PM1.31	



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level E | Unit 1

Dear Family Member,

“How important are traditions?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about cultural traditions, customs, and celebrations, and how they make our lives richer. 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 family tradition. Share what you know about how the tradition started and what your family does to celebrate or continue it. Try to use some of the New Words in your discussion.
2. On the lines below, write notes that tell about your tradition. Use the New Words when you can.
3. Choose an item that represents your tradition, such as a photo of the celebration, a craft or artwork, or a musical recording. Send the item or a picture of the item to school for your student to share with the class.

What We're Reading

“Josh Ponte: A Musical Journey” by Ramona Jafar

In this interview, explorer Josh Ponte describes how the music of Gabon connects people with their culture, nature, and each other.

“Shaped by Tradition” by Patricia Millman

In this article, a blind sculptor “sees with his hands” as he follows a family tradition of working with clay.

“Martina the Beautiful Cockroach” by Carmen Agra Deedy

In this Cuban folk tale, Martina follows a clever tradition to help her choose a husband.

“Coming of Age” adapted from *Skipping Stones*

This article tells about the Indian sari ceremony and its traditions.

And more!

COPY READY



New Words

Weeks 1 and 2

craft

medium

style

create

musical

tradition

culture

perform

weave

express

pottery

Weeks 3 and 4

ancestor

influence

ritual

belief

marriage


role

ceremony

occasion

custom

relationship

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



NATIONAL GEOGRAPHIC Reach



BOLETÍN DE NOTICIAS

Nivel E | Unidad 1

Estimado miembro de la familia,

“¿Qué tan importantes son las tradiciones?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de tradiciones culturales, costumbres y celebraciones y cómo enriquecen nuestras vidas. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen de alguna tradición familiar. Compartan lo que saben de cómo empezó esta tradición y qué hace su familia para celebrarla o continuarla. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. En las líneas siguientes, escriban notas acerca de su tradición. Usen las Nuevas Palabras cada vez que puedan.
3. Elija un objeto que represente su tradición, como por ejemplo una fotografía de la celebración, una artesanía u objeto de arte o una grabación musical. Envíe ese objeto o fotografía a la escuela para que su estudiante lo comparta con la clase.

Qué estamos leyendo

“Josh Ponte: A Musical Journey”

por Ramona Jafar

En esta entrevista, el explorador Josh Ponte describe cómo la música de Gabón conecta a las personas con su cultura, naturaleza y con ellas mismas.

“Shaped by Tradition”

por Patricia Millman

En este artículo, un escultor ciego “ve con su manos” al seguir una tradición familiar de trabajar la arcilla.

“Martina the Beautiful Cockroach”

por Carmen Agra Deedy

En este cuento popular cubano, Martina sigue una sabia tradición que le ayuda a elegir un esposo.

“Coming of Age”

adaptado de *Skipping Stones*

Este artículo cuenta acerca de la ceremonia del sari de la India y de sus tradiciones.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

craft
artesanía

create
crear

culture
cultura

express
expresar

medium
medio

musical
musical

perform
desempeñar

pottery
cerámica

style
estilo

tradition
tradicón

weave
tejer

Semanas 3 y 4

ancestor
ancestro

belief
creencia

ceremony
ceremonia

custom
costumbre

influence
influenciar

marriage
matrimonio

occasion
ocasión

relationship
relación

ritual
ritual

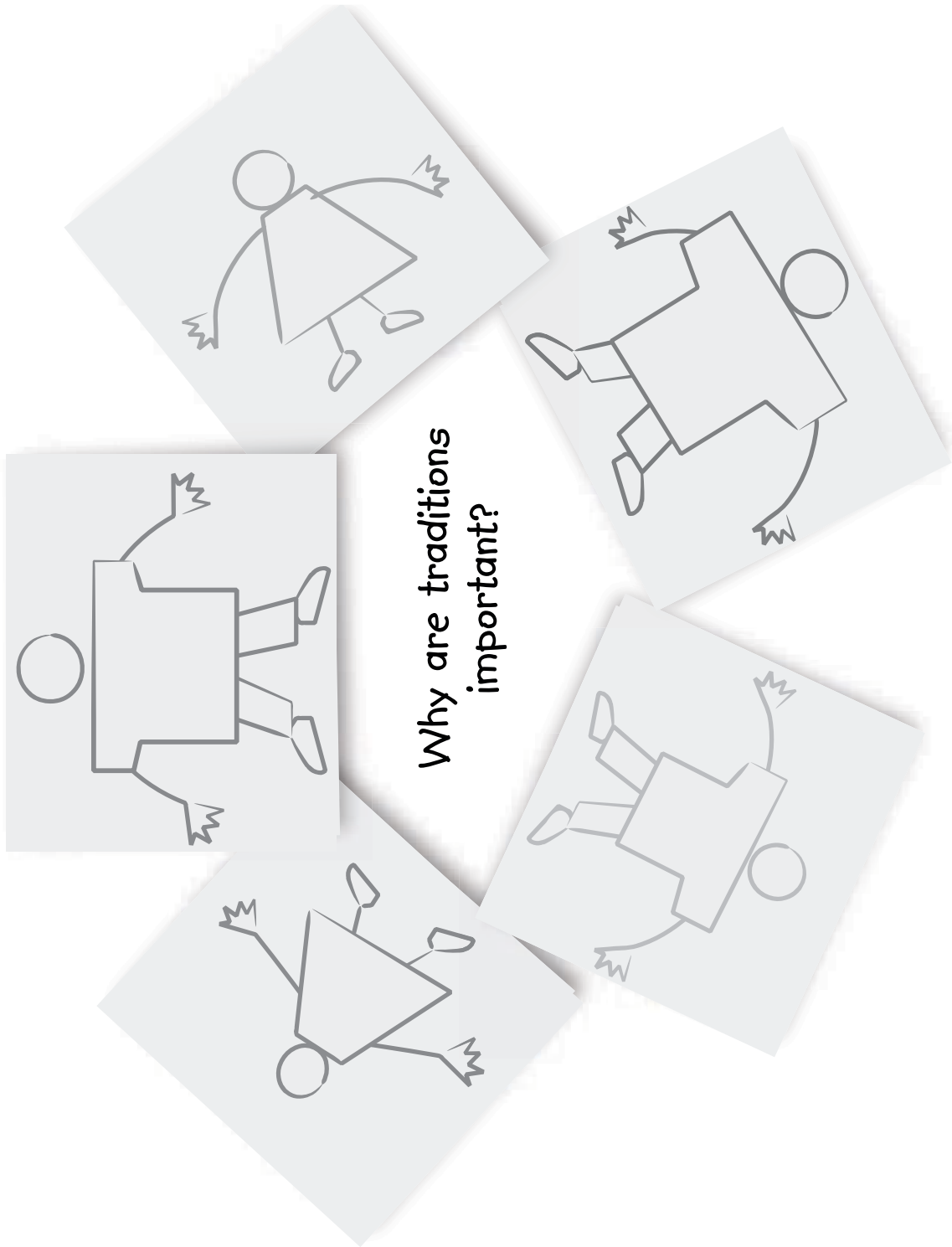
role
modelo

COPY READY

Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

Living Traditions

Make a concept map with the answers to the Big Question.



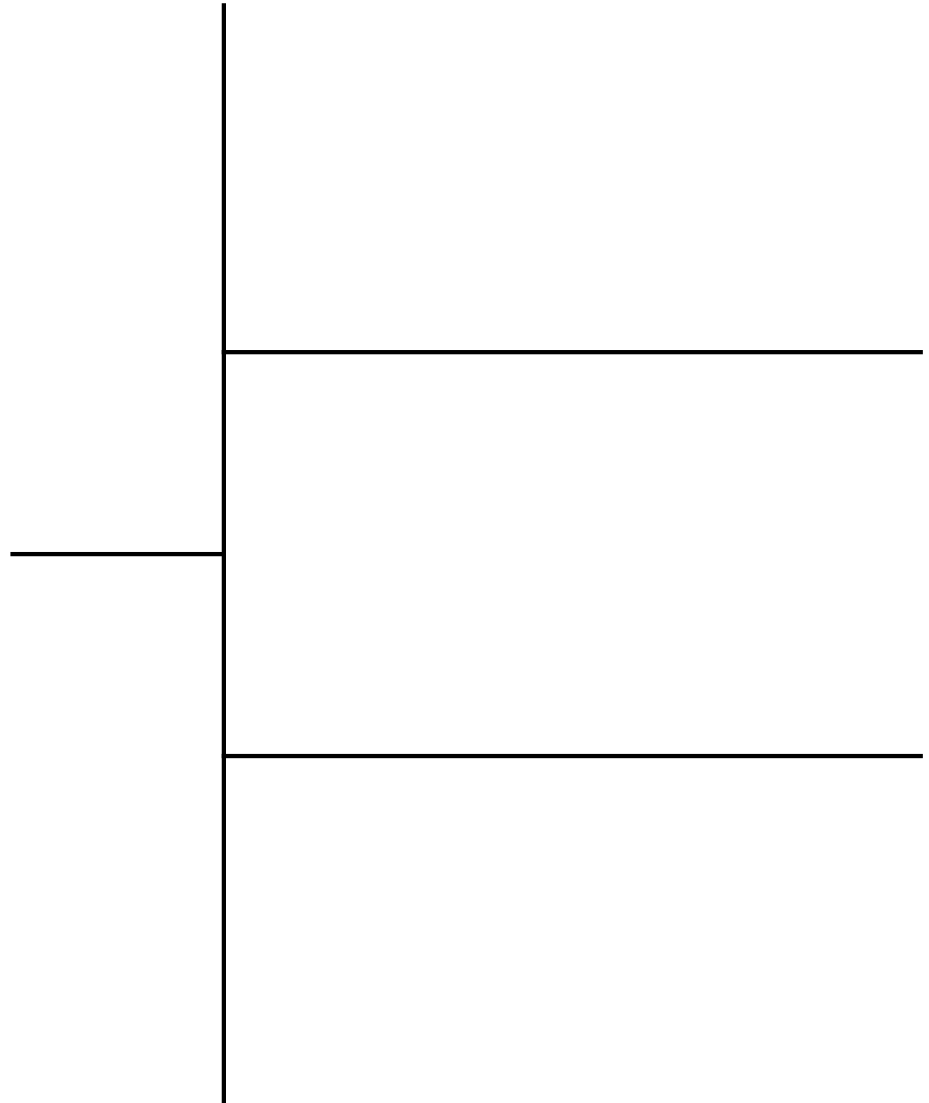
COPY READY

Main Idea Diagram

Street Fair

Make a main idea diagram about the photo of a street fair on page 5.

Main Idea Diagram



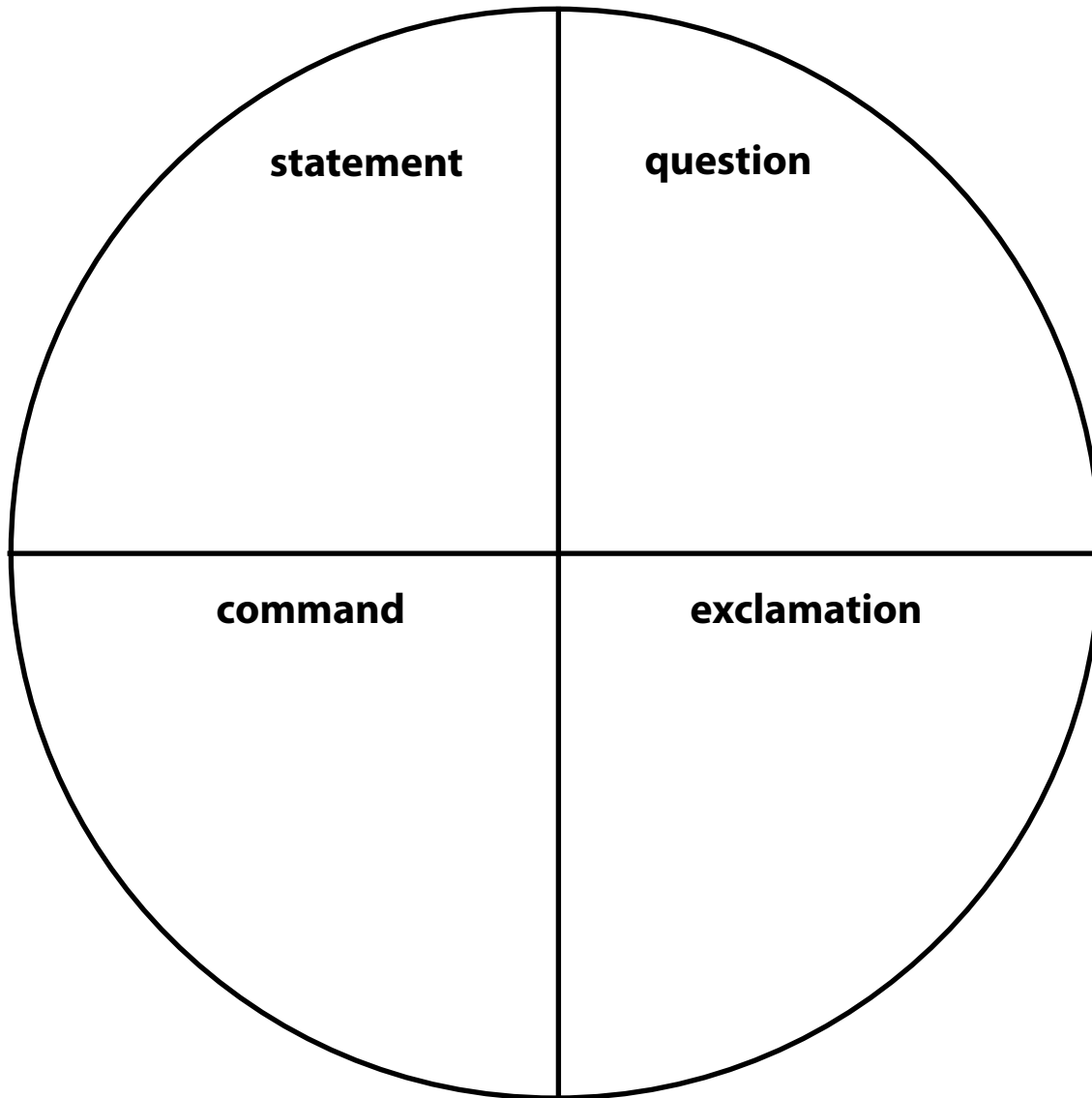
COPY READY

 Use your main idea diagram to tell your partner about the street fair pictured.

Grammar: Game

What Am I?

Think of a person who takes part in a tradition and write clues about that person in the circle. Each clue should follow the sentence type listed. Have your partner use the clues to guess the answer.



COPY READY

Grammar: Grammar and Writing

Edit and Proofread

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

- incomplete sentences
- subject-verb agreement
- capitalization
- end punctuation

Editing and Proofreading Marks

^	Add.
↵	Take out.
^?	Add question mark.
^!	Add exclamation mark.
^,	Add comma.
Ⓜ	Add period.

How does your family celebrate traditional holidays? Tell you
about mine.

My family is Italian. we have special foods that we serve at different times of the year.

For example, on New Year's Eve we don't eats meat. Our dinner has seven kinds of fish. I can't wait to see the beautiful platters every year?

On Thanksgiving, my dad roast a turkey, but my grandpa also makes pasta with a special sauce that his father taught him to make.

On the Fourth of July, we have a cookout. why is the Fourth of July different in my family? Grandpa makes his special pasta and sauce, too!

Test-Taking Strategy Practice

Know the Test Format

Read the question about “Josh Ponte: A Musical Journey.” Choose the best answer.

Sample

- 1** Which of the following is a musical instrument that is not seen or played very often any more in Gabon?
- Ⓐ mongongo
 - Ⓑ pluri arc
 - Ⓒ violin
 - Ⓓ Gabonese harp

- 2** Why did Josh Ponte go to Gabon the first time?

- Ⓐ He wanted to spend time in nature.
- Ⓑ He was studying musical instruments.
- Ⓒ He was forming a band.
- Ⓓ He wanted to help the gorillas.

- 3** Describe one way the people of Gabon keep their traditions alive.

- 4** Mr. Ponte likes the way the Gabonese people live. Write a paragraph explaining several things he likes about how they live.

 Tell a partner how you used the test-taking strategy to answer the question.

Main Idea Diagram

"Josh Ponte: A Musical Journey"

Main Idea Diagram

He was interested in nature.

Pages 12-13:
Ponte went to Gabon.

COPY READY

 Use your main idea diagram to tell your partner what the interview was mainly about.

Fluency Practice

“Josh Ponte: A Musical Journey”

Phrasing is how you use your voice to group words together. Use this passage to practice reading with proper phrasing.

Ramona: Why do you think people in Gabon care so deeply about the	13
natural world?	15
Mr. Ponte: I think it is because their traditions and lives are	27
connected to the natural world. The village is like a family.	38
The natural world provides them with everything	45
they need to live. They get their food from nature. They build their	58
musical instruments and homes from natural materials.	65

From “Josh Ponte: A Musical Journey,” page 24.

COPY READY

Expression

- | | |
|--|---|
| <input type="checkbox"/> 1 Rarely pauses while reading the text. | <input type="checkbox"/> 3 Frequently pauses at appropriate points in the text. |
| <input type="checkbox"/> 2 Occasionally pauses while reading the text. | <input type="checkbox"/> 4 Consistently pauses at all appropriate points in the text. |

Accuracy and Rate Formula

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

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

Grammar: Reteach

It's All in a Day

Grammar Rules: Sentences

A **complete sentence** tells a complete thought. It has a subject and a predicate. The subject is who or what the sentence is about. The predicate tells something about the subject.


My dog likes to run in the park.

There are four kinds of sentences:
statement: tell something
exclamation: shows strong feeling
command: tells you to do something
question: asks something

Turtles are my favorite animal.
 That giraffe is very tall!
 Pick up the leash.
 Do you go to the zoo?

Read each sentence. Circle the subject. Underline the predicate. Identify each type of sentence on the line.

1. My class visits the museum. _____
2. Mr. Thomas shows us the dinosaur bones. _____
3. The fossils look over five hundred years old! _____
4. Did you see any other animals? _____
5. Jackson digs for ancient jewels. _____
6. We learn many new things! _____

 Tell a partner three things you did today using a variety of complete sentences.

Grammar: Game

Fragments to Sentences

1. With a partner, cut apart the cards on the page.
2. Take turns drawing cards and turning the fragments into complete sentences.
3. Each time your partner agrees that the sentence you have created is complete, you get a point.
4. Play until all the fragments have been changed to complete sentences.
5. The player with more points wins.

Many different colors.	Forms the clay into the shape of a bowl.	After the sculptor carves designs.
From different cultures.	If the clay is too hard.	When the clay dries.
Presses the clay with feet and hands.	The talented native artist.	A great love of sculpting.

COPY READY

Grammar: Game

It Depends

1. Toss a marker onto a square. Read the sentence aloud.
2. Find the dependent clause and say the word that begins it.
3. Play until all the squares have been used.

COPY READY

Many statues are made of marble, which can be pink, white, or other colors.

We saw the pottery of Hara Kiyoshi, who is a famous Japanese artist.

Reynald Joseph is a Haitian painter whose art is very colorful.

This silver jewelry is part of a collection that is famous throughout the world.

Before glass artists create glass marbles, they must heat the glass over a very hot flame.

These marbles, which come from Germany, are my favorites.

Some artists make sculptures by melting together pieces of junk metal that come from old cars.


Our Aunt Jan, whom we love to visit, always takes us to art museums.

Comparison Chart

Compare Author's Purpose

Comparison Chart		
	"Josh Ponte: A Musical Journey"	"Shaped by Tradition"
genre	interview	
author's purpose	to inform about Gabon's musical traditions	
stated? yes/no	yes	
If yes, where? If not, how can you figure it out?		

COPY READY

 Take turns with a partner. Ask each other questions about the authors' purposes.

Grammar Practice


Grammar Rules Complete Sentences

1. A **sentence** is a complete thought.
It has a complete subject and a complete predicate.
2. The **complete subject** tells whom or what the sentence is about.
3. The **complete predicate** tells what the subject is, has, or does.

Read each group of words. Write *complete* if the words are a complete sentence. If it is not complete, tell what is missing.

1. Sixteen friendly gorillas missing predicate
2. Sing while they work _____
3. Young people mix styles of music _____
4. Josh Ponte films people in Gabon _____
5. Some Gabonese people _____

Make each incomplete sentence above a complete sentence. Add a complete subject or a complete predicate.

 **Make two sentences with the same subjects. Have your partner combine them into one sentence with a compound subject.**

Mark-Up Reading

Reviving an Ancient Tradition

by Ellen Wayne

Imagine winning a prize at a World's Fair!

In 1933, the pottery of two Native American artists did just that at the Chicago World's Fair. Who were these amazing artists? María Montoya and Julian Martínez lived in the San Ildefonso Pueblo in New Mexico. Around 1908, they began perfecting an ancient pueblo pottery style that would make them world-famous.

In about 1887, María was born into a family of potters. When she was very young, she began making clay pots. María built her early pots from red or tan clay and painted them with traditional designs such as plants, feathers, or mountains.

As a young woman, María worked hard to become a skillful potter even though few people made pots in the pueblo. During María's teenage years, inexpensive metal pots were replacing clay cookware, so fewer

people wanted to buy pottery. María's family made little money selling their pots, but they kept making pottery because they thought it was an important part of their culture.

After getting married in 1904, María and Julian began working together to create beautiful pots and jars.



▲ María and Julian revived this ancient design.

Mark-Up Reading

Reviving an Ancient Tradition (continued)

In 1908, archaeologist Edgar Hewett found some ancient black-on-black pottery shards at an old abandoned pueblo. He asked María and Julian to recreate this traditional style of their ancestors to display in his museum. María and Julian tried many different firing techniques. After several years of trial and error, Julian finally figured it out!

When people saw the Martínezes' black-on-black pottery in Hewett's museum, they wanted to buy similar pieces. It became so popular, other potters in the pueblo wanted to learn the method. They began teaching others in the pueblo during the 1920s.

The Martínezes continued making pots for the rest of their lives. María and Julian's

descendants have continued to make black-on-black pottery—even five generations later! With so many dedicated potters, it is unlikely that the ancient tradition of creating black-on-black pottery will ever be forgotten again.



▲ María became a skilled potter.



Grammar: Grammar and Writing

Edit and Proofread

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

- sentence fragments
- capitalization
- end punctuation

Editing and Proofreading Marks

^	Add.
↵	Take out.
/	Make lowercase.
^,	Add comma.
Ⓜ	Add period.

There is great museum in our state capital^g That represents the many cultures in our state. It is called the Heritage Museum Our class took a trip there last week.

So many amazing kinds of art. We saw lovely baskets woven from swamp cane and palmetto. There was a display of little statues. That were carved by immigrants from South America.

On the second floor were paintings of ancient Greek buildings. The paintings were made by artists who came here from Greece. an African sculpture exhibit outside. This was my favorite exhibit.

You should visit this museum. Because it shows how many different types of people add beauty to our great state.

Grammar: Reteach

Painting Lesson

Grammar Rules: Fragments

A **fragment** is not a complete sentence. It does not tell a complete thought.

Fragment: Before the artist finished

Complete sentence: Before the artist finished, he added his signature to the painting.


A dependent clause has a subject and a predicate, but it is not a sentence. It can begin with words like before, after, because, when, and if.

If you don't like the movie,
we don't have to stay.

It can also begin with who, whose, whom, which, or that.

Underline the dependent clause in each item.

1. I learned how to paint because my sister taught me.
2. If she hadn't taught me, I would have taken a class.
3. I want to show my paintings when I am ready.
4. I will show them at the library, which supports local artists.
5. After all this, I may become famous!

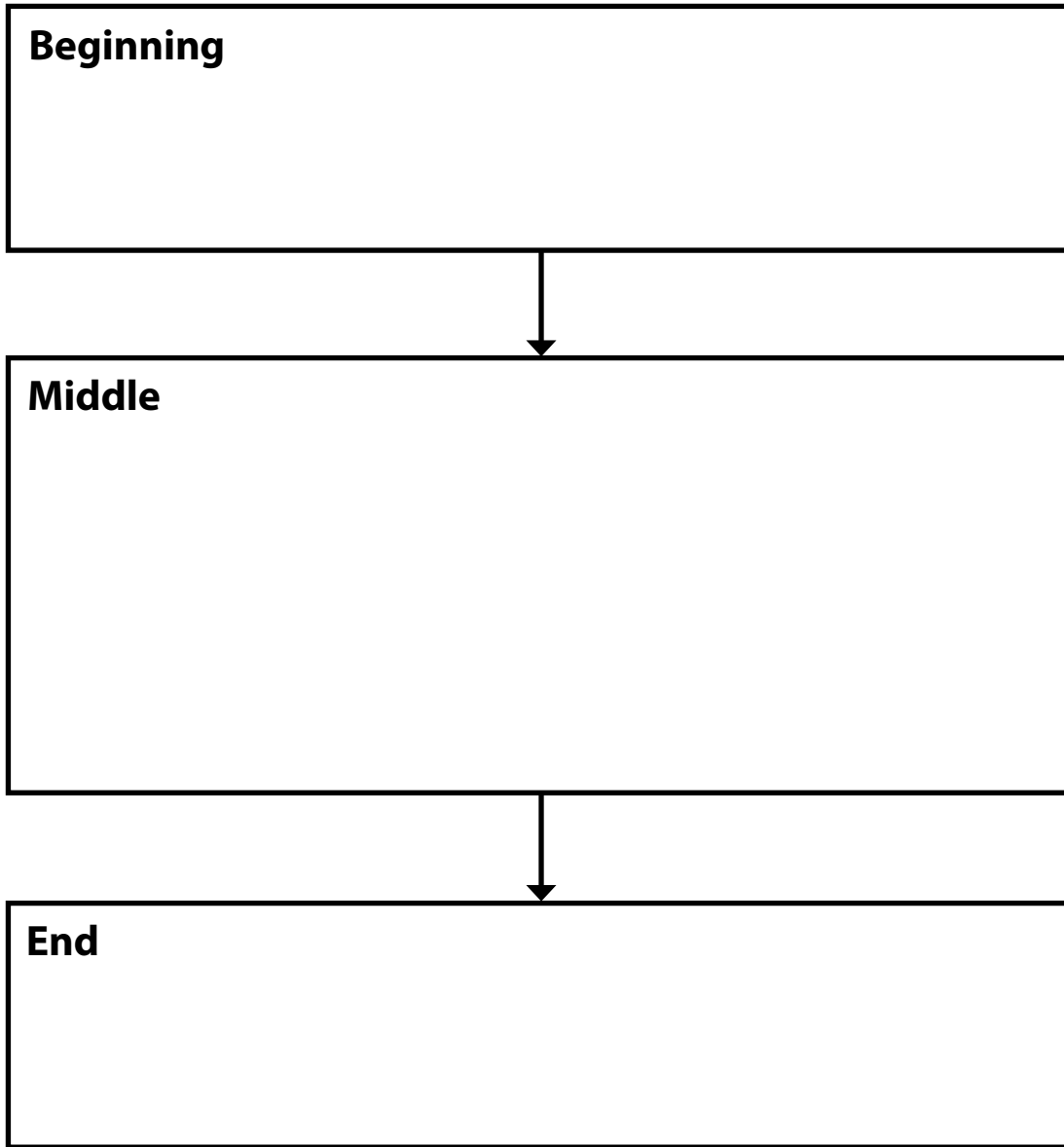
 **Write three dependent clauses on a sheet of paper. Exchange it with a partner. Have your partner make the fragments into complete sentences.**

Story Map

Plot of a Story

Work with a partner. Tell each other a story. Make a story map to tell the plot of your partner's story.

Story Map



COPY READY

 Use the story map to retell your partner's story.

Grammar: Game

Who, Whose, Whom?

1. Cut the cards apart and place the gray cards face up in a row. Place the white sentence cards face down in a pile.
2. Choose a card from the sentence pile.
3. Read the sentence aloud. Then choose the gray card with the correct relative pronoun to complete the sentence. Read aloud your sentence.
4. Have your partner continue by choosing a card from the sentence pile and completing that sentence.
5. Play until all the sentence cards have been used.

COPY READY

who	whose	whom
We learned about Pueblo pottery from Mrs. Martinez, _____ we visited at the museum.	Mom took me to hear David Broza, _____ sings Israeli music.	These luminaries are for my sisters, _____ give wonderful parties.
I like to visit Uncle Roger, _____ legends from Jamaica are my favorite stories.	We love to listen to Chris, _____ hands pound the bongos.	This hand-knit sweater is from Grandpa, _____ we see every winter.

Grammar: Grammar and Writing

Edit and Proofread

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

- relative pronouns
- capitalization

Editing and Proofreading Marks

^	Add.
~	Take out.
⎵ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

Traditional celebrations ^{are} part of people's cultural heritage.
 are important to many people. Every culture has special celebrations which are passed down through generations.

Some cultures special wedding traditions. For example, some Russian families give crowns to the bride and groom, whose they treat like royalty. At some Japanese weddings, the bride, who face is painted white, wears a white kimono.

Some Polish celebrations include polka music, is very lively. Many polka bands have a leader whom is an accordion player.

Test-Taking Strategy Practice**Know the Test Format**

Read the passage. Then read the question and fill in the correct answer.

The Coffee Test

(1) In the folk tale “Martina the Beautiful Cockroach.” (2) Abuela gives Martina advice about choosing a husband. (3) She tells Martina to spill coffee on her suitors’ shoes. (4) A suitor who reacts badly will not make a good husband.

- 1** Which group of words is an incomplete sentence?
- Ⓐ Group 1
 - Ⓑ Group 2
 - Ⓒ Group 3
 - Ⓓ Group 4
- 2** Martina did not want Don Gallo to be her husband because he was _____ .
- Ⓐ quiet and calm
 - Ⓑ kind and giving
 - Ⓒ selfish and mean
 - Ⓓ loud and confusing

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

“Martina the Beautiful Cockroach”

Complete the story map to tell what happens in “Martina the Beautiful Cockroach.”

Story Map

Beginning

Martina decides she is ready to get married.
Abuela tells Martina about the Coffee Test.



Middle



End

COPY READY

 Use your story map to retell the story to a partner.

Fluency Practice

“Martina the Beautiful Cockroach”

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

“¡Gronc! ¡Gronc!” squealed Don Cerdo as he dabbed at the coffee on his shoes. “What a tragedy for my poor loafers!”

He really is quite a ham, thought Martina.

“Calm yourself, señor. I’ll clean them for you!”

“I’ll say you will!” he snorted. “When you are my wife, there’ll be no end to cleaning up after me!”

Martina rolled her eyes in disbelief.

“A most charming offer, señor,” she said dryly, “but I must decline. You are much too boorish for me.”

From “Martina the Beautiful Cockroach,” page 50

COPY READY

Expression

- 1 Does not read with feeling.
- 2 Reads with some feeling, but does not match content.
- 3 Reads with appropriate feeling for most content.
- 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

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

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

Grammar: Reteach

The Vet

Grammar Rules: Pronouns

<p>Use relative pronouns to connect a dependent clause to a noun in the main clause.</p>	<p>This is a picture of my dog, <i>who</i> weighs one hundred pounds.</p>
<p>Use <i>who</i> to describe something, <i>whom</i> if it is receiving action, and <i>whose</i> to show possession.</p>	<p>This is my dog, <i>who</i> is seven years old. I have to take my dog to the vet, <i>whom</i> I like very much.</p>
<p>Use <i>that</i> to identify something in the main clause. Use <i>which</i> to add information about something in the main clause.</p>	<p>The vet took X-rays <i>that</i> will show the injury. My dog's paw, <i>which</i> is injured, will heal.</p>

COPY READY

Circle the correct relative pronoun to complete each sentence.

1. This is my veterinarian Nina, (who/whom) I have known for years.
2. I recommended her to my neighbors, (who/whom) have a sick horse.
3. Nina gave them a bandage (which/that) was made from soft fabric.
4. We worried about the horse, (whom/whose) hoof hurt.
5. The hoof, (which/that) is bandaged, will mend.

Gather in a small group of three. Take turns introducing one partner to the other. Describe the partner using complete sentences with dependent clauses and relative pronouns.

Grammar: Game

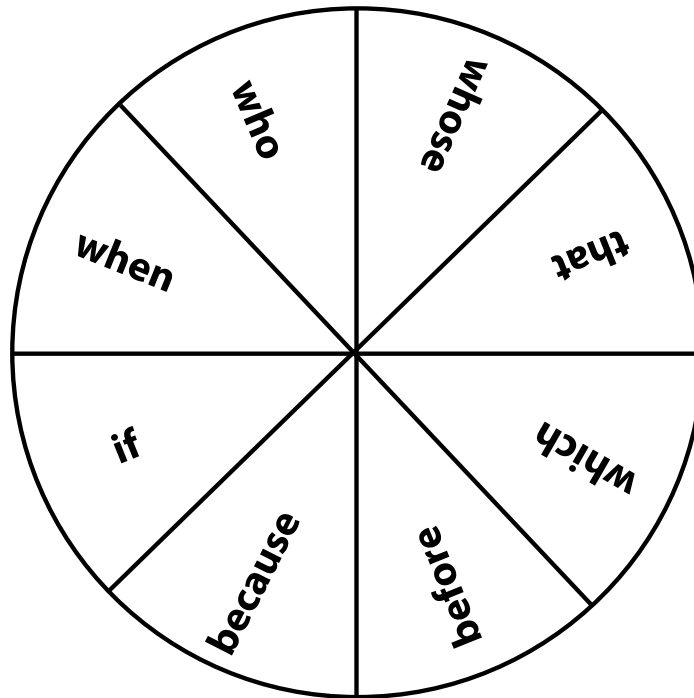
Spin-a-Clause

Make a Spinner

1. Push a brad through the center of the circle. Open the brad in the back. Hook a paper clip over the top of the brad to make a spinner.
2. Follow the directions to play the game.

Directions

- Spin the spinner and say the word it points to.
- Then choose a sentence from the box below. Use the word to add a dependent clause to one of the sentences.
- Take turns and continue playing until everyone has had at least three spins.



1. I always watch the Caribbean Heritage parade.
2. Arnetta learned how to weave from Aunt Deniece.
3. The *arepas* are from my cousin Hugo.
4. Laura taught me to make lasagna.
5. We listened to folk songs sung by our teacher.
6. The Navajo dance was performed for our parents.

Grammar: Game

Celebrate!

With a partner, make up a new holiday that your families could celebrate. Prepare sentences that tell about the holiday:

- Cut out the sentence fragments and gray labels. Place the three gray labels face up in a row.
- Together, sort the sentence fragments under the three labels.
- Take turns selecting fragments and adding the missing parts. Make sure all subjects and verbs agree.
- When all the sentences are complete, arrange them to create a description of your holiday to share with the class.

COPY READY

FRAGMENT Missing part: Subject	FRAGMENT Missing part: Predicate	FRAGMENT Dependent Clause
Our holiday's name _____ .		

This holiday celebrates _____ .		

_____ is the most delicious food served at our holiday.		

Before we wake up _____ .		

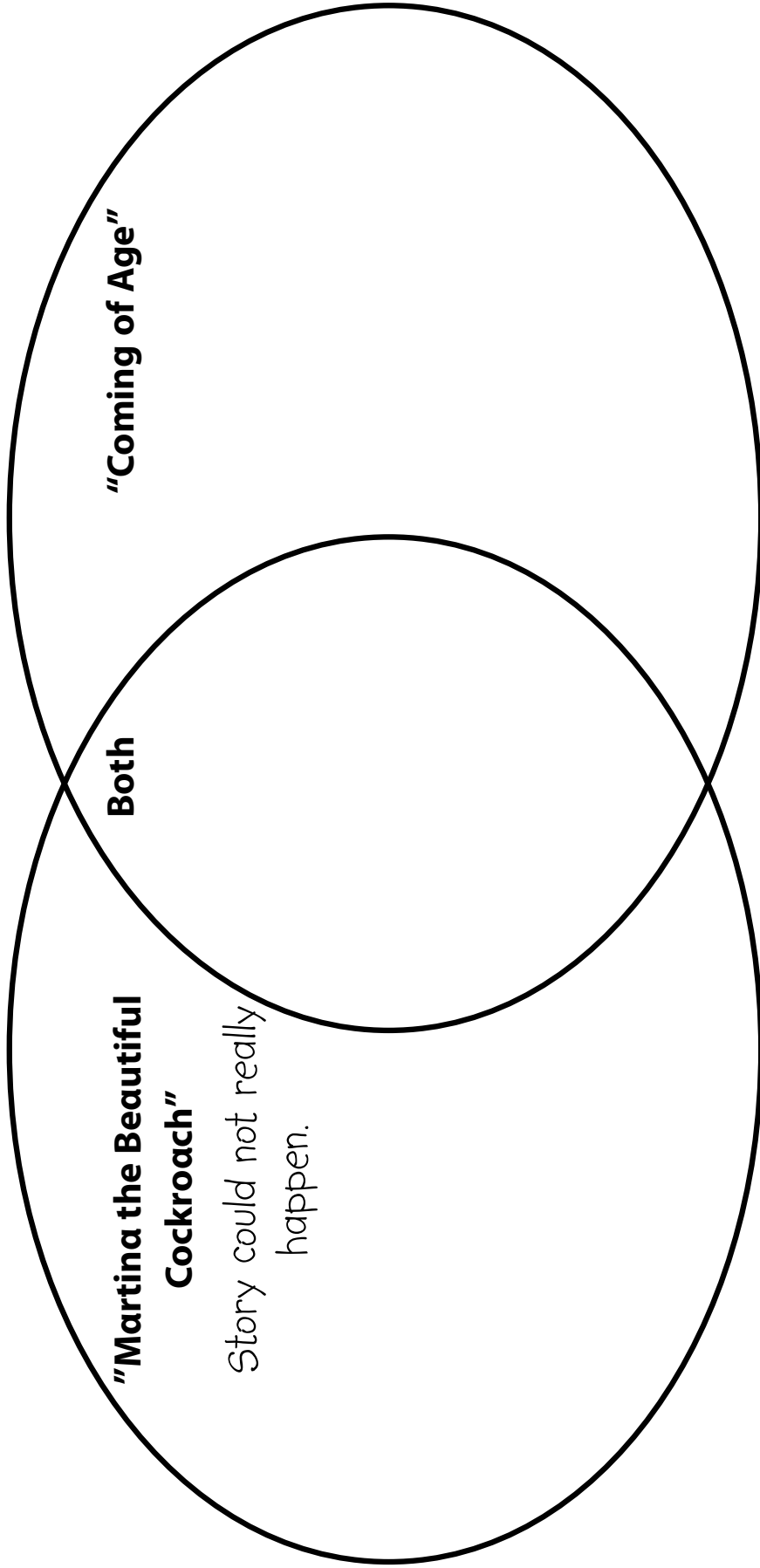
When our holiday comes, _____ .		

_____ because this celebration is important to us.		

Compare Content

Compare Content

Complete the Venn diagram to compare and contrast "Martina the Beautiful Cockroach" and "Coming of Age."



Take turns with a partner. Ask each other questions about the content of the two selections.

Grammar: Practice

Grammar Rules Subject-Verb Agreement

When a **subject** has two or more nouns joined by **and** or **or**, it is called a **compound subject**.

The *son* and the *daughter* *sit* on chairs.

Either the *son* or the *daughter* *sits* on a special chair.

The *son* or the *daughters* *sit* on a bench.

How do you know what verb to use with a compound subject?


If you see **and**, use a plural verb like *sit*.

If you see **or**, look at the last simple subject.

- Is it singular? Then use a singular verb like *sits*.
- Is it plural? Then use a plural verb like *sit*.

Write the correct form of the verb on the line.

1. My family and I celebrate important phases in life.
(celebrate)
2. My best friend and relatives _____ me into adulthood.
(welcome)
3. My aunt and my uncle _____ my first voni to me.
(present)
4. My aunts or my sister _____ me gifts.
(hand)
5. Some women or guests _____ saris to the ceremony.
(wear)

 Talk with a partner about special occasions you have shared with other people. Use compound subjects in some of your sentences.

Mark-Up Reading

Chiyo and Naoki

by Asami Oshii

“Good morning, Naoki!” Chiyo beamed. “Can you believe it? It’s finally *Seijin no Hi!*”

Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki’s grandmother about the day’s festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.

Naoki gazed out the window of their tiny apartment. He imagined 20-year-olds from around the cramped city gathering in the public auditorium for the *Seijin no Hi* ceremony.

“Are you on pins and needles, Big Sister?” asked Naoki.

“No, I’m on top of the world!” said Chiyo. “After today, I will finally be an adult. Everyone has to grow up!”

Everyone has to grow up. Naoki suddenly realized that their relationship was about to change. “Big Sister, after you become an adult today, will you still help me with my homework every night?”

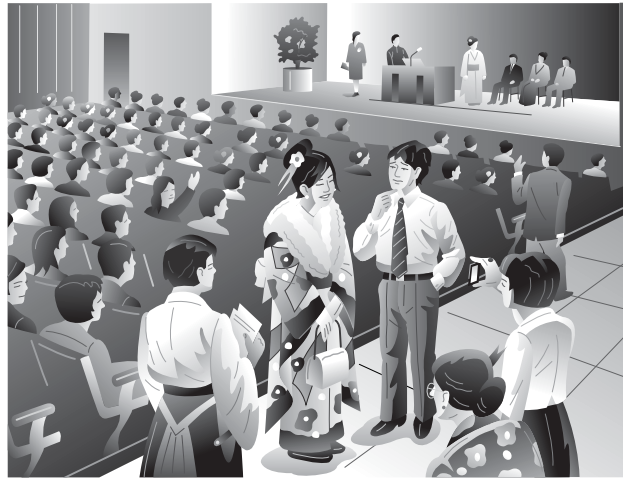
Chiyo bit her lip. “I’ll be busier now, Naoki, but I’ll try.”



Mark-Up Reading

Chiyo and Naoki (continued)

Chiyo's excitement built as she and her family arrived at the auditorium. The huge hall was filled to overflowing. Everyone in the community wanted to be part of the important event. The town leaders gave lengthy speeches, welcoming the young people into adulthood.



The young people, looking festive in their fine clothes, were seated at the front of the auditorium. Some young men wore traditional Japanese *hakamas*, but most wore formal modern suits. Many of the girls were dressed in colorful *kimonos* according to the custom. Even Naoki felt handsome in his new suit.

After the ceremony, Naoki sat at a low table to do his homework. In the past Chiyo had been there to help him, but tonight she was out celebrating. Naoki tried to focus, but he felt a touch of sadness. All of a sudden, he heard the door slide open.

“Big Sister! I’m so happy you’re here. I was afraid you wouldn’t want to spend time with me anymore now that you’re an adult.”

Chiyo smiled. “Don’t be silly. Part of being an adult is realizing what is really important. And my family is what is important to me! My heart is still in the right place.”

What do the details about setting tell you about what is important to the community? Review the text and art and explain your answer.

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:

- subject-verb agreement
- sentence fragments
- dependent clauses

Editing and Proofreading Marks

^	Add.
~	Take out.
⌊ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

My parents and I loves[~] to attend the heritage parades in our city.

There seems to be a different one every week!

The Cuban parade is lively and colorful. The best music. Sometimes Dad dance as the bands pass by.

Another favorite is the parade for India. The beautiful saris and bracelets sparkles in the sun. Mom enjoy the musicians, whose play interesting instruments.

The parade I like most is the one which celebrates Greek heritage. The flags and the floats is all in blue and white. Most of the marchers wears traditional costumes. I usually buys a treat from the food vendor, whom has a Greek flag painted on his face.

Grammar: Reteach

The Big Parade

Grammar Rules: Compounds

A **compound subject** has two subjects joined by *and* or *or*.

Jaden and Jesse march in the parade every year.

The subject and verb of a sentence must agree.

- If you see *and*, use a plural verb.
- If you see *or*, look at the last simple subject.
- If it is singular, then use a singular verb.
- If it is plural, then use a plural verb.

Rebecca and Reece ride on the float.

Renee or the clown blows the horn.

The dog or cats jump through the hoop.

COPY READY

Write the correct form of the verb on the line.

1. Jenna and Maria _____ the float after school.
(build)
2. My grandfather or grandmother _____ fruit and water.
(bring)
3. Jose and Mark _____ on the dance.
(work)
4. My aunts or uncles _____ the animals.
(train)
5. The principal or teacher _____ the float to the parade.
(drive)

Interview a partner about what he or she likes to do with a friend or family member. Report back to the group using compound subjects and correct subject-verb agreement.

Name _____ Date _____

Unit Concept Map
Living Traditions
 Make a concept map with the answers to the Big Question.

Why are traditions important?

- They help us express what is special about ourselves.
- They help us connect to others.
- They create strong memories.
- They help us learn about our culture.
- We can pass on our culture through traditions.

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PM1.1 Unit 1 | Living Traditions

Name _____ Date _____

Main Idea Diagram
Street Fair
 Make a main idea diagram about the photo of a street fair on page 5.

Main Idea Diagram

Possible response: The people on stilts wear colorful costumes.

Possible response: People on stilts perform in this street fair parade.

Possible response: A crowd surrounds the people on stilts.

Possible response: The people on stilts appear to be moving.

Use your main idea diagram to tell your partner about the street fair pictured.

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PM1.2 Unit 1 | Living Traditions

Name _____ Date _____

Grammar: Game
What Am I?
 Think of a person who takes part in a tradition and write clues about that person in the circle. Each clue should follow the sentence type listed. Have your partner use the clues to guess the answer.

Responses will vary. See below for sample clues for a folk dancer.

statement This person is in good physical shape.	question Why does this person wear special costumes?
command Move to the beat of the traditional music.	exclamation What an exciting performance!

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PM1.3 Unit 1 | Living Traditions

Name _____ Date _____

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

- incomplete sentences
- subject-verb agreement
- capitalization
- end punctuation

Editing and Proofreading Marks

^	Add.
↘	Take out.
?	Add question mark.
!	Add exclamation mark.
,	Add comma.
.	Add period.

How does your family celebrate traditional holidays, [?] Let me [?] tell you about mine.

My family is Italian. ^{We} we have special foods that we serve at different times of the year.

For example, on New Year's Eve we don't ^{eat} eat meat. Our dinner has seven kinds of fish. I can't wait to see the beautiful platters every year, [!]

On Thanksgiving, my dad roast ^s a turkey, but my grandpa also makes pasta with a special sauce that his father taught him to make.

On the Fourth of July, we have a cookout. ^{Why} why is the Fourth of July different in my family? Grandpa makes his special pasta and sauce, too!

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PM1.4 Unit 1 | Living Traditions

Name _____ Date _____

Test-Taking Strategy Practice

Know the Test Format

Read the question about “Josh Ponte: A Musical Journey.” Choose the best answer.

Sample

1 Which of the following is a musical instrument that is not seen or played very often any more in Gabon?

A mongongo
 B pluri arc
 C violin
 D Gabonese harp

2 Why did Josh Ponte go to Gabon the first time?

A He wanted to spend time in nature.
 B He was studying musical instruments.
 C He was forming a band.
 D He wanted to help the gorillas.

3 Describe one way the people of Gabon keep their traditions alive.
 Possible response: They tell their stories through music.

4 Mr. Ponte likes the way the Gabonese people live. Write a paragraph explaining several things he likes about how they live.
 Responses will vary.

Tell a partner how you used the test-taking strategy to answer the question.

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Name _____ Date _____

Main Idea Diagram

“Josh Ponte: A Musical Journey”

Main Idea Diagram

Pages 12–13: Ponte went to Gabon.

Possible response: He was interested in nature.

Possible response: He wanted to help gorillas in Gabon.

Possible response: He wanted to see Gabon with his own eyes.

Possible response: Pages 14–21: Ponte learned about the importance of music in Gabonese culture.

He learned that people in Gabon make music all the time.

He learned that people in Gabon use music to convey information.

He learned that young people combine new songs with old songs.

Possible response: Pages 21–25: Ponte learned about the importance of the natural world to the people of Gabon.

He learned that many of Gabon’s forests are protected.

He noticed villagers getting what they need from the natural world.

He saw that people have time to appreciate the natural world.

Tell a partner how you used the main idea diagram to tell your partner what the interview was mainly about.

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Name _____ Date _____

Fluency Practice

“Josh Ponte: A Musical Journey”

Phrasing is how you use your voice to group words together. Use this passage to practice reading with proper phrasing.

Ramona: Why do you think people in Gabon care so deeply about the natural world? 13

Mr. Ponte: I think it is because their traditions and lives are connected to the natural world. The village is like a family. 15

The natural world provides them with everything they need to live. They get their food from nature. They build their musical instruments and homes from natural materials. 27

38
45
58
65

From “Josh Ponte: A Musical Journey,” page 24.

Expression

1 Rarely pauses while reading the text. 3 Frequently pauses at appropriate points in the text.
 2 Occasionally pauses while reading the text. 4 Consistently pauses at all appropriate points in the text.

Accuracy and Rate Formula
 Use the formula to measure a reader’s accuracy and rate while reading aloud.

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

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Name _____ Date _____

Grammar: Reteach

It’s All in a Day

Grammar Rules: Sentences

A complete sentence tells a complete thought. It has a subject and a predicate . The subject is who or what the sentence is about. The predicate tells something about the subject.	<u>My dog likes to run in the park.</u>
There are four kinds of sentences: statement: tell something exclamation: shows strong feeling command: tells you to do something question: asks something	Turtles are my favorite animal. That giraffe is very tall! Pick up the leash. Do you go to the zoo?

Read each sentence. Circle the subject. Underline the predicate. Identify each type of sentence on the line.

1. My class visits the museum. visits the museum. statement
 2. Mr. Thomas shows us the dinosaur bones. shows us the dinosaur bones. statement
 3. The fossils look over five hundred years old! look over five hundred years old! exclamation
 4. Did you see any other animals? see any other animals? question
 5. Jackson digs for ancient jewels. digs for ancient jewels. statement
 6. We learn many new things! learn many new things! exclamation

Tell a partner three things you did today using a variety of complete sentences.

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Grammar: Game

Fragments to Sentences

1. With a partner, cut apart the cards on the page.
2. Take turns drawing cards and turning the fragments into complete sentences.
3. Each time your partner agrees that the sentence you have created is complete, you get a point.
4. Play until all the fragments have been changed to complete sentences.
5. The player with more points wins.

Many different colors.	Forms the clay into the shape of a bowl.	After the sculptor carves designs.
From different cultures.	If the clay is too hard.	When the clay dries.
Presses the clay with feet and hands.	The talented native artist.	A great love of sculpting.

Grammar: Game

It Depends

1. Toss a marker onto a square. Read the sentence aloud.
2. Find the dependent clause and say the word that begins it.
3. Play until all the squares have been used.

Many statues are made of marble, <u>which</u> can be pink, white, or other colors.	
We saw the pottery of Hara Kiyoshi, <u>who</u> is a famous Japanese artist.	Reynald Joseph is a Haitian painter <u>whose</u> art is very colorful.
This silver jewelry is part of a collection <u>that</u> is famous throughout the world.	
Before glass artists create glass marbles, they must heat the glass over a very hot flame.	
These marbles, <u>which</u> come from Germany, are my favorites.	Some artists make sculptures by melting together pieces of junk metal <u>that</u> come from old cars.
Our Aunt Jan, <u>whom</u> we love to visit, always takes us to art museums.	

Comparison Chart

Compare Author's Purpose

Comparison Chart		
	"Josh Ponte: A Musical Journey"	"Shaped by Tradition"
genre	interview	biography
author's purpose	to inform about Gabon's musical traditions	Possible response: to inform by telling the true story of Michael Naranjo's life
stated? yes/no	yes	no
If yes, where? If not, how can you figure it out?	in the introduction	Possible response: by thinking about the words and looking at the photos

Take turns with a partner. Ask each other questions about the authors' purposes.

Grammar Practice

Grammar Rules Complete Sentences

1. A **sentence** is a complete thought. It has a complete subject and a complete predicate.
2. The **complete subject** tells whom or what the sentence is about.
3. The **complete predicate** tells what the subject is, has, or does.

Read each group of words. Write *complete* if the words are a complete sentence. If it is not complete, tell what is missing.

1. Sixteen friendly gorillas missing predicate
2. Sing while they work missing subject
3. Young people mix styles of music complete
4. Josh Ponte films people in Gabon complete
5. Some Gabonese people missing predicate

Make each incomplete sentence above a complete sentence. Add a complete subject or a complete predicate.

Possible responses: Sixteen friendly gorillas sat near Josh.

Kids sing while they work.

Some Gabonese people make musical instruments.

Make two sentences with the same subjects. Have your partner combine them into one sentence with a compound subject.

Name _____ Date _____

Reviving an Ancient Tradition

by Ellen Wayne

Imagine winning a prize at a World's Fair! In 1933, the pottery of two Native American artists did just that at the Chicago World's Fair. Who were these amazing artists? Maria Montoya and Julian Martinez lived in the San Ildefonso Pueblo in New Mexico. Around 1908, they began perfecting an ancient pueblo pottery style that would make them world-famous.

In about 1887, Maria was born into a family of potters. When she was very young, she began making clay pots. Maria built her early pots from red or tan clay and painted them with traditional designs such as plants, feathers, or mountains.

As a young woman, Maria worked hard to become a skillful potter even though few people made pots in the pueblo. During Maria's teenage years, inexpensive metal pots were replacing clay cookware, so fewer

people wanted to buy pottery. Maria's family made little money selling their pots, but they kept making pottery because they thought it was an important part of their culture. After getting married in 1904, Maria and Julian began working together to create beautiful pots and jars.



▲ Maria and Julian revived this ancient design.

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PM1.13 Unit 1 | Living Traditions

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- sentence fragments
- capitalization
- end punctuation

Editing and Proofreading Marks	
^	Add.
↘	Take out.
/	Make lowercase.
^	Add comma.
⊙	Add period.

There is great museum in our state capital, that represents the many cultures in our state. It is called the Heritage Museum. Our class took a trip there last week. I never saw ^ So many amazing kinds of art. We saw lovely baskets woven from swamp cane and palmetto. There was a display of little statues, that were carved by immigrants from South America.

On the second floor were paintings of ancient Greek buildings. The paintings were made by artists who came here from Greece, an We studied African sculpture exhibit outside. This was my favorite exhibit.

You should visit this museum. Because it shows how many different types of people add beauty to our great state.

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PM1.15 Unit 1 | Living Traditions

Name _____ Date _____

Reviving an Ancient Tradition

(continued)

descendants have continued to make black-on-black pottery—even five generations later! With so many dedicated potters, it is unlikely that the ancient tradition of creating black-on-black pottery will ever be forgotten again.



▲ Maria became a skilled potter.

▼ **Maria's Life**

- 1887: was born
- 1890: began making clay pots
- 1895: fewer people wanted to buy pottery
- 1900: got married
- 1908: began perfecting ancient pueblo pottery style
- 1915: began teaching others to make black-on-black pottery
- 1933: won a prize at the Chicago World's Fair

Edgar Hewett found ancient black pottery shards. Julian figured out how to make black-on-black pottery. Maria became a skilled potter.

In 1908, archaeologist Edgar Hewett found some ancient black-on-black pottery shards at an old abandoned pueblo. He asked Maria and Julian to recreate this traditional style of their ancestors to display in his museum. Maria and Julian tried many different firing techniques. After several years of trial and error, Julian finally figured it out!

When people saw the Martínezes' black-on-black pottery in Hewett's museum, they wanted to buy similar pieces. It became so popular, other potters in the pueblo wanted to learn the method. They began teaching others in the pueblo during the 1920s. The Martínezes continued making pots for the rest of their lives. Maria and Julian's

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PM1.14 Unit 1 | Living Traditions

Name _____ Date _____

Grammar: Reteach

Painting Lesson

Grammar Rules: Fragments

A **fragment** is not a complete sentence. It does not tell a complete thought.

Fragment: Before the artist finished

Complete sentence: Before the artist finished, he added his signature to the painting.

A dependent clause has a subject and a predicate, but it is not a sentence. It can begin with words like *before*, *after*, *because*, *when*, and *if*.

If you don't like the movie, we don't have to stay.

It can also begin with *who*, *whose*, *whom*, *which*, or *that*.

Underline the dependent clause in each item.

1. I learned how to paint because my sister taught me.
2. If she hadn't taught me, I would have taken a class.
3. I want to show my paintings when I am ready.
4. I will show them at the library, which supports local artists.
5. After all this, I may become famous!

Write three dependent clauses on a sheet of paper. Exchange it with a partner. Have your partner make the fragments into complete sentences.

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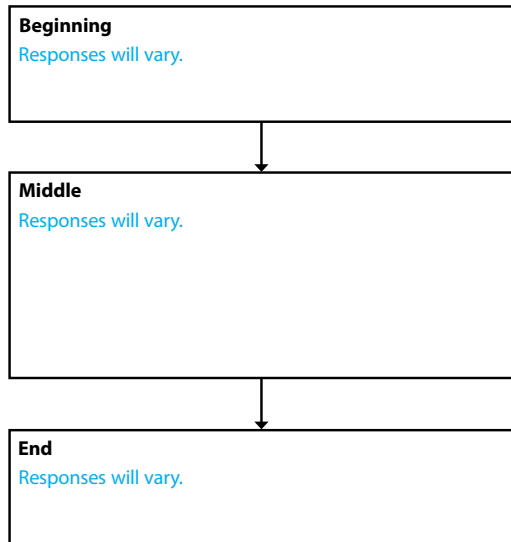
PM1.16 Unit 1 | Living Traditions

Story Map

Plot of a Story

Work with a partner. Tell each other a story. Make a story map to tell the plot of your partner's story.

Story Map



Use the story map to retell your partner's story.

Grammar: Game

Who, Whose, Whom?

1. Cut the cards apart and place the gray cards face up in a row. Place the white sentence cards face down in a pile.
2. Choose a card from the sentence pile.
3. Read the sentence aloud. Then choose the gray card with the correct relative pronoun to complete the sentence. Read aloud your sentence.
4. Have your partner continue by choosing a card from the sentence pile and completing that sentence.
5. Play until all the sentence cards have been used.

who	whose	whom
We learned about Pueblo pottery from Mrs. Martinez, <u>whom</u> we visited at the museum.	Mom took me to hear David Broza, <u>who</u> sings Israeli music.	These luminaries are for my sisters, <u>who</u> give wonderful parties.
I like to visit Uncle Roger, <u>whose</u> legends from Jamaica are my favorite stories.	We love to listen to Chris, <u>whose</u> hands pound the bongos.	This hand-knit sweater is from Grandpa, <u>whom</u> we see every winter.

Grammar: Grammar and Writing

Edit and Proofread

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

- relative pronouns
- capitalization

Editing and Proofreading Marks

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

Traditional celebrations ^{are} part of people's cultural heritage. They (or Celebrations) are important to many people. Every culture has special celebrations [^] that which are passed down through generations.

Some cultures ^{have} special wedding traditions. For example, some Russian families give crowns to the bride and groom, ^{whom} whose they treat like royalty. At some Japanese weddings, the bride, ^{whose} who face is painted white, wears a white kimono.

Some Polish celebrations include polka music, ^{which} is very lively. Many polka bands have a leader ^{who} whom is an accordion player.

Test-Taking Strategy Practice

Know the Test Format

Read the passage. Then read the question and fill in the correct answer.

The Coffee Test

(1) In the folk tale "Martina the Beautiful Cockroach." (2) Abuela gives Martina advice about choosing a husband. (3) She tells Martina to spill coffee on her suitors' shoes. (4) A suitor who reacts badly will not make a good husband.

- 1 Which group of words is an incomplete sentence?
 - Ⓐ Group 1
 - Ⓑ Group 2
 - Ⓒ Group 3
 - Ⓓ Group 4
- 2 Martina did not want Don Gallo to be her husband because he was _____.
 - Ⓐ quiet and calm
 - Ⓑ kind and giving
 - Ⓒ selfish and mean
 - Ⓓ loud and confusing

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

Name _____ Date _____

Story Map

"Martina the Beautiful Cockroach"

Complete the story map to tell what happens in "Martina the Beautiful Cockroach."

Story Map

Beginning

Martina decides she is ready to get married. Abuela tells Martina about the Coffee Test.

↓

Middle

Don Gallo visits. Martina pours coffee on his shoes, and he gets mad. Martina refuses his proposal. Don Cerdo visits. Martina pours coffee on his shoes, and he gets upset. Martina refuses his proposal. Don Lagarto visits. Martina pours coffee on his shoes, and he reveals that he was going to eat her.

↓

End

Martina meets Pérez the mouse and likes him. Pérez pours coffee on Martina's shoes. Martina does not get upset, however. Instead, she is delighted she has found her match.

Use your story map to retell the story to a partner.

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Name _____ Date _____

Fluency Practice

"Martina the Beautiful Cockroach"

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

"¡Gronc! ¡Gronc!" squealed Don Cerdo as he dabbed at the coffee on his shoes. "What a tragedy for my poor loafers!"

He really is quite a ham, thought Martina.

"Calm yourself, señor. I'll clean them for you!"

"I'll say you will!" he snorted. "When you are my wife, there'll be no end to cleaning up after me!"

Martina rolled her eyes in disbelief.

"A most charming offer, señor," she said dryly, "but I must decline. You are much too boorish for me."

10
21
29
37
49
57
63
74
82

From "Martina the Beautiful Cockroach," page 50

Expression

1 Does not read with feeling. 3 Reads with appropriate feeling for most content.

2 Reads with some feeling, but does not match content. 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

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

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

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Name _____ Date _____

Grammar: Reteach

The Vet

Grammar Rules: Pronouns

Use relative pronouns to connect a dependent clause to a noun in the main clause.	This is a picture of my dog, <u>who</u> weighs one hundred pounds.
Use <i>who</i> to describe something, <i>whom</i> if it is receiving action, and <i>whose</i> to show possession.	This is my dog, <u>who</u> is seven years old. I have to take my dog to the vet, <u>whom</u> I like very much.
Use <i>that</i> to identify something in the main clause. Use <i>which</i> to add information about something in the main clause.	The vet took X-rays <u>that</u> will show the injury. My dog's paw, <u>which</u> is injured, will heal.

Circle the correct relative pronoun to complete each sentence.

- This is my veterinarian Nina, (who/whom) I have known for years.
- I recommended her to my neighbors, (who/whom) have a sick horse.
- Nina gave them a bandage (which/that) was made from soft fabric.
- We worried about the horse, (whom/whose) hoof hurt.
- The hoof, (which/that) is bandaged, will mend.

Gather in a small group of three. Take turns introducing one partner to the other. Describe the partner using complete sentences with dependent clauses and relative pronouns.

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Name _____ Date _____

Grammar: Game

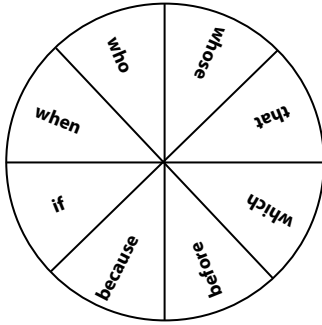
Spin-a-Clause

Make a Spinner

- Push a brad through the center of the circle. Open the brad in the back. Hook a paper clip over the top of the brad to make a spinner.
- Follow the directions to play the game.

Directions

- Spin the spinner and say the word it points to.
- Then choose a sentence from the box below. Use the word to add a dependent clause to one of the sentences.
- Take turns and continue playing until everyone has had at least three spins.



- I always watch the Caribbean Heritage parade.
- Arnetta learned how to weave from Aunt Deniece.
- The arepas are from my cousin Hugo.
- Laura taught me to make lasagna.
- We listened to folk songs sung by our teacher.
- The Navajo dance was performed for our parents.

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Grammar: Game

Celebrate!

With a partner, make up a new holiday that your families could celebrate. Prepare sentences that tell about the holiday:

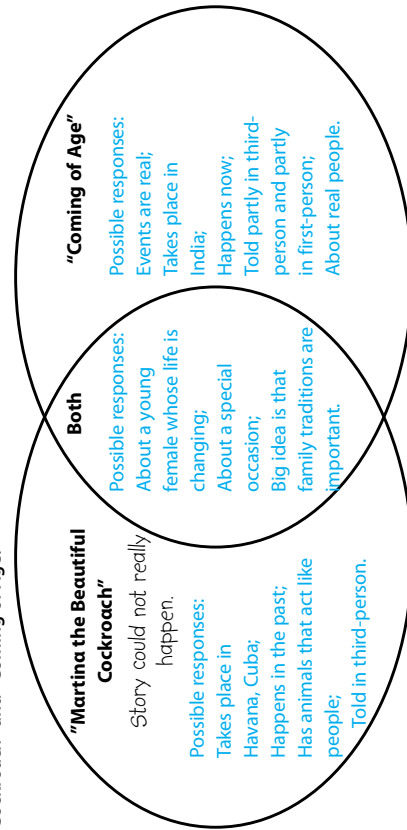
- Cut out the sentence fragments and gray labels. Place the three gray labels face up in a row.
- Together, sort the sentence fragments under the three labels.
- Take turns selecting fragments and adding the missing parts. Make sure all subjects and verbs agree.
- When all the sentences are complete, arrange them to create a description of your holiday to share with the class.

FRAGMENT Missing part: Subject	FRAGMENT Missing part: Predicate	FRAGMENT Dependent Clause
Our holiday's name _____		
This holiday celebrates _____		
_____ is the most delicious food served at our holiday.		
Before we wake up _____		
When our holiday comes, _____		
_____ because this celebration is important to us.		

Compare Content

Compare Content

Complete the Venn diagram to compare and contrast "Martina the Beautiful Cockroach" and "Coming of Age."



Take turns with a partner. Ask each other questions about the content of the two selections.

Grammar: Practice

Grammar Rules Subject-Verb Agreement

When a **subject** has two or more nouns joined by **and** or **or**, it is called a **compound subject**.

- The **son** and the **daughter** **sit** on chairs.
- Either the **son** or the **daughter** **sits** on a special chair.
- The **son** or the **daughters** **sit** on a bench.

How do you know what verb to use with a compound subject?

- If you see **and**, use a plural verb like **sit**.
- If you see **or**, look at the last simple subject.
 - Is it singular? Then use a singular verb like **sits**.
 - Is it plural? Then use a plural verb like **sit**.

Write the correct form of the verb on the line.

- My family and I celebrate important phases in life.
(celebrate)
- My best friend and relatives welcome me into adulthood.
(welcome)
- My aunt and my uncle present my first voni to me.
(present)
- My aunts or my sister hands me gifts.
(hand)
- Some women or guests wear saris to the ceremony.
(wear)

Talk with a partner about special occasions you have shared with other people. Use compound subjects in some of your sentences.

Mark-Up Reading

Chiyo and Naoki by Asami Oshii

"Good morning, Naoki!" Chiyo beamed. "Can you believe it? It's finally *Seijin no Hi*!"

Naoki smiled at his big sister. Today was the second Monday in January, which meant it was *Seijin no Hi*, or the coming-of-age day in Japan. Many of the young people turning 20 this year were busy preparing for the big event.

Naoki smiled at Chiyo with admiration. Their mother placed a bowl of *sekihan* on the table and began to chat excitedly with Naoki's grandmother about the day's festivities. They would leave soon for the beauty salon, where Chiyo would be dressed in a long-sleeved *furisode kimono*.

Naoki gazed out the window of their tiny apartment. He imagined 20-year-olds from around the cramped city gathering in the public auditorium for the *Seijin no Hi* ceremony.

"Are you on pins and needles, Big Sister?" asked Naoki.

"No, I'm on top of the world!" said Chiyo. "After today, I will finally be an adult. Everyone has to grow up!"

Everyone has to grow up. Naoki suddenly realized that their relationship was about to change. "Big Sister, after you become an adult today, will you still help me with my homework every night?"

Chiyo bit her lip. "I'll be busier now, Naoki, but I'll try."



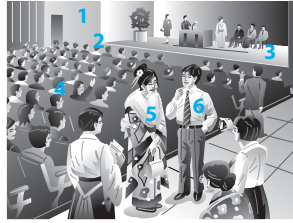
1, apartment; 2, sliding paper doors; 3, city; 4, kimono; 5, shoes to wear outdoors; 6, sekihan; 7, low table; 8, mats

Name _____ Date _____

Mark-Up Reading

Chiyo and Naoki (continued)

Chiyo's excitement built as she and her family arrived at the auditorium. The huge hall was filled to overflowing. Everyone in the community wanted to be part of the important event. The town leaders gave lengthy speeches, welcoming the young people into adulthood.



1, auditorium; 2, young people in fine clothes; 3, town leaders on stage; 4, everyone in the community; 5, Chiyo in kimono; 6, Naoki in suit

The young people, looking festive in their fine clothes, were seated at the front of the auditorium. Some young men wore traditional Japanese *hakamas*, but most wore formal modern suits. Many of the girls were dressed in colorful *kimonos* according to the custom. Even Naoki felt handsome in his new suit.

After the ceremony, Naoki sat at a low table to do his homework. In the past Chiyo had been there to help him, but tonight she was out celebrating. Naoki tried to focus, but he felt a touch of sadness. All of a sudden, he heard the door slide open.

"Big Sister! I'm so happy you're here. I was afraid you wouldn't want to spend time with me anymore now that you're an adult."

Chiyo smiled. "Don't be silly. Part of being an adult is realizing what is really important. And my family is what is important to me! My heart is still in the right place."

What do the details about setting tell you about what is important to the community? Review the text and art and explain your answer.

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:

- subject-verb agreement
- sentence fragments
- dependent clauses

Editing and Proofreading Marks

^	Add.
↗	Take out.
⌋ ^	Move to here.
^	Add comma.
⊙	Add period.

My parents and I loves^s to attend the heritage parades in our city.

There seems to be a different one every week!

The Cuban parade is lively and colorful. ^{I think it has the} The best music. Sometimes

Dad dance^s as the bands pass by.

Another favorite is the parade for India. The beautiful saris and bracelets sparkles^d in the sun. Mom enjoy^s the musicians, ^{who} whose play interesting instruments.

The parade I like most is the one ^{that} which celebrates Greek heritage. The flags and the floats ^{are} is all in blue and white. Most of the marchers wears^d traditional costumes. I usually buys^d a treat from the food vendor, ^{whom} who has a Greek flag painted on his face.

Name _____ Date _____

Grammar: Reteach

The Big Parade

Grammar Rules: Compounds

A **compound subject** has two subjects joined by *and* or *or*.

Jaden *and* Jesse march in the parade every year.

The subject and verb of a sentence must agree.

- If you see *and*, use a plural verb.
- If you see *or*, look at the last simple subject.
- If it is singular, then use a singular verb.
- If it is plural, then use a plural verb.

Rebecca *and* Reece *ride* on the float.
 Renee *or* the clown *blows* the horn.
 The dog *or* cats *jump* through the hoop.

Write the correct form of the verb on the line.

- Jenna and Maria build the float after school.
(build)
- My grandfather or grandmother brings fruit and water.
(bring)
- Jose and Mark work on the dance.
(work)
- My aunts or uncles train the animals.
(train)
- The principal or teacher drives the float to the parade.
(drive)

Interview a partner about what he or she likes to do with a friend or family member. Report back to the group using compound subjects and correct subject-verb agreement.

Books at a Glance

Lexile® key

BL Below Level = 400L–550L

OL On Level = 700L–850L

BL Below Level = 550L–700L

AL Above Level = 800L–950L

	Level* & Title	Author	Content Connection	Pages
Week 1 Cultural Traditions	DAY 1 Explorer Books, Vanishing Cultures BL Pioneer Edition OL Pathfinder Edition	Wade Davis	Cultures Around the World	SG4–SG5
	BL Chinese New Year	Judith Jango-Cohen	Chinese Customs and Celebrations	SG6, SG8
	BL Harvest Festivals	Gare Thompson	Comparing Customs and Celebrations	SG6, SG8
	OL Mexico: Cultures and Celebrations	Greg Banks	Mexican Customs and Celebrations	SG7, SG9
	AL Ashanti to Zulu	Margaret Musgrove	African Customs and Traditions	SG7, SG9
Week 2 Artistic Traditions	DAY 1 Explorer Books, Tales from Timbuktu BL Pioneer Edition OL Pathfinder Edition	Marissa Moss and Janine Boylan	Preserving Texts and Stories	SG10–SG11
	BL Diego	Jonah Winter	Muralist Diego Rivera	SG12, SG14
	BL In Her Hands: The Story of Sculptor Augusta Savage	Alan Schroeder	Sculptor Augusta Savage	SG12, SG14
	OL José! Born To Dance: The Story Of José Limón	Susanna Reich	Dancer José Limón	SG13, SG15
	AL Duke Ellington	Andrea Pinkney	Musician Duke Ellington	SG13, SG15
Week 3 Cultural Heritage	DAY 1 Explorer Books, Living Traditions BL Pioneer Edition OL Pathfinder Edition	Cristina G. Mittermeier, Jennifer Peters, and Cheryl Block	Preserving Cultures and Traditions	SG16–SG17
	BL How My Parents Learned to Eat	Ina R. Friedman	Comparing Customs and Traditions	SG18, SG20
	PART 1 BL The Skirt	Gary Soto	Mexican Customs and Traditions	SG18, SG20
	PART 1 OL The Corn Grows Ripe	Dorothy Rhoads	Mayan Customs and Traditions	SG19, SG21
	PART 1 AL A Single Shard	Linda Sue Park	Korean Customs and Traditions	SG19, SG21
Week 4 Cultural Heritage	DAY 1 Explorer Books, Celebrate Family BL Pioneer Edition OL Pathfinder Edition	Patricia McKissack and Elizabeth Sengel	Family Traditions	SG22–SG23
	BL Tea with Milk	Allen Say	Comparing Customs and Traditions	SG24, SG26
	PART 2 BL The Skirt	Gary Soto	Mexican Customs and Traditions	SG24, SG26
	PART 2 OL The Corn Grows Ripe	Dorothy Rhoads	Mayan Customs and Traditions	SG25, SG27
	PART 2 AL A Single Shard	Linda Sue Park	Korean Customs and Traditions	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 1 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 1 Practice Masters: SG1.1–SG1.28

Unit 1 Assessment Masters: SG1.29–SG1.32

TECHNOLOGY ONLY

My Vocabulary Notebook

WEEK 1 Nonfiction



WEEK 2 Nonfiction



WEEK 3 Fiction



WEEK 4 Fiction



Introduce

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. 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: *How important are traditions?*

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: *A patient person can wait without getting upset.*
5. Relate each word to students' knowledge and experience. *He is very patient when he has to stand in a long line.* 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

Chinese New Year
behave (bi-hay-vay) verb
 The way you behave is how you act. *My dog always behaves well and calm.*
celebrate (say-luh-bay) verb
 People celebrate a special event or day by singing, dancing, or having a special meal. *We are going to dinner to celebrate my brother's birthday next.*
honor (on-er) verb
 To honor someone is to show how important they are. *My grandmother lives in the city, so to honor her I will visit her often.*
include (ih-klud) verb
 To include something is to make it a part of something. *Be sure to include the salt and eggs.*
prevent (pri-vent) verb
 To prevent means to stop something from happening. *Be sure to prevent your eyes from getting tired by not reading too long.*
version (ver-shun) noun
 A new version of something is a new way of doing it. *I had a new version of that all song on the radio.*

Harvest Festivals
celebrate (say-luh-bay) verb
 People celebrate a special event or day by singing, dancing, or having a special meal. *We are going to dinner to celebrate my brother's birthday next.*
honor (on-er) verb
 To honor someone is to show how important they are. *My grandmother lives in the city, so to honor her I will visit her often.*
include (ih-klud) verb
 To include something is to make it a part of something. *Be sure to include the salt and eggs.*
prevent (pri-vent) verb
 To prevent means to stop something from happening. *Be sure to prevent your eyes from getting tired by not reading too long.*
version (ver-shun) noun
 A new version of something is a new way of doing it. *I had a new version of that all song on the radio.*

Mexico
bravery (bray-er-ee) noun
 The show bravery when you do something dangerous without showing fear. *A firefighter always shows his bravery.*
identity (ih-den-tee) noun
 Your identity is who you are. *My family and my country are part of my identity.*
national (nash-uh-nul) adjective
 Something national is about a whole country. *The Statue of Liberty is a national symbol.*
society (say-shuh-tee) noun
 A society is a group of people who live in the same place at the same time. *In a society, it's important to be kind.*
values (val-ooz) noun
 The values are the beliefs that are most important to you. *Kindness and honesty are my values.*

Ashanti to Zulu
design (day-zhayn) noun
 When you design something, you plan how it will look. *We are designing a poster for the library.*
honor (on-er) verb
 To honor someone is to show how important they are. *My grandmother lives in the city, so to honor her I will visit her often.*
respect (ri-spek) noun
 When you respect someone, you show that he or she is important to you. *Respect my seat please.*
symbol (sim-bul) noun
 A symbol is a sign or simple picture that shows an idea. *The lightning is a symbol of the Great Spirit.*
traditional (truh-dish-uh-nul) adjective
 Traditional customs, songs, customs, and holidays are very old. *My grandmother has a traditional recipe for her soup.*

SG1.1 Unit 1 Living Traditions

NGReach.com Practice Masters
 SG1.1, SG1.8, SG1.15, SG1.22

AFTER READING

Speaking and Listening Observation Log

Student Name	1	2	3	4	5	6	7	8	9	10	11	12

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in discussions and presentations, including expressing opinions and ideas, asking questions, and providing feedback.
2. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
3. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
4. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
5. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
6. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
7. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
8. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
9. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
10. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
11. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.
12. Analyze a speaker's main ideas and supporting details, assessing how well the speaker organizes ideas and uses language to present information.

SG1.29 Unit 1 Living Traditions

NGReach.com Assessment Master
 SG1.29

DURING CONFERENCES

Name _____ Date _____

Book Title _____ Page _____

Reading Strategy Assessment

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: **What did you do while you were reading?**
What part of the book did you read?
What did you do to understand better?
How did it work?

Plan and Monitor	Reading Strategy Rubrics			
	4	3	2	1
4	<p>4.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>4.2. I know what I am reading and why I am reading it.</p> <p>4.3. I know what I am reading and why I am reading it.</p> <p>4.4. I know what I am reading and why I am reading it.</p>	<p>3.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>3.2. I know what I am reading and why I am reading it.</p> <p>3.3. I know what I am reading and why I am reading it.</p> <p>3.4. I know what I am reading and why I am reading it.</p>	<p>2.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>2.2. I know what I am reading and why I am reading it.</p> <p>2.3. I know what I am reading and why I am reading it.</p> <p>2.4. I know what I am reading and why I am reading it.</p>	<p>1.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>1.2. I know what I am reading and why I am reading it.</p> <p>1.3. I know what I am reading and why I am reading it.</p> <p>1.4. I know what I am reading and why I am reading it.</p>
3	<p>3.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>3.2. I know what I am reading and why I am reading it.</p> <p>3.3. I know what I am reading and why I am reading it.</p> <p>3.4. I know what I am reading and why I am reading it.</p>	<p>2.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>2.2. I know what I am reading and why I am reading it.</p> <p>2.3. I know what I am reading and why I am reading it.</p> <p>2.4. I know what I am reading and why I am reading it.</p>	<p>1.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>1.2. I know what I am reading and why I am reading it.</p> <p>1.3. I know what I am reading and why I am reading it.</p> <p>1.4. I know what I am reading and why I am reading it.</p>	<p>0.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>0.2. I know what I am reading and why I am reading it.</p> <p>0.3. I know what I am reading and why I am reading it.</p> <p>0.4. I know what I am reading and why I am reading it.</p>
2	<p>2.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>2.2. I know what I am reading and why I am reading it.</p> <p>2.3. I know what I am reading and why I am reading it.</p> <p>2.4. I know what I am reading and why I am reading it.</p>	<p>1.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>1.2. I know what I am reading and why I am reading it.</p> <p>1.3. I know what I am reading and why I am reading it.</p> <p>1.4. I know what I am reading and why I am reading it.</p>	<p>0.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>0.2. I know what I am reading and why I am reading it.</p> <p>0.3. I know what I am reading and why I am reading it.</p> <p>0.4. I know what I am reading and why I am reading it.</p>	<p>0.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>0.2. I know what I am reading and why I am reading it.</p> <p>0.3. I know what I am reading and why I am reading it.</p> <p>0.4. I know what I am reading and why I am reading it.</p>
1	<p>1.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>1.2. I know what I am reading and why I am reading it.</p> <p>1.3. I know what I am reading and why I am reading it.</p> <p>1.4. I know what I am reading and why I am reading it.</p>	<p>0.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>0.2. I know what I am reading and why I am reading it.</p> <p>0.3. I know what I am reading and why I am reading it.</p> <p>0.4. I know what I am reading and why I am reading it.</p>	<p>0.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>0.2. I know what I am reading and why I am reading it.</p> <p>0.3. I know what I am reading and why I am reading it.</p> <p>0.4. I know what I am reading and why I am reading it.</p>	<p>0.1. I plan and monitor my reading. I know what I am reading and why I am reading it.</p> <p>0.2. I know what I am reading and why I am reading it.</p> <p>0.3. I know what I am reading and why I am reading it.</p> <p>0.4. I know what I am reading and why I am reading it.</p>

SG1.30 Unit 1 Living Traditions

NGReach.com Assessment Masters
 SG1.30–SG1.32

Connect Across Texts

Form heterogeneous groups. Group students who have read different books. Include at least one representative for each book.

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 places in the world.

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 SG1.29** 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 SG1.30** and **SG1.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG1.32**.

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 planning and monitoring, identifying main idea and details, or comprehending plot, use the Assessment and Reteaching resources provided on pages RT1.1–RT1.13.
- If the student successfully applies the focus skills, use the Recommended Books on page SG68 to guide the student in choosing books for independent reading.

OBJECTIVES

Thematic Connection: Cultural Traditions

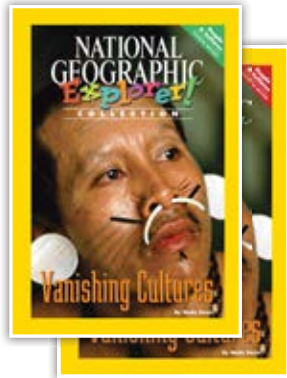
Read and Comprehend Informational Text

Explain Text Structure: Cause and Effect

Vanishing Cultures

by Wade Davis

Summary *Vanishing Cultures* describes endangered groups of people and the habitats they depend on. In “Vanishing Cultures,” anthropologist Wade Davis highlights three disappearing cultures—the Ariaal in Africa, the Penan in Borneo, and the Flecheiros in Brazil. The Ariaal had to move from grasslands to the mountains because of water shortages and wars. The Penan had to leave the rain forest because this environment is shrinking. The Flecheiros, or Arrow People, also live in the rain forest. “Vanishing Habitats” describes areas that are in trouble—rain forests, savannas, deserts, and icy habitats. Human activities damage these environments and endanger the plants, animals, and people living there. The map “A World of Habitats” follows.



Activate Prior Knowledge Explain that the person on the front cover is from the Matis tribe in Brazil. Ask: *What do his face decorations tell you?* (Possible response: Different groups have different customs or traditions.)

Build Background Explain that Earth has at least 5,000 traditional cultures, or groups with unique ways of life; however, many groups are struggling to survive because their habitats are changing. Use pages 10–11 to identify different habitats worldwide. Have volunteers point to continents and name the habitats found there.

PROGRAM RESOURCES

PRINT ONLY

Vanishing Cultures, Pioneer Edition

Vanishing Cultures, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Describe Text Structure CC.4.Rinf.5

Read and Comprehend Informational Text CC.4.Rinf.10

Language

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

Mini Lesson

Explain Text Structure: Cause and Effect

Explain: *Authors use text structures to organize information. Often, authors explain causes, or why things happen. They also tell effects, or what happens as a result of the causes.* Point out that good readers are able to explain a cause-and-effect text structure.

Read aloud the following text from page 5 of the Pioneer Edition of *Vanishing Cultures* as students listen.

The Ariaal

The Ariaal live on grassland. They herd cattle and camels.

The area is hot and dry. It is often hard to find enough water for all the animals.

That is why the Ariaal live as **nomads**. They move from place to place, looking for food and water.

Text from Pioneer Edition

Then, think aloud to model how to describe a cause-and-effect text structure. *In this text, the author gives a cause and effect to explain why the Ariaal move around. First, the author states a cause:*

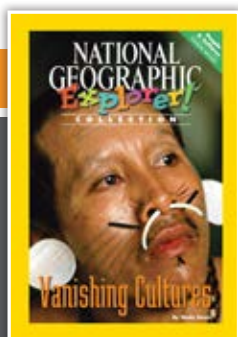
- *It is hard to find enough water for the animals in the grassland.*

I see the phrase “That is why” at the beginning of the next section. This phrase is a clue that the author has just stated a cause. It also tells you that he is going to state an effect. The effect is:

- *The Ariaal live as nomads so that they can move to find water.*

Have students explain how the information in the text above is organized. (Possible response: First, the author says that the Ariaal have a hard time finding water. This is a cause. Then, he states that the effect, or result, is that the Ariaal live as nomads. So, the author uses a text structure that states a cause and effect to explain why the Ariaal move around.)

BL BELOW LEVEL 460L



PIONEER EDITION

Lexile: 460L | GR: P

Content Connection:
Cultures Around the World

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

anthropologist culture famine nomad

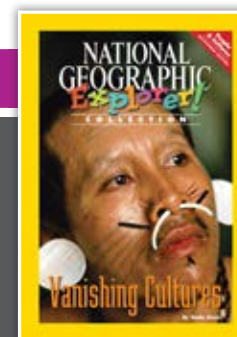
Have students add new words to **My Vocabulary Notebook**.

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 an anthropologist? (An anthropologist is a person who studies how other people live and discovers how cultures are alike and different.)
- Details** How does an anthropologist learn about cultures? (An anthropologist visits places with different cultures to meet the people there and study how they live.)
- Explain Text Structure: Cause and Effect** Why are some cultures struggling to survive? (Possible response: Some cultures are struggling to survive because the places they live are changing or getting smaller.)
- Describe** What are habitats? (Possible response: Habitats are the places, such as rain forests and deserts, where people, plants, and animals live.)
- Analyze** Why are some habitats in danger? (Possible response: People change the environment, which affects plants and animals. For example, when people put dams on rivers, the homes of animals, plants, and people are affected.)

OL ON LEVEL 630L



PATHFINDER EDITION

Lexile: 630L | GR: R

Content Connection:
Cultures Around the World

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

anthropologist culture famine nomad

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 an anthropologist? (An anthropologist is a scientist who studies how other people live and discovers how cultures are similar and different.)
- Details** How does an anthropologist learn about cultures? (An anthropologist visits places with different cultures to meet the people there and study how they live.)
- Explain Text Structure: Cause and Effect** Why are some cultures struggling to survive? (Possible response: Modern life is changing the places where they live. For example, when people put up fences, it is hard for nomads to move around and maintain their traditional way of life.)
- Describe** What are habitats? (Habitats are the environments, such as rain forests and deserts, where people, plants, and animals live.) How can they change? (Possible response: They can shrink or be damaged.)
- Analyze** How can people's actions put habitats in danger? (Possible response: People dam rivers, which stops flooding. They pollute air and water, trapping chemicals in ice sheets.)

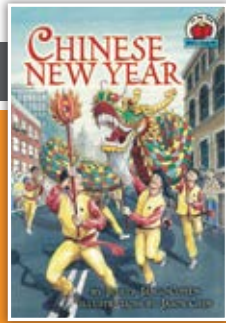
Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect

Have partners explain the structure for the section of "Deserts" on page 9 about dangers to desert habitats. (The author gives a cause and an effect to explain why deserts are in trouble. Cause: people drive across the desert; Effect: this damages the soil. Damage to the soil hurts plants and animals, too.)

For students who cannot explain a cause-and-effect text structure, reteach using the section of "Rain Forests" on page 8 about the dangers to rain forests. Say: *The author explains the dangers to rain forests. How does he present the information?* Have students skim the section, paying attention to its structure. Then, have groups discuss the organization. (Possible response: First the author gives causes: people cut down rain forests and build homes and roads there. Then, he states the effect: this destroys the homes of plants and animals. So, the author uses a cause-and-effect text structure.)

BL BELOW LEVEL



Chinese New Year
by Judith Jango-Cohen

Content Connection:
Chinese Customs and Celebrations

Expository Nonfiction | Pages: 48 | GR: N

BL BELOW LEVEL 570L



Harvest Festivals
by Gare Thompson

Content Connection:
Comparing Customs and Celebrations

Expository Nonfiction | Pages: 24 | Lexile: 570L | GR: O

OBJECTIVES

Thematic Connection: Cultural Traditions

Read and Comprehend Text

- Preview and Predict to Comprehend Text
- Determine the Main Idea
- Explain How the Main Idea Is Supported by Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG29
- Practice Master SG1.2, page SG30
- Practice Master SG1.3, page SG31
- Practice Master SG1.7, page SG35

TECHNOLOGY ONLY

Digital Library: Chinese New Year

SUGGESTED PACING

- DAY 2 Introduce and read pages 5–23
- DAY 3 Read pages 24–46 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary The Chinese New Year holiday begins with the first new moon of the year and lasts until the first full moon 15 days later. People dust and decorate their homes in preparation, making sure to pay their respects to the Kitchen God. On New Year’s Eve, families enjoy dishes that symbolize happiness, health, and wealth. They also pause to honor loved ones who have passed away. Midnight is marked by fireworks and cheers. For the next two weeks, people visit relatives, exchange gifts, and attend parades to bring in a cheerful new year.

Activate Prior Knowledge Ask: *What are some ways that people celebrate the new year where you live?*

Build Background Display photos of Chinese New Year celebrations from the **Digital Library**. Explain that unlike the New Year in the United States, Chinese New Year can occur in January or February each year. Despite its name, it is celebrated in many communities around the world.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- behave*, page 35
- celebrate*, page 8
- patient*, page 35
- prevent*, page 15
- traditional*, page 8

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG29
- Practice Master SG1.2, page SG30
- Practice Master SG1.4, page SG32
- Practice Master SG1.7, page SG35

TECHNOLOGY ONLY

Digital Library: Harvest, Harvest (video clip)

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 People all over the world celebrate the harvesting of crops. The Indian festival of Holi takes place after wheat is harvested in March. In Ghana, people celebrate the yam harvest by having a feast in the fall, much like people in the United States traditionally celebrate the harvest at Thanksgiving. Similar festivals take place in Indonesia, Vietnam, and Pakistan. Most of these festivals include the preparation of special drinks and dishes. The recipes for three traditional treats (Holi Rang lemonade, yam fufu balls, and pumpkin pie) are included.

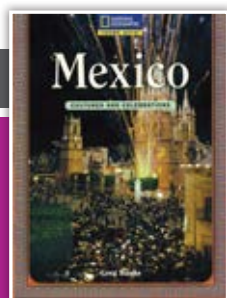
Activate Prior Knowledge Ask: *What holidays are only celebrated in the United States? What holidays are celebrated in the U.S. and many other countries?*

Build Background Display photos of harvests from the **Digital Library** and explain that when farmers harvest crops, they pick the plants they have grown.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- celebrate*, page 3
- honor*, page 14
- include*, page 4
- prevent*, page 14
- version*, page 21

OL ON LEVEL 700L

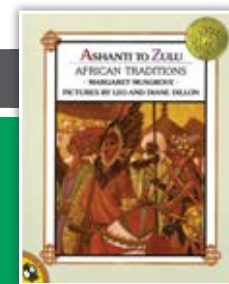


Mexico: Cultures and Celebrations
by Greg Banks

Content Connection:
Mexican Customs and Celebrations

Expository Nonfiction | Pages: 32 | Lexile: 700L | GR: R

AL ABOVE LEVEL 900L



Ashanti to Zulu
by Margaret Musgrove

Content Connection:
African Customs and Traditions

Expository Nonfiction | Pages: 32 | Lexile: 900L | GR: U

COMMON CORE STANDARDS

Reading

- Read and Comprehend Informational Text **CC.4.Rlit.10**
- Determine the Main Idea of Text **CC.4.Rinf.2**
- Explain How the Main Idea is Supported by Details **CC.4.Rinf.2**

Writing

Write Over Shorter Time for Specific Tasks **CC.4.W.10**

Speaking and Listening

Draw on Preparation to Explore Ideas **CC.4.SL.1.a**

Language and Vocabulary

Acquire and Use Academic Words **CC.4.L.6**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG29**
- Practice Master SG1.2, page SG30**
- Practice Master SG1.5, page SG33**
- Practice Master SG1.7, page SG35**

TECHNOLOGY ONLY

Digital Library: Map of North America

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–19
- DAY 3 Read pages 20–32
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Mexico combines the past with the present and traditional celebrations with modern ways of life. Its rich culture includes food, art, music, language, dress, sports, and festive celebrations. It also includes people’s values and beliefs. A photo-essay at the end of the book highlights the Mexican national holiday of the Day of the Dead, which honors loved ones who have passed away.

Activate Prior Knowledge Explain: *Culture includes a group’s art, language, food, and celebrations.* Have partners turn and talk about cultures they know.

Build Background Display a map of North America from the **Digital Library**. Explain that Mexico has a large population of more than 111 million, but its people are brought together by their shared culture.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- bravery*, page 11
- identity*, page 4
- national*, page 4
- society*, page 4
- values*, page 8

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG29**
- Practice Master SG1.2, page SG30**
- Practice Master SG1.6, page SG34**
- Practice Master SG1.7, page SG35**

TECHNOLOGY ONLY

Digital Library: Continent Map

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary *Ashanti to Zulu* uses an alphabet book format to present information about twenty-six African peoples. Each entry tells about a different custom or tradition, such as the “talking” drums of the Ewe people, the *kente* cloth of the Ashanti, or the fishing techniques of the Wagenia. Caldecott Medal winning illustrations show men, women, and children in traditional dress, their living quarters, and their communities.

Activate Prior Knowledge Say: *A tradition is something that a group of people has done the same way for a long time. What are some traditions that you know?*

Build Background Display a continent map from the **Digital Library**. Point out Africa and explain that the continent includes many countries and is one of the most culturally diverse places on earth. More than a billion people live in Africa, and one to two thousand different languages are spoken there.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- design*, page 6
- honor*, page 30
- respect*, page 25
- symbol*, page 7
- traditional*, page 8

BL BELOW LEVEL

Chinese New Year

by Judith Jango-Cohen

Build Comprehension

- **Analyze Sequence** *What are some important events that happen before, during, and after Chinese New Year celebrations?* (Possible responses: People get ready by cleaning house; they share a feast on New Year's Eve; at midnight, they shoot fireworks; on the next day, they go to a parade.)
- **Form Generalizations** *What do many of the Chinese New Year traditions have in common?* (Possible response: The traditions involve cleaning out the old and welcoming the new.)

Writing Options

- **Community Announcement** Have students create posters or flyers announcing a community Chinese New Year celebration. The announcement should include information about the date and location as well as details about some of the traditional events that will take place.
- **Spring Couplet** Reread page 17 and point out the two banners on page 18. Remind students that a spring couplet is a pair of simple poems that expresses good wishes for the new year. Invite students to write their own spring couplets.
- **Journal Entry** Have students write about a new year's celebration that they have participated in or seen.

BL BELOW LEVEL 570L

Harvest Festivals

by Gare Thompson

Build Comprehension

- **Make Comparisons** *How are harvest festivals around the world similar?* (Possible response: Most of them include feasts.) *How are some of them special or unique?* (Possible response: People in India celebrate Holi by "painting" themselves.)
- **Form Generalizations** *Why do many harvest festivals celebrate the past?* (Possible response: It's a good time to remember important people and events.)

Writing Options

- **Labeled Map** Have students draw a simple world map, using the map on page 6 as a model. Have them color and label the three countries named in the book (India, Ghana, the United States) and write a fact about a harvest festival tradition in each place. They may add information about other countries and celebrations they know.
- **Fact File** Extend the content by having students write about another harvest celebration they read about or know. They should describe the celebration, tell where it takes place, and list one food that is traditionally prepared.
- **Journal Entry** Have students write about a community feast or festival that they have participated in.

Check & Reteach

Ask students to state the main idea and supporting details of each book.

If students have difficulty identifying the main idea and details, refer them to their main idea diagrams. Ask: *What is the most important idea in the book? What details tell more about this main idea?*

DURING READING

Name _____ Date _____

Main Idea Diagram

Main Idea and Details

Use the main idea diagram to take notes about your book as you read.

Main Idea	Important Details
	1. _____
	2. _____
	3. _____
	4. _____

Use your main idea diagram to tell a partner about the book.

For use with TE pages 556–559 SG1.2 Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Chinese New Year

Review the story words with your group. Then discuss these questions together.

Story Words
observe
celebrate
patient
prevent
traditional

1. **Analyze Text Features** This book has four sections, or parts. Read aloud the heading, or title, for each section. Then use your own words to explain what each section is about.
2. **Determine the Main Idea** Use these questions and the details on your main idea diagram to help you identify the main idea of the book.
 - **Detail 1** What signs show that Chinese New Year is here?
 - **Detail 2** How do people prepare their homes?
 - **Detail 3** How do families celebrate New Year's Eve together?
 - **Detail 4** How do people celebrate on New Year's Day and the next two weeks?
 - **Main Idea** Think about the important details. What main idea do they show about Chinese New Year?
3. **Plan and Monitor** What predictions did you make about Chinese New Year when you began reading this book? Tell about anything that was different from what you expected.
4. **Form Generalize** Based on what you know about Chinese New Year celebrations, what traditions and customs do you think are important to people?

For use with TE pages 556–559 SG1.3 Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Harvest Festivals

Review the story words with your group. Then discuss these questions together.

Story Words
celebrate
honor
include
prevent
version

1. **Use Text Features** Look at the Table of Contents on page 2 and the Index on page 24. What information do they give about harvest festivals in this book?
2. **Identify Main Idea and Details** Use these questions and the notes on your main idea diagram to help you identify the main idea and details of the book.
 - **Main Idea** What is this book mostly about?
 - **Detail 1** How do people in India celebrate Holi?
 - **Detail 2** Why do people in Ghana have a yam festival?
 - **Detail 3** How do people in the United States celebrate Thanksgiving?
 - **Detail 4** What countries in Asia also celebrate harvests?
3. **Plan and Monitor** What did you think this book was going to be about when you looked at the cover? Were you right?
4. **Form Generalize** This book is about harvest festivals. Why do you think fall festivals are important in so many countries?

For use with TE pages 556–559 SG1.4 Unit 1 | Living Traditions

OL ON LEVEL 700L

Mexico: Cultures and Celebrations
by Greg Banks

Build Comprehension

- **Make Comparisons** *How has Mexico changed over the centuries? What things have stayed the same?* (Possible response: Some Indian languages are still spoken, but most Mexicans speak Spanish.)
- **Draw Conclusions** *What does the Day of the Dead celebration show about the way some people in Mexico think about death?* (Possible response: For many people in Mexico, death can be a time to celebrate a loved one's life.)

Writing Options

- **Travel Poster** Have students create a travel poster inviting tourists to visit Mexico. They should include a central image or collage, along with written details about some of Mexico's famous cultures and traditions.
- **Culture Card** Have students create an informational card about Mexico. They can begin with information from the comparison chart on page 19 and then add more facts about Mexico's people, language, food, art, and holidays.
- **Journal Entry** Extend the theme of cultures and traditions by having students write about a celebration or important event that takes place in another country they know.

AL ABOVE LEVEL 900L

Ashanti to Zulu
by Margaret Musgrove

Build Comprehension

- **Explain** *Describe a tradition from one of the people groups. What does it show about the culture there?* (Possible response: The Jie herders in Uganda sometimes take the same names as their animals. This shows how important animals are to them.)
- **Make Comparisons** *Which tradition is the most similar to your experiences in the United States? Give examples to support your ideas.* (Possible response: Chagga children grow up in groups together. That is the most like my friends and me. We are the same age, and we go to the same school and activities.)

Writing Options

- **Glossary** Have students write a glossary listing the names of tribes and other important African words. They should list the word or phrase and then write a definition in their own words.
- **Quiz Show Q&A** Have students write a list of questions and answers about different people who live in Africa. They can hold a quiz show using those questions. The panelist who correctly answers the most questions wins the quiz.
- **Journal Entry** Have students review the names and locations of different African tribes. Then have them write about a tradition they appreciate and 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 SG1.7** to guide discussion.

AFTER READING

Name _____ Date _____

Mexico: Cultures and Celebrations

Review the story words with your group. Then discuss these questions together.

Story Words
bravery
identity
national
society
values

1. **Use Text Features** Point out a photo in the book and read aloud the caption. Explain how the photo and caption give information about the culture of Mexico.
2. **Identify the Main Idea** Use these questions and the notes on your main idea diagram to help you identify the main idea of the book.
 - **Main Idea** What is one of the most important ideas that this book gives about the culture of Mexico?
 - **Detail 1** What is one detail about art in Mexico?
 - **Detail 2** What is one detail about language in Mexico?
 - **Detail 3** What is one detail about dress in Mexico?
 - **Detail 4** What is one detail about sports in Mexico?
3. **Plan and Monitor** What did you know about Mexico before reading this book? What did you expect to learn? How did the book add to or change what you already knew?
4. **Think Question Generalize** Some things in Mexico have changed. Others have stayed the same. What makes cultures change?

For use with TE pages 556–569 **SG1.5** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Ashanti to Zulu

Review the story words with your group. Then discuss these questions together.

Story Words
design
honor
respect
symbol
traditional

1. **Use Text Features** Choose one of the illustrations from the book. Explain how it gives information about a people group in Africa.
2. **Determine Main Idea and Details** Use these questions and the notes on your main idea diagram to help you identify the main idea of the book.
 - **Detail 1** Choose one detail that describes the culture of one group in Africa.
 - **Detail 2** Choose a detail about another group of people.
 - **Detail 3** Choose a detail about a third group.
 - **Detail 4** Choose a detail that tells about a fourth group.
 - **Main Idea** Think about the details you chose. Say what you think is the main idea about people, based on those details.
3. **Plan and Monitor** Did you learn what you thought you would learn from this book? Explain and give examples.
4. **Think Question Generalize** Think about the traditions you read about in this book. What kinds of things are important to people in different parts of the world?

For use with TE pages 556–569 **SG1.6** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Chinese New Year
Harvest Festivals
Mexico: Cultures and Celebrations
Ashanti to Zulu

Compare and contrast the books you have read. Discuss these questions with your group.

1. **Make Comparisons** What traditions do many cultures around the world have in common?
2. **Plan and Monitor** What did you expect these four books to be about? Explain how they were like or unlike what you expected.
3. **Think Question Analyze the Big Question** Why are cultural traditions important to so many people around the world?

For use with TE pages 556–569 **SG1.7** Unit 1 | Living Traditions

OBJECTIVES

Thematic Connection: Artistic Traditions

Read and Comprehend Informational Text

Determine the Main Idea

Tales from Timbuktu by Marissa Moss and Janine Boylan

Summary *Tales from Timbuktu* tells the history of this famous African city in Mali and explains the threat to its ancient books of learning. It also explores the role of the traditional West African singer and storyteller known as a griot. In “Tales from Timbuktu,” a griot relates the story of the city. Through his tale, students learn that Timbuktu was a wealthy trading center for gold and salt, very valuable resources. When King Mansa Musa ruled the city in the 1300s, he brought books and scholars back from a pilgrimage and changed Timbuktu into a center of learning. Now, scientists are working to preserve the city’s irreplaceable books. “Growing Up Griot” tells how griots preserve the past through song and stories. Griots are usually born into a griot family. Modern-day griots train with their elders and sing of current events and record their music to connect with people.



Activate Prior Knowledge Display the front cover and explain that the photo shows the hot, dry climate of a desert. Ask: *What details in the photo show that it is hot and dry?* (Possible responses: The ground is dry and rocky; the man wears clothes that protect him from the sun.)

Build Background Explain that long ago in Africa, Timbuktu was called the City of Gold; gold and salt made it wealthy. Ruled by Mansa Musa, the city later became a center of learning. Display the images of the king and Timbuktu on pages 4–5. Have students describe each one.

PROGRAM RESOURCES

PRINT ONLY

Tales from Timbuktu, Pioneer Edition

Tales from Timbuktu, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Determine the Main Idea of Text CC.4.Rinf.2

Read and Comprehend Informational Text CC.4.Rinf.10

Language

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

Mini Lesson

Determine the Main Idea

Explain: *A main idea is the most important idea. It is what a piece of writing is mostly about. Texts, such as articles, have several main ideas.* Point out that good readers know how to identify the main ideas in a text.

Read aloud the following text from page 5 of the Pioneer Edition of *Tales from Timbuktu* as students listen.

Gold and Salt

Gold and salt helped make the city of Timbuktu rich. The gold came from mines in the southern part of Mali. The salt came from the northern desert. Workers dug up large block of salt from the sand.

Gold was valuable. So was salt. Salt made food taste better. It made food last a long time.

Text from Pioneer Edition

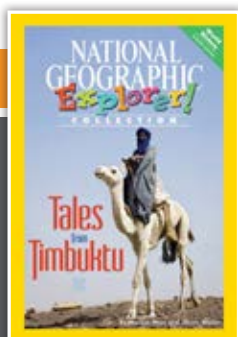
Then, think aloud to model how to determine the main idea of a text. *To identify the main idea in the first paragraph, I ask myself, “What is this text mostly about? What is the most important idea?”*

- *This paragraph is mostly about gold and salt.*
- *The most important idea is that gold and salt helped make Timbuktu rich.*

Point out that, in this example, the main idea is stated in the first sentence of the paragraph, but that is not always the case. Say: *In the second paragraph, the main idea is stated in two sentences.*

Have students determine the main idea in the second paragraph. Then, have them restate it in their own words. (Main idea: “Gold was valuable. So was salt.” Possible response for restatement: Salt was valuable, just like gold.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection:
Preserving Texts and Stories

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

damage preserve treasure trader

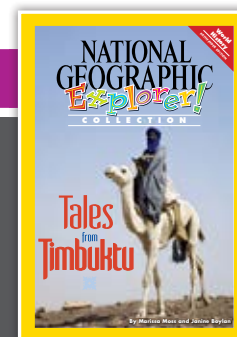
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What made Mali a powerful kingdom in the past? (Possible response: Timbuktu was an important trading center. People traded there for gold and salt. The king collected money from them. This made the kingdom rich.)
- Explain** Who was Mansa Musa? (He was the king of Mali.) How did he change Timbuktu? (He brought books and teachers to Timbuktu. He built mosques and libraries. He turned the city into a center of learning.)
- Determine the Main Idea** Why are the books of Timbuktu in danger? (The books are old and damaged.) What are scientists doing to save them? (Scientists are storing pictures of the books on computers.)
- Explain** Why do griots train with older griots? (Older griots have a lot of experience. They help the griots learn to play instruments and perfect their singing.) How do griots change their art for people today? (They sing about current events, make recordings, and give concerts to share their stories.)
- Synthesize** Why it is important to protect books and stories? (Possible response: Books and stories contain important knowledge from the past. Preserving the past helps to keep the traditions of a culture alive.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection:
Preserving Texts and Stories

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

damage preserve scholar treasure trader

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.

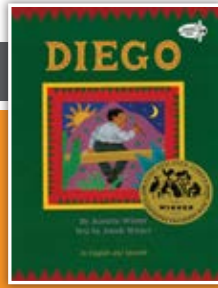
- Details** Why was Timbuktu an important city in the 14th century? (It was in a good location and became a trading center. People traded there for gold and salt, which were valuable at the time. Taxes on the sales made the city rich.)
- Describe** What treasure did King Mansa Musa bring to Timbuktu? (He brought knowledge.) Describe how he did this. (He brought books, scholars, and an architect to Timbuktu to turn the city into a center of learning.)
- Determine the Main Idea** What has damaged the books of Timbuktu? (Sand, weather, and insects have damaged them.) What are scientists doing to save them? (Scientists are storing pictures of the books on computers.)
- Explain** How do griots learn their art? (They train with more experienced griots to learn to play instruments and perfect their singing.) How do griots change their art for people today? (They sing about current events, make recordings, and give concerts to share their stories.)
- Synthesize** Why it is important to protect books and stories? (Possible response: Books and stories contain important knowledge from the past. Preserving the past helps to keep the traditions of a culture alive.)

Check & Reteach

OBJECTIVE: Determine the Main Idea

Have partners determine the main idea for the first paragraph of the section "Training" on page 9. (Griots train for many years.) For students who cannot determine the main idea, reteach with the first paragraph of the section "Family Heritage" on page 8. Say: *The main idea is the most important idea. It is what the text is mostly about. Which sentence in the paragraph tells the main idea?* Have students skim the text, looking for the sentence that contains the most important idea. Record the sentence(s) they identify. (Correct response: "Not just anyone can be a griot.") Have groups discuss how they selected a sentence as a statement of the main idea.

BL BELOW LEVEL 420L



Diego

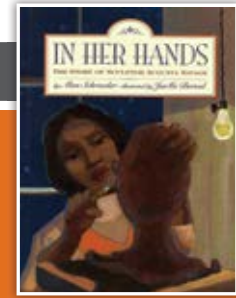
by Jonah Winter

Content Connection:

Comparing Customs and Traditions

Biography | Pages: 40 | Lexile: 420L | GR: L

BL BELOW LEVEL 630L



In Her Hands: The Story of Sculptor Augusta Savage

by Alan Schroeder

Content Connection: **Sculptor Augusta Savage**

Biography | Pages: 42 | Lexile: 630L | GR: O

OBJECTIVES

Thematic Connection: Artistic Traditions

Preview and Predict to Comprehend Text

Determine the Main Idea

Explain How the Main Idea Is Supported by Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.10, page SG38

Practice Master SG1.11, page SG39

Practice Master SG1.12, page SG40

Practice Master SG1.16, page SG44

TECHNOLOGY ONLY

Digital Library: Mural

SUGGESTED PACING

DAY 2 Introduce and read pages 1–22

DAY 3 Read pages 23–40 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Bilingual text in Spanish and English tells about the life and work of Mexican muralist, Diego Rivera. As a child, Diego is inspired by nature and the colors he sees around him. He draws on the walls of his bedroom and creates thousands of toy soldiers. Although he attends art school and studies in Paris and Italy, Diego rejects the academic aspects of art. Instead, he focuses on drawing everyday people and the situations that move him, including the fight for equality and independence. When he returns to Mexico, Diego begins painting murals, filling his work with scenes from his experiences. His legacy is a celebration of the people, history, and culture of Mexico.

Activate Prior Knowledge Ask: *What kinds of things can you see in an art museum?*

Build Background Display **Digital Library** photos of murals. Explain that Diego Rivera was a painter who lived in Mexico. He was famous for painting beautiful murals about Mexico.

Story Words Use **Practice Master SG1.10** to extend vocabulary.

equality, page 28

famous, page 32

honor, page 23

matter, page 35

proud, page 38

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.10, page SG38

Practice Master SG1.11, page SG39

Practice Master SG1.13, page SG41

Practice Master SG1.16, page SG44

TECHNOLOGY ONLY

Digital Library: Sculptor

SUGGESTED PACING

DAY 2 Introduce and read pages 1–23

DAY 3 Read pages 24–42 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary As a girl, Augusta Savage loves creating small, clay figures. Her father strongly disapproves, saying that it's a waste of time. Fortunately, Augusta's mother convinces him to let the girl continue sculpting. After winning first prize at a county fair, Augusta moves to New York City, intent on going to art school. Although she does not have the money for tuition or a portfolio of her work, Augusta creates a sample of her work that draws on her experiences. Not only does she gain admission to a school, she also goes on to become an important sculptor in the Harlem Renaissance because of her strong, distinctive style.

Activate Prior Knowledge Ask: *Have you ever seen a statue? What did it look like? If you could make a statue, what would it be?*

Build Background Use photos and the video clip from the **Digital Library** to talk about sculptors and the art of sculpture. Explain that statues can be carved or shaped from a variety of materials, such as clay, stone, wood, ice, sand, and metal.

Story Words Use **Practice Master SG1.10** to extend vocabulary.

disapprove, page 4

exceptional, page 40

impressed, page 17

introduction, page 24

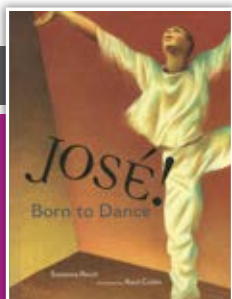
matter, page 24

OL ON LEVEL 720L

José! Born to Dance
by Susanna Reich

Content Connection:
Dancer José Limón

Biography | Pages: 32 | Lexile: 720L | GR: Q

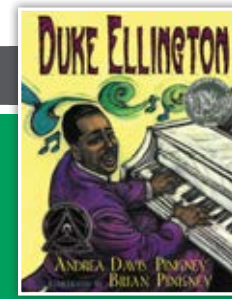


AL ABOVE LEVEL 800L

Duke Ellington
by Andrea Davis Pinkney

Content Connection:
Musician Duke Ellington

Biography | Pages: 32 | Lexile: 800L | GR: Q



COMMON CORE STANDARDS

Reading

- Read and Comprehend Literature CC.4.Rinf.2
- Determine the Main Idea of Text CC.4.Rinf.2
- Explain How the Main Idea Is Supported by Details CC.4.Rinf.2

Writing

- Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

- Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

- Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.10, page SG38
- Practice Master SG1.11, page SG39
- Practice Master SG1.14, page SG42
- Practice Master SG1.16, page SG44

TECHNOLOGY ONLY

- Digital Library: Dance

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary As a child, José Limón is captivated by the dancers and bullfighters of Mexico. When his family moves to the U.S., José struggles to learn English and finds that he can express himself best through art. Years later, José is about to give up on his dream of becoming an artist when he sees a dance concert in New York City. José is inspired and immerses himself in the world of dance. Six months later, he debuts on the stage and goes on to become a renowned dancer and choreographer.

Activate Prior Knowledge Ask: *What do you need to do in order to become a successful artist?*

Build Background Display photos of dances from the **Digital Library** and explain: *There are many different kinds traditional and modern dance.*

Story Words Use **Practice Master SG1.10** to extend vocabulary.

- become, page 26
- manage, page 18
- permission, page 13
- spirit, page 17
- struggle, page 24

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.10, page SG38
- Practice Master SG1.11, page SG39
- Practice Master SG1.15, page SG43
- Practice Master SG1.16, page SG44

TECHNOLOGY ONLY

- Digital Library: violin (video clip), jazz band

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–29
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Born in 1899, Duke Ellington starts playing piano when he is five years old. By 19, he discovers a new style of piano music called ragtime. Soon after that Duke forms his own band. The Washingtonians are so successful that they expand to twelve musicians, changing their name to Duke Ellington and His Orchestra. Duke's fame grows when he combines forces with Billy Strayhorn, another composer. Together, they write a string of now-classic songs. But Ellington's all-time high point comes when he performs at Carnegie Hall in 1943.

Activate Prior Knowledge Play the video clip of the violin from the **Digital Library** and ask students to describe the feeling they get when they hear this type of music.

Build Background Display the photo of a jazz band from the **Digital Library**. Explain that jazz is a style of music that began in the United States in the early part of the 20th century.

Story Words Use **Practice Master SG1.10** to extend vocabulary.

- compose, page 25
- entertain, page 7
- improvise, page 15
- perform, page 8
- struggle, page 27

BL > BELOW LEVEL 420L

Diego

by Jonah Winter

Build Comprehension

- **Describe** *What kind of person was Diego Rivera?* (Possible responses: He had an active imagination, but he wasn't lazy. He was very hardworking, had lots of energy, and cared about the people around him.)
- **Form Opinions** *Why do you think Diego Rivera's murals are so famous?* (Possible responses: They are big and bright. They show ordinary people in the middle of dramatic events.)

Writing Options

- **Art Project Proposal** Have students write a proposal for a community mural that celebrates a tradition they know. The proposal should include a sketch of the mural and information about where it will be located and what tradition it shows.
- **Postcard** Have students design postcards. In the style of Diego Rivera, the art on one side should show an aspect of culture, history, or their own experiences. On the other side, have them write a message to a family member or classmate to explain what their artwork shows.
- **Journal Entry** Invite students to write about a time they used art to show something that was important to them.

BL > BELOW LEVEL 630L

In Her Hands: The Story of Sculptor Augusta Savage

by Alan Schroeder

Build Comprehension

- **Make Comparisons** *How is Augusta's sculpture different from Mr. Borglum's work?* (Possible response: Mr. Borglum sculpted cowboys and Indians because he grew up on an Indian reservation. Augusta's work focused on the people and places she knew growing up.)
- **Explain** *What is Augusta's "secret" for making a great work of art?* (Possible response: She sculpted things she knew very well, such as her family, her childhood, and her home because Mr. Borglum had told her to "Sculpt what you know.")

Writing Options

- **Letter** At the end of the story, Augusta prepares to write a letter to her parents. Have students write the letter showing what Augusta told them about her experiences and hopes.
- **Review** Have students study the photo of Savage's sculpture *Gamin* on page 40 and then write a review that explains what they see and what they like about the sculpture.
- **Journal Entry** Extend the theme by having students copy Mr. Borglum's advice, "Sculpt what you know" at the top of the page. Then have them write a description of what they would sculpt from their own experiences.

Check & Reteach

Ask students to state the main idea of each book and to identify the details supporting that idea. If students have difficulty identifying the main idea and details, refer them to their main idea and details diagram.

DURING READING

Name _____ Date _____

Main Idea and Details Diagram

Main Idea and Details

Use the 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 pages SG12-SG15 **SG1.9** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Diego

Review the story words with your group. Then discuss these questions together.

Story Words
center
equality
famous
matter
proud

1. **Biography** What was an important event from Diego's childhood? How did it change his life?
2. **Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details of the biography.
 - **Main Idea** What did Diego love to draw and paint?
 - **Detail 1** What was something that Diego saw and later painted?
 - **Detail 2** What was something important to Diego that he painted?
 - **Detail 3** What details did Diego add to his paintings?
3. **Monitor and Clarify** As you read, how did you figure out the meaning of words like *scaffold* on page 34?
4. **Read Question Generalize** Why are people in Mexico still proud of Diego today? Which artists from your own culture are you proud of?

For use with TE pages SG12-SG15 **SG1.10** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

In Her Hands

Review the story words with your group. Then discuss these questions together.

Story Words
disapprove
exceptional
impressed
introduction
matter

1. **Biography** What was one of the most important decisions that Augusta made in her life? Explain how it changed her life.
2. **Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details.
 - **Main Idea** What made Augusta's sculptures so exceptional?
 - **Detail 1** What did Augusta sculpt when she was young?
 - **Detail 2** What did Augusta sculpt for Miss Reynolds?
 - **Detail 3** What was she famous for sculpting in her later years?
3. **Monitor and Clarify** Find examples of dialogue where two people are talking. How did you know which person was talking?
4. **Read Question Generalize** What kinds of things did Augusta show in her sculptures? How can you tell what matters most to artists like Augusta?

For use with TE pages SG12-SG15 **SG1.11** Unit 1 | Living Traditions

OL ON LEVEL 720L

José! Born to Dance
by Susanna Reich

Build Comprehension

- **Draw Conclusions** *The book ends with the quotation “Make me strong so I can give.” What kind of strength does José mean?* (Possible response: He means personal strength, not physical strength. To perform for others, you need a strong spirit.)
- **Form Generalizations** *What does it take to become a world-class dancer like José Limón?* (Possible response: You need determination and you must work hard to reach your goal.)

Writing Options

- **Time Line** Review the biography by having students write a time line of José Limón’s life story. It should include at least 5 important events from the dancer’s life.
- **Description** Have students look at the illustrations of José dancing and then brainstorm a list of vivid verbs that describe his motions (*spin, lean, bounce, etc.*). Invite students to use those verbs in a written description or poem about José’s dancing style.
- **Journal Entry** Invite students to write about how they would choose to express themselves in an artistic way.

AL ABOVE LEVEL 800L

Duke Ellington
by Andrea Davis Pinkney

Build Comprehension

- **Form Opinions** *Why was Duke Ellington so successful? Give examples from the biography to support ideas.* (Possible response: Duke surrounded himself with really talented people like other musicians and composer Billy Strayhorn.)
- **Evaluate** *What kinds of things does the author do to tell the story of Duke Ellington in a special way? Are these good ways to tell the story? Explain.* (Possible response: She includes musical words and slang that people would use during Duke’s lifetime. These help make the text seem musical.)

Writing Options

- **Interview** Have students write a list of questions they would ask Ellington about his life and music. Students may exchange questions and answer them from Duke’s point of view.
- **Speech** Ask students to imagine they are giving Duke Ellington a prize for his achievements. Have them write a short speech that they would read at the presentation ceremony.
- **Journal Entry** Invite students to write about their favorite kind of music. Tell them to describe the music and to explain how it makes them feel.



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 SG1.16** to guide discussion.

AFTER READING

Name _____ Date _____

José! Born to Dance
Review the story words with your group. Then discuss these questions together.

Story Words
become
manage
permission
spirit
struggle

1. **Biography** What happened to José when he went to New York City? How did this change his life?
2. **Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details.
 - **Main Idea** What did José show through his dances?
 - **Detail 1** How did José feel when he danced?
 - **Detail 2** How did his dances show what he loved in his life?
 - **Detail 3** How did his dances show his feelings?
3. **Monitor and Clarify** Look for a Spanish word or phrase in this book. How did you figure out what it meant?
4. **Discussion Generalize** The author says that José’s “spirits lifted” when he danced. How does art make some people’s spirits lift?

For use with TE pages SG2–SG5. **SG1.12** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Duke Ellington
Review the story words with your group. Then discuss these questions together.

Story Words
compose
entertain
improvise
perform
struggle

1. **Biography** Was it easy for Duke Ellington to become a popular jazz musician? Explain your answer with examples from the text.
2. **Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details.
 - **Main Idea** What made Duke Ellington’s music special?
 - **Detail 1** What words from the book describe Duke’s musical style?
 - **Detail 2** What was his music like?
 - **Detail 3** What did Duke call his own music on page 27?
3. **Monitor and Clarify** Review the way the author describes the members of Duke’s orchestra on pages 15–20. How does she help you understand their styles without hearing them?
4. **Discussion Generalize** Duke Ellington played some traditional music, but he also improvised a new style. Should musicians play old traditions or start new ones?

For use with TE pages SG2–SG5. **SG1.13** Unit 1 | Living Traditions

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.

Diego
In Her Hands: The Story of Sculptor Augusta Savage
José! Born to Dance: The Story of José Limón
Duke Ellington: The Piano Prince and His Orchestra

Compare and contrast the books you have read. Discuss these questions with your group.

1. **Make Comparisons** How did all of the artists in these books learn from artistic traditions? How did they create new artistic traditions?
2. **Main Idea and Details** How did Diego, Augusta, José, and Duke become such exceptional artists?
3. **Discussion Analyze the Big Question** Why is art so important to the people in these biographies? What would the world be like if we didn’t have art?

For use with TE pages SG2–SG5. **SG1.14** Unit 1 | Living Traditions

OBJECTIVES

Thematic Connection: Cultural Heritage

Read and Comprehend Informational Text

Determine Word Meanings

Living Traditions by Cristina G. Mittermeier, Jennifer Peters, and Cheryl Block

Summary *Living Traditions* explores the traditions of indigenous people in Papua New Guinea. It also looks at scientists' efforts to keep languages and traditions alive. In "Painted People," photographer Cristina Mittermeier describes her visit to Papua New Guinea. She explains that more than 1,000 groups of people live there, each with a different way of life. She tells about a traditional festival where people wear colorful costumes, paint their faces, and dance. Her visit helped her understand these people and their cultures. "Huli Hair" describes the Huli people's traditions of wearing wigs. Teenage boys grow and then cut their hair so it can be made into wigs. When a teen wears a wig for the first time, it shows he is a man. "Saving the World's Languages" explains how many languages are endangered. To preserve them, scientists are recording speakers of the languages.



Activate Prior Knowledge Display the front cover and ask: *When do people in your family dress up in special outfits?* (Possible responses: to celebrate holidays, to take part in a special ceremony, for parties)

Build Background Explain that more than 1,000 separate groups of people live on the island of Papua New Guinea. The groups have different beliefs and speak different languages. One of these groups is the Huli. Use the locator globe and map on page 8 to show the island's location. Have volunteers point to and identify two nearby countries. (Australia; Indonesia)

PROGRAM RESOURCES

PRINT ONLY

Living Traditions, Pioneer Edition

Living Traditions, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Determine Meanings of Academic Words CC.4.Rinf.4

Read and Comprehend Informational Text CC.4.Rinf.10

Language

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

Mini Lesson

Determine Word Meanings

Explain: *An author often gives clues to the meaning of unfamiliar words in a text. Clues include definitions, synonyms, examples, and descriptions.* Point out that good readers know how to determine word meanings by using clues in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Living Traditions* as students listen.

Tribal Life

More than 1,000 groups of people live in Papua New Guinea.

Each group has a different culture. A culture is a way of life. It includes language, food, and more.

Text from Pioneer Edition

Then, think aloud to model how to determine word meanings in a text. *As I read about the people living in Papua New Guinea, I come across the word culture. I'm not sure what it means. But as I read on, I see that the next sentence gives a definition of culture.*

- *A culture is a way of life.*

As I continue reading, I also discover that the author gives examples of things that make up a culture, such as language and food.

Point out that sometimes a definition is included in the same sentence as the unfamiliar word. In that case, words such as *or* and *means* give clues that a definition will follow.

Have students explain how to determine the meaning of the word *culture* in the above text. (Possible response: I keep reading and look for clues. The author gives a definition of culture with examples of what makes up a culture. So, culture is a group's way of life that includes its language and food.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection:
Preserving Cultures and Traditions

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

community *festival* *indigenous people*

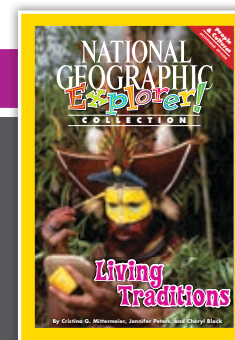
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** Cristina Mittermeier does not speak the same language as the people of Papua New Guinea. Why does she still try to talk to the people? (She wants to understand how they see the world to help understand her own world better.)
- Determine Word Meanings** Huli women support their community. What does *community* mean? (Possible response: A community is a place where people live and work. They try to help and take care of each other.)
- Explain** Huli boys wear wigs for the first time when they are teenagers. Why is this an important tradition? (It shows that the boys are ready to be adults.)
- Evaluate** The Enduring Voices Project works to preserve the world's languages. Why is this important? (By preserving languages, they also preserve knowledge about that culture and information about how the culture sees the world.)
- Generalize** According to the articles, is language important for understanding other cultures? Why or why not? (Possible response: Yes, understanding the language and traditions of other cultures helps everyone get along better.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection:
Preserving Cultures and Traditions

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

community *expression* *festival* *indigenous people*

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 does Cristina Mittermeier try to talk with people when she does not know their language? (She wants to understand how they see the world. This helps her understand her own world better.)
- Determine Word Meanings** Cristina Mittermeier was welcomed by the indigenous people of Papua New Guinea. What does *indigenous* mean? (Possible response: When people are indigenous, they are related to the first people in a place.)
- Explain** Why is wearing wigs for the first time an important tradition for Huli boys? (Wearing wigs shows that boys are ready to take on adult responsibilities like marriage.)
- Evaluate** Why does the article say it is important to preserve the world's languages? (By preserving languages, we also preserve knowledge about that culture. Once a language dies out, that knowledge is gone.)
- Generalize** According to the articles, is language important for understanding other cultures? Why or why not? (Possible response: Yes, understanding languages and traditions helps everyone get along better.)

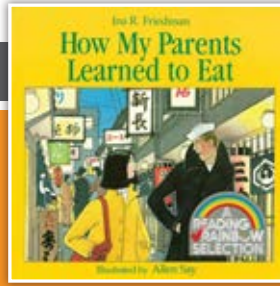
Check & Reteach

OBJECTIVE: Determine Word Meanings

Have partners determine the meaning of the word *festival* on page 6. (A festival is a big party. The author gives a clue to the meaning of the word in the following sentence. She uses the phrase "big party" as a definition for the word *festival*.)

For students who cannot determine word meanings, reteach with the term *spirit houses* in the first paragraph on page 5. Say: *The paragraph discusses one aspect of the people's culture. It says that spirit houses are important. What clue in the text helps you determine the meaning of spirit houses?* Have students skim the paragraph. Record any clues students identify. ("sacred"; "places where people worship gods.") Guide students to determine that the author has provided a definition for the term. Then, have students explain the meaning of *spirit houses*. (Possible response: Spirit houses are sacred buildings where people go to worship their gods.)

BL BELOW LEVEL 450L



How My Parents Learned to Eat

by Ina R. Friedman

Content Connection:
Comparing Customs and Traditions

Realistic Fiction | Pages: 32 | Lexile: 450L | GR: M

BL BELOW LEVEL 540L



The Skirt PART 1

by Gary Soto

Content Connection:
Mexican Customs and Traditions

Realistic Fiction | Pages: 76 | Lexile: 540L | GR: N

OBJECTIVES

Thematic Connection: Cultural Heritage

Read and Comprehend

- Monitor and Clarify to Comprehend Literature
- Comprehend Plot

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.19, page SG47
- Practice Master SG1.20, page SG48
- Practice Master SG1.21, page SG49
- Practice Master SG1.25, page SG53

TECHNOLOGY ONLY

Digital Library: Noodles

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–16
- DAY 3 Read pages 17–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary A girl tells the story of how her parents met. At the time, her mother was a schoolgirl in Japan and her father was an American sailor stationed there. They avoided going out to restaurants because her mother didn't know American table manners and her father was no good with chopsticks. After secretly trying to overcome these deficiencies, they at last go out for dinner and agree to teach each other "how to eat." The story is used to explain why the family now eats on some nights with chopsticks and on other nights with knives and forks.

Activate Prior Knowledge Ask: *What are some different foods from around the world?* (kimchee, tamales, kebabs, etc.) *How do people eat these dishes?* (with chopsticks, forks, hands, etc.)

Build Background Display the **Digital Library** photo of a child using chopsticks to eat noodles. Explain that chopsticks are used in Japan and many other Asian countries to eat rice, noodles, and other traditional dishes.

Story Words Use **Practice Master SG1.20** to extend vocabulary.

- ashamed*, page 14
- difficult*, page 24
- encourage*, page 22
- foreign*, page 18
- impossible*, page 24

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.19, page SG47
- Practice Master SG1.20, page SG48
- Practice Master SG1.22, page SG50
- Practice Master SG1.25, page SG53

TECHNOLOGY ONLY

Digital Library: Tradition

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–20
- DAY 3 Read pages 21–38 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary Miata is supposed to perform a traditional Mexican folk dance on Sunday. The problem is that she left her mother's *folklorico* skirt on the school bus. Miata is afraid of disappointing her parents, so she concocts a plan to sneak into the school bus yard, along with her friend Ana. The two girls retrieve the skirt just in time, only to find out that Miata's mother has bought her a new outfit. At Sunday's performance, Miata decides to wear both skirts—the new one over the old—as a way of connecting with her cultural heritage.

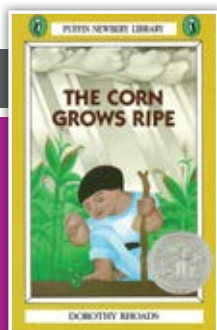
Activate Prior Knowledge Have students share about a cultural tradition they have learned from a family member, friend, or teacher. Traditions could include dances, stories, music, and other performing arts.

Build Background Display photos of traditions from the **Digital Library** and point out the *folklorico* skirt. Explain that the dance originated in Mexico and Central America.

Story Words Use **Practice Master SG1.20** to extend vocabulary.

- embarrassment*, page 7
- fault*, page 9
- impatient*, page 15
- mood*, page 20
- venture*, page 34

OL ON LEVEL 750L

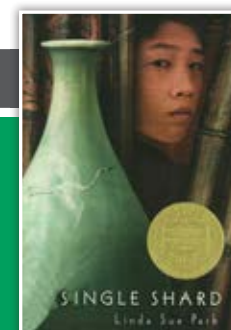


The Corn Grows Ripe PART 1
by Dorothy Rhoads

Content Connection:
Mayan Customs and Celebrations

Historical Fiction | Pages: 88 | Lexile: 750L | GR: R

AL ABOVE LEVEL 920L



A Single Shard PART 1
by Linda Sue Park

Content Connection:
Korean Customs and Traditions

Historical Fiction | Pages: 152 | Lexile: 920L | GR: U

COMMON CORE STANDARDS

Reading

- Refer to Details and Examples
When Explaining Literature CC.4.Rlit.1
- Summarize CC.4.Rlit.2
- Read and Comprehend Literature CC.4.Rlit.10

Writing

Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.19, page SG47
- Practice Master SG1.20, page SG48
- Practice Master SG1.23, page SG51
- Practice Master SG1.25, page SG53

TECHNOLOGY ONLY

Digital Library: Map of North and South America

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–20
- DAY 3 Read pages 21–36
- DAY 4 Read pages 37–46 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary Tigre’s family lives in a small Mexican village where the way of life is deeply influenced by their Mayan ancestors. When Tigre’s father breaks his leg, young Tigre struggles to take over the cultivation of the corn and win back the gods’ blessings. Things look bleak when a drought hits the village. At last, a drenching rainstorm signals the end of the drought, proving that Tigre has earned his place as a man in the village.

Activate Prior Knowledge Ask: *How can kids show that they are starting to grow up?*

Build Background Display a map of North and South America from the **Digital Library**. Point to southern Mexico, Belize, El Salvador, Honduras, and Guatemala, explaining that the native people there are called Maya.

Story Words Use **Practice Master SG1.20** to extend vocabulary.

- disgrace*, page 38
- encourage*, page 43
- hostile*, page 34
- impression*, page 38
- inherit*, page 44

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.19, page SG47
- Practice Master SG1.20, page SG48
- Practice Master SG1.24, page SG52
- Practice Master SG1.25, page SG53

TECHNOLOGY ONLY

Digital Library: Potter

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–24
- DAY 3 Read pages 25–48
- DAY 4 Read pages 49–72 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG24–SG27.

Summary In 12th century Korea, Tree-ear is a poor orphan who lives under a bridge with Crane-man. Min, a local potter, lets Tree-ear help him with chores, but refuses to make Tree-ear an apprentice. When an emissary invites Min to compete for a royal commission, Tree-ear carries Min’s work to the palace. When thieves attack, the vases are shattered. A determined Tree-ear takes a single shard of the vase to the palace and wins the consignment for Min. His victory is offset by the news that Crane-man has died. Min and his wife Ajima adopt Tree-ear, who carries on the family’s tradition of creating fine pottery.

Activate Prior Knowledge Say: *Tell about a time someone taught you how to do something new. Who was your teacher?*

Build Background Use photos of potters from the **Digital Library**. Point out the vase on the book cover and explain that it is an example of traditional Korean pottery.

Story Words Use **Practice Master SG1.20** to extend vocabulary.

- deserve*, page 5
- example*, page 5
- interest*, page 8
- desire*, page 47
- gratitude*, page 57

BL > BELOW LEVEL 450L

How My Parents Learned to Eat

by Ina R. Friedman

Build Comprehension

- **Analyze Characters** *How do John and Aiko change by the end of the story?* (Possible response: At first they are shy and polite. Little by little, they get to know each other better and they become more relaxed.)
- **Form Opinions** *The word bicultural means “belonging to more than one culture.” How is the girl’s family bicultural?* (The girl’s mother is from Japan and her father is American. In their own home, they follow traditions from each culture.)

Writing Options

- **Menus** Have students create a menu for a restaurant that serves food from more than one culture or country. Tell students to illustrate at least two of the dishes and to write a description for each picture telling about the dish.
- **How-To Instructions** Have students write step-by-step instructions for how to follow a cultural tradition, such as using utensils to eat. For example, they can describe how to use chopsticks to eat rice or how to eat spaghetti with a fork.
- **Journal Entry** Have students write about a cultural tradition they follow in their home, in their community, or with their friends.

BL > BELOW LEVEL 540L

The Skirt PART 1

by Gary Soto

Build Comprehension

- **Analyze Character** *How does Miata plan to get her skirt back? What does this tell you about her?* (Possible response: Miata sneaks into the school parking lot. This shows that she is brave and determined to get her skirt back.)
- **Make Judgments** *Do you think Miata and Ana are wrong to sneak into the school parking lot? Why or why not?* (Possible responses: Yes, it’s against the law to break into a school; no, they were getting something that belonged to them.)

Writing Options

- **Lost Sign** Have students design a “lost” poster that Miata might have posted to show how the skirt looks, why it is important, and who to contact with information.
- **Advice Column** Have students write a letter from Miata to an advice column, asking for ideas about how to solve her problem. Students may exchange letters and write responses from the advice columnist.
- **Journal Entry** Have students write about something that represents their own culture. Prompt them by asking them to think about something that reminds them of their parents, their grandparents, or a country where they have lived.

Check & Reteach

Ask students to summarize the plot of each book so far.

If students have difficulty summarizing the plot, have them refer to their story maps. Ask: *What happens first? What do the characters do next?*

DURING READING

Name _____ Date _____

Story Map

Story Plot

Use the story map to take notes about your book as you read. Complete the map after you finish the book.

Beginning:

Middle:

End:

Use your story map to tell a partner about the book.

For use with TE pages SG16–SG21 SG1.16 Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

How My Parents Learned to Eat

Review the story words with your group. Then discuss these questions together.

Story Words

ashamed

difficult

encourage

foreign

impossible

1. **Identify Characters and Setting** Who tells the story? Where is she, and why does she tell the story?
2. **Analyze Plot** Use these questions and the notes on your story map to help you retell the story.
 - **Beginning** How do the girl’s mother and father meet?
 - **Middle** What is Aiko worried about before her date with John?
 - **End** What do Aiko and John learn from each other?
3. **Monitor and Clarify** What words or phrases from the story were hard to understand? What clues and examples from the story helped you figure them out?
4. **Generalize** What cultural traditions do Aiko and John share with each other? What can people learn from other cultures?

For use with TE pages SG16–SG21 SG1.17 Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

The Skirt PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

embarrassment

fault

impatient

mood

venture

1. **Identify Characters and Setting** Who are the main characters in this story? Where does the story take place? Describe all the important characters and settings.
2. **Analyze Plot** Use these questions and the notes on your story map to help you retell the first part of the story.
 - **Beginning** What problem does Miata need to solve?
 - **Middle** How does Ana help Miata? What do the friends do?
 - **End** Keep reading to find out how Miata solves her problem at the end of the book.
3. **Monitor and Clarify** As you read, how did you make sure that you understood the events?
4. **Generalize** Miata connects to her culture through traditional clothing and dance. What are other ways that people connect to their culture?

For use with TE pages SG16–SG21 SG1.18 Unit 1 | Living Traditions

OL ON LEVEL 700L

The Corn Grows Ripe PART 1
by Dorothy Rhoads

Build Comprehension

- **Identify Problem and Solution** *What problem does Tigre face?* (Possible response: He has to be the head of the house because his father was injured.) *What does he do to solve the problem?* (Possible response: He does his father's work.)
- **Analyze Character Traits** *What are the good and bad things about Tigre?* (Possible response: He likes to help, and he gets lots of ideas. But he doesn't always finish his work.)

Writing Options

- **Map** Have students draw a map showing Tigre's house, the family's corn patch, the forest, and the medicine man's house. They can write a caption about what happens at each location.
- **Message** Have students imagine that Tigre and his family have sent the medicine man a short note. What would the note say? Tell them to write a short message telling the medicine man what's wrong with Tigre's father and what they want him to do.
- **Journal Entry** Have students write about a personal achievement that they are proud of and how it helps them understand how Tigre feels about his increased responsibility.

AL ABOVE LEVEL 920L

A Single Shard PART 1
by Linda Sue Park

Build Comprehension

- **Draw Conclusions** *What does the story show about traditions at this period in Korea's history?* (Student responses should reflect an awareness of the importance of tradition. In general, most people were born into their roles and jobs.)
- **Analyze Characters** *How is Tree-ear's relationship with Crane-man different from his relationship with Min?* (Possible response: Crane-man takes care of Tree-ear and they are friends. Min can give Tree-Ear more opportunities in life, but he seems harsh.)

Writing Options

- **Job Description** Have students write a short paragraph advertising a job as Min's apprentice. The ad should describe the apprentice's duties, based on Tree-ear's experience.
- **Thought Balloons** Have students draw Tree-ear with two thought balloons. In one balloon they can write about Tree-ear's hopes. In the other, they can show Tree-ear's fears. Remind students to write from the character's point of view.
- **Journal Entry** Have students summarize the events of Part 1 and write a prediction about what will happen in the rest of the story.



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 SG1.25** to guide discussion.

AFTER READING

Name _____ Date _____

The Corn Grows Ripe PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
disgrace
encourage
hostile
impression
inherent

- Analyze Characters and Setting** Who is the main character? How are the other characters related to the main character? Tell about the place they live and the surrounding area.
- Analyze Plot** Use these questions and the notes on your story map to help you retell the first part of this story.
 - **Beginning** How does Tigre's father get hurt?
 - **Middle** What does Tigre do to help?
 - **End** Keep reading to find out what happens to Tigre and his family at the end of the book.
- Monitor and Clarify** Some of the words in the book are from the Mayan language: *chachalacas*, *pich* (page 16); *curva* (page 23); *pazole* (page 26); and *anona* (page 30). How did you figure out the meaning of these words? You can check to see if you were right by looking at the glossary that begins on page 85.
- Generalize** Think about the work Tigre does to help his family. How do kids in different cultures show that they are growing up?

For use with TE pages SG18-SG21. **SG1.19** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

A Single Shard PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
disperse
example
interest
desire
gratitude

- Identify Characters and Setting** Who are Tree-ear, Crane-man, and Min? Describe the places where these characters live.
- Analyze Plot** Use these questions and the notes on your story map to help you retell the first part of the story.
 - **Beginning** Why do Tree-ear and Crane-man live under the bridge?
 - **Middle** How do Tree-ear and Min work together?
 - **End** Keep reading to find out what happens to Tree-ear.
- Monitor and Clarify** What details have you learned about Min and his family? Which of these details might become more important later on?
- Generalize** How do kids like Tree-ear help to carry on cultural traditions?

For use with TE pages SG18-SG21. **SG1.20** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

How My Parents Learned to Eat
The Skirt, PART 1
The Corn Grows Ripe, PART 1
A Single Shard, PART 1

Compare and contrast the books you have read. Discuss these questions with your group.

- Make Comparisons** How do the characters in these four stories carry on their cultural heritage?
- Plan and Monitor** How do the authors help you follow or keep track of important events in the plot?
- Analyze the Big Question** Cultural heritage is an important part of these books. In what way is it important?

For use with TE pages SG18-SG21. **SG1.21** Unit 1 | Living Traditions

OBJECTIVES

Thematic Connection: Cultural Heritage

Read and Comprehend Informational Text

Explain Text Structure: Chronology

Celebrate Family by Patricia McKissack and Elizabeth Sengel

Summary *Celebrate Family* explores how and why people search for their family's past. It also highlights family traditions that represent people's culture and ancestry. "Family Ties" by Patricia McKissack describes how Professor Henry Louis Gates, Jr. researched the histories of nine African American families, including that of his friend, Ben Carson. Listening to stories and looking at photos and public records, Gates traced Carson's family history to a plantation in Georgia in the 1800s. The article also tells students how to discover their own family history. The map "A Nation of Names" shows popular last names around the United States and gives countries of origin for the names. "A Wealth of Traditions" presents four American family traditions that reflect people's culture and ancestry. These include the Scandinavian midsummer celebration and African quilt making.



Activate Prior Knowledge Display the front cover and ask: *Why are families important?* (Possible responses: Family members take care of one another; they are part of who a person is; they tell you about your past.)

Build Background Point out that many people do research to find their family's history. Say that last names can reveal clues about this history. Explain that the map on pages 8–9 shows the origin of popular names in the U.S. Guide students to use the legend to identify the origin of names in different parts of the country. Invite students to look for their own names.

PROGRAM RESOURCES

PRINT ONLY

Celebrate Family, Pioneer Edition

Celebrate Family, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Describe Text Structure CC.4.Rinf.5

Read and Comprehend Informational Text CC.4.Rinf.10

Language

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

Mini Lesson

Explain Text Structure: Chronology

Explain: *When an author uses a chronological structure, the author describes events in the order they happen. The author may include dates and time order words such as then or first.* Point out that good readers can describe how a text is organized chronologically.

Read aloud the following text from page 4 of the Pioneer Edition of *Celebrate Family* as students listen.

Our Ancestors' Names

Most [African Americans] came on ships full of enslaved people. Then they were sold to owners. The owners split families. They gave people new names. Family histories were lost.

Text from Pioneer Edition

Then, think aloud to model how to describe the chronological structure of a text. *In this text, the author explains what happened to African Americans when they came to America on ships full of enslaved people. I see the word Then at the beginning of the second sentence. This is a clue that the author is telling about events in the order they happened. So, the events in order are:*

- *African Americans arrived in America on ships.*
- *African Americans were sold to owners after they arrived.*
- *Owners split families.*
- *Owners gave people new names.*
- *Family histories were lost.*

The author presents the events in time order, or chronologically.

Have students explain how the information in the text is organized. (Possible response: The author describes in time order the events that took place after African Americans arrived in America on ships of enslaved people. The author includes the word *Then*. This is a clue that she is telling the events in chronological order.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Family Traditions

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

document *gene* *genealogist*

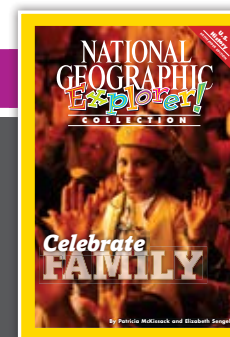
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

1. **Compare** How is the study of family history like detective work? (Possible response: People, like detectives, search for clues about things that happened in the past.)
2. **Explain** What did Professor Gates do to research Dr. Ben Carson's family history? (Professor Gates listened to family stories and searched for old pictures. He also looked through records and papers, and he used DNA analysis.)
3. **Explain Text Structure: Chronology** What events happened in the life of John H. Copeland, Ben Carson's great-grandfather? List them in order. (In 1859, after the white owner William Copeland died, John was sold and sent away. In 1870, John was living with his mother again.)
4. **Analyze** Choose one of the family traditions from the article. (Possible response: quilt making) How does it celebrate family history? (Possible response: The quilts African Americans make help to remember family members and to tell family stories.)
5. **Synthesize** Why are family histories, names, and traditions important? (Possible response: All these things are part of who a person is. They help us remember and celebrate our past.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Family Traditions

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

census *gene* *genealogist*

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** How is a genealogist like a detective? (Possible response: Genealogists, like detectives, search for clues about things that happened in the past.)
2. **Explain** What steps did Professor Gates use to research Dr. Ben Carson's family history? (Professor Gates listened to family stories and searched for old photographs. He also looked through public records, including sales of enslaved people. He used DNA analysis, too.)
3. **Explain Text Structure: Chronology** What events happened in the life of John H. Copeland, Ben Carson's great-grandfather? List them in order. (In 1859, Copeland was sent away from his family. In 1870, after his enslavement ended, he was living with his mother again.)
4. **Analyze** Choose one of the family traditions discussed in the article. (Possible response: quilt making) How does it reflect family history? (Possible response: African Americans make quilts to remember family members and to tell family stories.)
5. **Synthesize** Why is it important to celebrate family histories, names, and traditions? (Possible response: These things are part of who a person is. They help us remember and honor our past.)

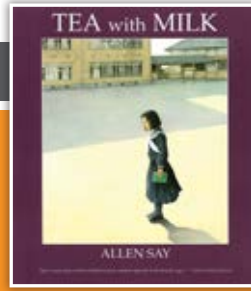
Check & Reteach

OBJECTIVE: Explain Text Structure: Chronology

Have partners take turns explaining the chronological structure in "A Doctor's Beginning" on page 4. (The author uses time order to tell about Ben Carson's early life. She includes time order words like *At first* and *Once*.)

For students who cannot describe chronological text structure, reteach using the text on page 8 that tells how the map was made. Say: *The text describes how people made the map of last names. How does the text present the events?* Have students scan the text, focusing on its structure and looking for time order words. Then, have groups discuss how the information is organized. (The text tells what the people did in time order. (They looked in phone books and used computers.) It includes the time order word *Then*.)

BL BELOW LEVEL 450L



Tea with Milk

by Allen Say

Content Connection:
Comparing Customs and Traditions

Biographical Fiction | Pages: 32 | Lexile: 450L | GR: M

BL BELOW LEVEL 540L



The Skirt PART 2

by Gary Soto

Content Connection:
Mexican Customs and Traditions

Realistic Fiction | Pages: 76 | Lexile: 540L | GR: N

OBJECTIVES

Thematic Connection: Cultural Heritage

Read and Comprehend Literature

- Monitor and Clarify to Comprehend Literature
- Preview and Predict to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.28, page SG56
- Practice Master SG1.29, page SG57
- Practice Master SG1.30, page SG58
- Practice Master SG1.34, page SG62

TECHNOLOGY ONLY

Digital Library: Tea Ceremony

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–13
- DAY 3 Read pages 14–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Growing up in California, Masako speaks English, eats fried chicken, and drinks her tea with milk. When her family moves back to Japan, Masako must adjust to becoming a proper Japanese lady. Rejecting her parents' attempt to find her a husband, Masako moves to Osaka and gets a job giving tours in English. One day, Masako meets Joseph, a young Japanese man who speaks English and also prefers his tea with milk. The couple marries and starts a family that embraces both cultures. Allen, the author and illustrator of *Tea with Milk*, is their first son.

Activate Prior Knowledge Ask: *What are the good and bad things about moving to a new place?*

Build Background Display a photo of a traditional Japanese tea ceremony from the **Digital Library**. Explain that for centuries, women in Japan have carried out traditional tea ceremonies that include many rules and standards for their dress and actions.

Story Words Use **Practice Master SG1.28** to extend vocabulary.

- | | | |
|-------------------------|--------------------------------|---------------------------|
| <i>adopt</i> , page 30 | <i>determined</i> , page 12 | <i>familiar</i> , page 16 |
| <i>proper</i> , page 28 | <i>uncomfortable</i> , page 24 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.20, page SG48
- Practice Master SG1.28, page SG56
- Practice Master SG1.29, page SG57
- Practice Master SG1.31, page SG59
- Practice Master SG1.34, page SG62

TECHNOLOGY ONLY

Digital Library: Tradition, Tea Ceremony

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 39–55
- DAY 3 Read pages 56–76 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

PART 1:
See pages SG18–SG21.

Review Part 1 For a complete summary of *The Skirt*, see page SG18. Have students predict what will happen next: *What will Miata and Ana do now that they are in the school parking lot?* As students continue reading the story, encourage them to pause regularly to confirm or modify their predictions. Ask: *Was your prediction correct? What new prediction can you make now that you have read more of the story?* Remind students to complete the story map from Part 1 after they finish reading the book.

Activate Prior Knowledge Ask: *Why is the folklórico skirt so important to Miata?* (Sample responses: Miata needed the skirt for her performance that weekend; it was her mother's skirt from when she was a girl in Mexico.)

Build Background Use photos of traditions from the **Digital Library** to talk about special occasions on which traditional clothing is worn.

Story Words Use **Practice Master SG1.28** to extend vocabulary.

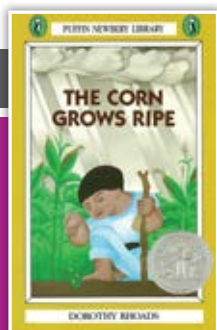
- | | | |
|---------------------------|-----------------------------|---------------------------|
| <i>adjust</i> , page 51 | <i>excitement</i> , page 45 | <i>misplace</i> , page 76 |
| <i>relieved</i> , page 56 | <i>strain</i> , page 44 | |

OL ON LEVEL 750L

The Corn Grows Ripe PART 2
by Dorothy Rhoads

Content Connection:
Mayan Customs and Celebrations

Historical Fiction | Pages: 88 | Lexile: 750L | GR: R



AL ABOVE LEVEL 920L

A Single Shard PART 2
by Linda Sue Park

Content Connection:
Korean Customs and Traditions

Historical Fiction | Pages: 152 | Lexile: 920L | GR: U



COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.4.Rlit.1
Summarize CC.4.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.20, page SG48
- Practice Master SG1.28, page SG56
- Practice Master SG1.29, page SG57
- Practice Master SG1.32, page SG60
- Practice Master SG1.34, page SG62

TECHNOLOGY ONLY

Digital Library: Mayan Calendar

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 47–65
- DAY 3 Read pages 66–83 and discuss
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG18–SG21.

Review Part 1 For a complete summary of *The Corn Grows Ripe*, see page SG19. Have students predict what will happen next. As they read on, have them pause to confirm or modify their predictions. Remind them to complete the story map from Part 1.

Activate Prior Knowledge Review page 47. Ask: *What does Tigre need to do in order to grow the family's milpa?*

Build Background Display the photo of the Mayan calendar from the **Digital Library** to explain that although the Maya are an ancient civilization, indigenous people in southern Mexico and Central America still continue many of the Maya's customs.

Story Words Use **Practice Master SG1.28** to extend vocabulary.

- anticipation*, page 53
- eager*, page 57
- impatient*, page 62
- persistence*, page 58
- represent*, page 78

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.20, page SG48
- Practice Master SG1.28, page SG56
- Practice Master SG1.29, page SG57
- Practice Master SG1.33, page SG61
- Practice Master SG1.34, page SG62

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 73–95
- DAY 3 Read pages 96–119
- DAY 4 Read pages 120–148 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG18–SG21.

Review Part 1 For a complete summary of *A Single Shard*, see page SG19. Have students predict what will happen next. Ask: *Will Tree-ear reach his goal of becoming a potter? Will Min receive a royal commission?* As students continue reading the story, encourage them to pause regularly to confirm or modify their predictions. Remind them to complete the story map from Part 1 after they complete the book. Ask: *What did you think would happen to Tree-ear at the end of the story? What happened?*

Activate Prior Knowledge Ask: *How can kids help adults?*

Build Background Remind students that this story takes place in Korea, more than 1,000 years ago. This period, known as the Koryo era, is famous for its pottery. Emperors ruled Korea during the Koryo era and often commissioned, or ordered, great works of art for their palaces.

Story Words Use **Practice Master SG1.28** to extend vocabulary.

- admiration*, page 138
- appreciated*, page 139
- failure*, page 126
- recall*, page 145
- remarkable*, page 148

BL > BELOW LEVEL 450L

Tea with Milk

by Allen Say

Build Comprehension

- **Make Comparisons** *How is life in Japan different for Masako?* How is it similar to her life in California? (Possible responses: Japan has cities that are just as big as California, so she isn't surprised by the crowds and cars. But in the United States, she spoke mostly English, whereas in Osaka she has to speak mostly Japanese.)
- **Analyze Characters** *Why do you think Masako and Joseph are a good match?* (Possible responses: They are both outsiders so they can relate to each other; they share similar interests.)

Writing Options

- **Letter** Have students write a letter from Masako to one of her friends in California, explaining what it was like for her to adjust to the Japanese culture.
- **Paragraph** Have students write a paragraph about ways that Masako and Joseph are similar. Students may include details about the couple's experiences, interests, and hopes.
- **Journal Entry** Ask students to imagine that they have just moved to another country. Have them write a journal entry describing their thoughts and feelings.

BL > BELOW LEVEL 540L

The Skirt PART 2

by Gary Soto

Build Comprehension

- **Analyze Character's Motivation** *Why does Miata decide to put her new folklórico skirt over the old one?* (Possible response: It was her way of blending old traditions with the way things are today.)
- **Make Judgments** *Is Miata wrong to hide the truth from her parents? Why or why not?* (Possible responses: Miata shouldn't hide the truth because then her parents can't trust her; she is right to hide the truth because she can solve the problem herself and it would worry her mother for no reason.)

Writing Options

- **List** Reread the last paragraph of the afterward on page 76, and have students write a list of things they have lost and whether each object was ever found.
- **Event Poster** Have students write a notice about an upcoming cultural event, such as a dance, concert, or play. The notice should describe the event and explain where and when it will take place.
- **Journal Entry** Have students write about a cultural tradition they would like to learn, including cultures that are different from their own.

Check & Reteach

Ask students to preview each book and make predictions about it.

If students have difficulty making predictions, refer them to their prediction charts. Ask: *What do you think will happen next?*

DURING READING

Name _____ Date _____

Prediction Chart

Story Predictions

As you read, use the chart to make and check predictions about the story.

What I Read	What I Predicted	What Happened

Use your chart to tell a partner about the book.

For use with TE pages SG24-SG27 **SG1.23** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Tea with Milk

Review the story words with your group. Then discuss these questions together.

Story Words
adopt
determined
familiar
proper
uncomfortable

1. **Identify Characters and Setting** In what three cities does the story take place? What characters are connected with each of these cities?
2. **Preview and Predict** Use these questions and the notes on your prediction chart to keep track of your predictions.
 - **What I Read** How did Masako feel when her family moved back to Japan?
 - **What I Predicted** What did you think Masako would do?
 - **What Happened** Did your prediction come true? Did you have to change all of it or just part of it? Explain.
3. **Monitor and Clarify** The word *adopt* can be used in different ways. On page 30, what does Joseph mean when he tells Masako that they can "adopt" Japan?
4. **Think Question Generalize** Do cultural traditions become more important or less important to Masako as she gets older? Do you think this is true for most people?

For use with TE pages SG24-SG27 **SG1.24** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

The Skirt PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
adjust
excitement
misplace
relieved
strain

1. **Identify Characters and Setting** Who are the main characters? How would their story be different if Miata left her skirt in a friend's car?
2. **Preview and Predict** Use these questions and the notes on your prediction chart to help you keep track of your predictions about the story.
 - **What I Read** What happens after Miata gets home from the bus yard?
 - **What I Predicted** Did you think Miata would get in trouble? What else did you predict?
 - **What Happened** Did Miata get in trouble? What happens at the end of the story?
3. **Monitor and Clarify** What is a *folklórico* skirt? How did you figure out what kind of skirt it is?
4. **Think Question Generalize** How do cultural traditions bring together people in Miata's community? How do they bring people together in your community?

For use with TE pages SG24-SG27 **SG1.25** Unit 1 | Living Traditions

OL ON LEVEL 750L

The Corn Grows Ripe PART 2
by Dorothy Rhoads

Build Comprehension

- **Draw Conclusions** *Name an important Mayan god in the story. Why is this god important to Tigre and the people in his village?* (Possible response: Chac is the Mayan god of rain. The Maya depend on rain for their crops, so they think it is important to please Chac during the drought.)
- **Analyze Character** *How does Tigre show that he has grown into a man?* (Possible response: He takes his responsibilities seriously. When he says he’s going to do something, he does it even though it means that he must work hard or make sacrifices.)

Writing Options

- **Manual** Have students write a manual giving step-by-step instructions about how to plant and grow milpa according to the Mayan traditions in the story.
- **Description** Have students take the role of Tigre and write to Don Alfonso about the medicine man’s rain ceremony. The description should include the important events and how Tigre felt about being chosen to be one of the four “frogs.”
- **Journal Entry** Have students write about a time they saw or participated in a cultural tradition.

AL ABOVE LEVEL 920L

A Single Shard PART 2
by Linda Sue Park

Build Comprehension

- **Analyze Characters’ Relationships** *How are Tree-ear and Crane-man like members of a family?* (Possible responses: They are like father and son because Crane-man is so much older and wiser; They are like brothers because they joke around.)
- **Form Generalizations** *How do you think Min became such an excellent potter? How is this true for many great artists?* (Possible responses: Min became a great potter because he was always careful and did his best. If you want to be good at something you have to keep trying and always do your best.)

Writing Options

- **Letter** Have students write a letter from Tree-ear to Crane-man, explaining what happened on his way to Songdo and his feelings about continuing his journey.
- **Sequel** Have students write a short story that takes place 10 years after the end of *A Single Shard*. The sequel should include details about what happens to Tree-ear, Min, and their pottery.
- **Journal Entry** Remind students that Min was a kind of mentor, or teacher, that taught Tree-ear about traditional pottery. Invite students to write about someone that they admire and look up to.



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 SG1.34** to guide discussion.

AFTER READING

Name _____ Date _____

The Corn Grows Ripe PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
anticipation
eager
impatient
persistence
represent

- Analyze Characters and Setting** What is Tigre’s village like? What is life like for him and his family?
- Preview and Predict** Use these questions and the notes on your prediction chart to help you keep track of your predictions.
 - **What I Read** Why are the farmers having such a difficult season?
 - **What I Predicted** How do you think they will get through this difficult period?
 - **What Happened** What happens at the end of the story?
- Monitor and Clarify** Review these words from Spanish and the Mayan language: *vaqueros* (page 55); *vigil* (page 60); and *novenario* (page 73). How did you figure out the meaning of these words?
- Generalize** How is Tigre’s way of life connected to the past? In what ways can our lives today be connected to the past?

For use with TE pages SG24-SG27 **SG1.26** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

A Single Shard PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
admiration
appreciated
failure
recall
remarkable

- Identify Characters and Setting** Who are Tree-ear, Crane-man, and Min? Describe the places where these characters live.
- Preview and Predict** Use these questions and the notes on your prediction chart to help you keep track of your predictions.
 - **What I Read** Why does Tree-Ear go to Songdo?
 - **What I Predict** What do you think will happen during his trip?
 - **How My Predictions Changed or Came True** What actually happens during his trip?
- Monitor and Clarify** In this book there are many descriptions of pots and other ceramics. How do you make sure that you understand the descriptions?
- Generalize** Traditional pottery is important in this story. How can objects help to connect us to the past?

For use with TE pages SG24-SG27 **SG1.27** Unit 1 | Living Traditions

AFTER READING

Name _____ Date _____

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Tea with Milk
The Skirt, PART 2
The Corn Grows Ripe, PART 2
A Single Shard, PART 2

Compare and contrast the books you have read. Discuss these questions with your group.

- Make Comparisons** What are the “living traditions” you read about in these books? What keeps the traditions “alive” instead of just traditions that were followed in the past?
- Monitor and Clarify** What parts of your book did you have trouble understanding? What kinds of things did you do to help you figure out the answers to your questions?
- Analyze the Big Question** What do these books show about the importance of traditions?

For use with TE pages SG24-SG27 **SG1.28** Unit 1 | Living Traditions

Academic Vocabulary

Story Words

Chinese New Year

behave (bē- hāv) *verb*

The way you **behave** is how you act. *My dad always reminds us to **behave** well at school.*

celebrate (sel-uh-brāt) *verb*

People **celebrate** a special event or day by singing, dancing, or having a special meal. *Let's **celebrate** your birthday with a big party!*

patient (pā-shunt) *adjective*

A **patient** person can wait without getting upset. *He is very **patient** when he has to stand in a long line.*

prevent (pri-vent) *verb*

To **prevent** means to stop something from happening. *You can't always **prevent** bicycle accidents, but you can prevent serious injuries by wearing a helmet.*

traditional (tru-di-shun-ul) *adjective*

Traditional stories, songs, customs, and holidays are very old. *People eat **traditional** food on holidays.*

Harvest Festivals

celebrate (sel-uh-brāt) *verb*

People **celebrate** a special event or day by singing, dancing, or having a special meal. *We are going out to dinner to **celebrate** my brother's first place medal.*

honor (on-ur) *verb*

We **honor** people to show how important they are. *Americans **honor** Martin Luther King, Jr., on his birthday.*

include (in-klūd) *verb*

To **include** something is to make it a part of something. *The cake recipe **includes** butter, milk, and eggs.*

prevent (pri-vent) *verb*

To **prevent** means to stop something from happening. *If you are careful, you can **prevent** accidents.*

version (vur-zhen) *noun*

A new **version** of something is a new way of doing it. *I heard a new **version** of that old song on the radio.*

Mexico

bravery (brā-ver-ē) *noun*

You show **bravery** when you do something dangerous without showing fear. *A firefighter shows **bravery** when she fights a dangerous fire.*

identity (ī-den-tu-tē) *noun*

Your **identity** is who you are. *My family and my country are both important parts of my **identity**.*

national (na-shun-ul) *adjective*

Something **national** is about a whole country. *The Statue of Liberty is a **national** landmark.*

society (so-sī-uh-tē) *noun*

A **society** is a group of people who live in the same place at the same time. *In our **society**, it is important to go to school.*

values (val-yūz) *noun*

Your **values** are the beliefs that are most important to you. *Kindness and honesty are good **values** to have.*

Ashanti to Zulu

design (dē-zīn) *verb*

When you **design** something, you plan how it will look. *We will **design** a new poster for the library.*

honor (on-ur) *verb*

We **honor** people to show how important they are. *You should **honor** your grandparents.*

respect (ri-spekt) *noun*

When you **respect** someone, you show that he or she is important to you. *I **respect** my aunt because she is a smart and kind lady.*

symbol (sim-buhl) *noun*

A **symbol** is a sign or simple picture that shows an idea. *The bald eagle is a **symbol** of the United States.*

traditional (tru-di-shun-ul) *adjective*

Traditional stories, songs, customs, and holidays are very old. *She wore a **traditional** Mexican dress to the dance.*

COPY READY

Main Idea Diagram

Main Idea and Details

Use the main idea diagram to take notes about your book as you read.

Main Idea

Important Details

	1.
	2.
	3.
	4.

COPY READY

 Use your main idea diagram to tell a partner about the book.

Discussion Guide

Chinese New Year

Review the story words with your group. Then discuss these questions together.

Story Words


behave

celebrate

patient

prevent

traditional

- 1. Analyze Text Features** This book has four sections, or parts. Read aloud the heading, or title, for each section. Then use your own words to explain what each section is about.
- 2. Determine the Main Idea** Use these questions and the details on your main idea diagram to help you identify the main idea of the book.
 - **Detail 1** What signs show that Chinese New Year is here?
 - **Detail 2** How do people prepare their homes?
 - **Detail 3** How do families celebrate New Year's Eve together?
 - **Detail 4** How do people celebrate on New Year's Day and the next two weeks?
 - **Main Idea** Think about the important details. What main idea do they show about Chinese New Year?
- 3. Plan and Monitor** What predictions did you make about Chinese New Year when you began reading this book? Tell about anything that was different from what you expected.
- 4.  BIG Question Generalize** Based on what you know about Chinese New Year celebrations, what traditions and customs do you think are important to people?

Discussion Guide

Harvest Festivals

Review the story words with your group. Then discuss these questions together.

Story Words

celebrate

honor

include

prevent

version

1. **Use Text Features** Look at the Table of Contents on page 2 and the Index on page 24. What information do they give about harvest festivals in this book?
2. **Identify Main Idea and Details** Use these questions and the notes on your main idea diagram to help you identify the main idea and details of the book.
 - **Main Idea** What is this book mostly about?
 - **Detail 1** How do people in India celebrate Holi?
 - **Detail 2** Why do people in Ghana have a yam festival?
 - **Detail 3** How do people in the United States celebrate Thanksgiving?
 - **Detail 4** What countries in Asia also celebrate harvests?
3. **Plan and Monitor** What did you think this book was going to be about when you looked at the cover? Were you right?
4. **Big Question** **Generalize** This book is about harvest festivals. Why do you think fall festivals are important in so many countries?

Discussion Guide

Mexico: Cultures and Celebrations

Review the story words with your group. Then discuss these questions together.

Story Words


bravery

identity

national

society

values

- 1. Use Text Features** Point out a photo in the book and read aloud the caption. Explain how the photo and caption give information about the culture of Mexico.
- 2. Identify the Main Idea** Use these questions and the notes on your main idea diagram to help you identify the main idea of the book.
 - **Main Idea** What is one of the most important ideas that this book gives about the culture of Mexico?
 - **Detail 1** What is one detail about art in Mexico?
 - **Detail 2** What is one detail about language in Mexico?
 - **Detail 3** What is one detail about dress in Mexico?
 - **Detail 4** What is one detail about sports in Mexico?
- 3. Plan and Monitor** What did you know about Mexico before reading this book? What did you expect to learn? How did the book add to or change what you already knew?
- 4.  BIG Question Generalize** Some things in Mexico have changed. Others have stayed the same. What makes cultures change?

Discussion Guide

Ashanti to Zulu

Review the story words with your group. Then discuss these questions together.

Story Words

design


honor

respect

symbol

traditional

COPY READY

- 1. Use Text Features** Choose one of the illustrations from the book. Explain how it gives information about a people group in Africa.
- 2. Determine Main Idea and Details** Use these questions and the notes on your main idea diagram to help you identify the main idea of the book.
 - **Detail 1** Choose one detail that describes the culture of one group in Africa.
 - **Detail 2** Choose a detail about another group of people.
 - **Detail 3** Choose a detail about a third group.
 - **Detail 4** Choose a detail that tells about a fourth group.
 - **Main Idea** Think about the details you chose. Say what you think is the main idea about people, based on those details.
- 3. Plan and Monitor** Did you learn what you thought you would learn from this book? Explain and give examples.
- 4.  BIG Question Generalize** Think about the traditions you read about in this book. What kinds of things are important to people in different parts of the world?

Discussion Guide


Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Chinese New Year
Harvest Festivals
Mexico: Cultures and Celebrations
Ashanti to Zulu

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

- 1. Make Comparisons** What traditions do many cultures around the world have in common?
- 2. Plan and Monitor** What did you expect these four books to be about? Explain how they were like or unlike what you expected.
- 3.  Big Question Analyze the Big Question** Why are cultural traditions important to so many people around the world?

Academic Vocabulary

Story Words

*Diego***center** (sen-tur) *noun*A **center** is a place where many people gather. *The playground is the center of fun and activity in our school.***equality** (i-kwah-lu-tē) *noun*When there is **equality**, everyone is treated the same way. *Sometimes people have to fight for their equality.***famous** (fā-mus) *adjective*If you are **famous**, a lot of people know who you are. *Diego Rivera is a famous painter.***matter** (ma-tur) *verb*Things that are important **matter** to you. *Being kind to other people is what matters most.***proud** (prowd) *adjective*To be **proud** is to feel very good about yourself or something you have done. *Hector was proud of his picture.**In Her Hands***disapprove** (dis-uh-prūv) *verb*When you **disapprove**, you think that something is bad or wrong. *We disapprove of their plans to close the park.***exceptional** (ek-sep-shu-nul) *adjective*When something is **exceptional**, it is unusually good. *Marta is an exceptional student who always gets good grades.***impressed** (im-prest) *adjective*To be **impressed** is to think very highly of someone or something. *Everybody was impressed with the new school.***introduction** (in-trō-duk-shun) *noun*An **introduction** is when you tell one or more people who another person is. *The teacher gave an introduction to our guest speaker.***matter** (ma-tur) *verb*Things that **matter** are important to you. *It doesn't matter if you bring a present to my party.**José! Born to Dance***become** (bi-kum) *verb*To **become** means to turn into. *If you work hard and practice often, you can become an excellent dancer.***manage** (man-ij) *verb*When you **manage** something, you can take care of it. *Can you manage carrying that heavy bag by yourself?***permission** (pur-mi-shun) *noun*When you give **permission**, you let someone do something. *The teacher gives us permission to go outside.***spirit** (spir-it) *noun*Your **spirit** is your deepest feelings. *Many small children have a playful, happy spirit.***struggle** (stru-gul) *verb*When you **struggle**, you work hard to do something difficult. *We struggle to finish the long, hard race.**Duke Ellington***compose** (kum-pōz) *verb*To **compose** is to write a song or story. *We compose a new song on the piano.***entertain** (en-tur-tān) *verb*When you **entertain** people, you do something for them to see. *The funny clowns entertain the crowd with their jokes.***improvise** (im-prō-vīz) *verb*When you **improvise**, you make something new without planning. *We can improvise new music to go with the words.***perform** (pur-form) *verb*To **perform** is to act, sing, or dance in front of other people. *The singers perform very well on stage.***struggle** (stru-gul) *noun*A **struggle** is hard work that takes a long time. *They finally reached their goal after years of struggle.*

Main Idea and Details Diagram

Main Idea and Details

Use the diagram to take notes about your book as you read.

Main Idea:	
	Detail: 1.
	Detail: 2.
	Detail: 3.

COPY READY

 Use your main idea diagram to tell a partner about the book.

Discussion Guide

Diego

Review the story words with your group. Then discuss these questions together.

Story Words

center

equality

famous

matter

proud

1. **Biography** What was an important event from Diego's childhood? How did it change his life?
2. **Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details of the biography.
 - **Main Idea** What did Diego love to draw and paint?
 - **Detail 1** What was something that Diego saw and later painted?
 - **Detail 2** What was something important to Diego that he painted?
 - **Detail 3** What details did Diego add to his paintings?
3. **Monitor and Clarify** As you read, how did you figure out the meaning of words like *scaffold* on page 34?
4. **BIG Question** **Generalize** Why are people in Mexico still proud of Diego today? Which artists from your own culture are you proud of?

Discussion Guide

In Her Hands

Review the story words with your group. Then discuss these questions together.

Story Words

disapprove

exceptional

impressed

introduction

matter

- 1. Biography** What was one of the most important decisions that Augusta made in her life? Explain how it changed her life.
- 2. Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details.
 - **Main Idea** What made Augusta's sculptures so exceptional?
 - **Detail 1** What did Augusta sculpt when she was young?
 - **Detail 2** What did Augusta sculpt for Miss Reynolds?
 - **Detail 3** What was she famous for sculpting in her later years?
- 3. Monitor and Clarify** Find examples of dialogue where two people are talking. How did you know which person was talking?
- 4. ? BIG Question Generalize** What kinds of things did Augusta show in her sculptures? How can you tell what matters most to artists like Augusta?

Discussion Guide

José! Born to Dance

Review the story words with your group. Then discuss these questions together.

Story Words

become


manage

permission

spirit

struggle

COPY READY

- 1. Biography** What happened to José when he went to New York City? How did this change his life?
- 2. Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details.
 - **Main Idea** What did José show through his dances?
 - **Detail 1** How did José feel when he danced?
 - **Detail 2** How did his dances show what he loved in his life?
 - **Detail 3** How did his dances show his feelings?
- 3. Monitor and Clarify** Look for a Spanish word or phrase in this book. How did you figure out what it meant?
- 4.  BIG Question Generalize** The author says that José's "spirits lifted" when he danced. How does art make some people's spirits lift?

Discussion Guide

Duke Ellington

Review the story words with your group. Then discuss these questions together.

Story Words

compose

entertain

improvise

perform

struggle

- 1. Biography** Was it easy for Duke Ellington to become a popular jazz musician? Explain your answer with examples from the text.
- 2. Identify Main Idea and Details** Use these questions and the notes on your diagram to help you summarize the main idea and details.
 - **Main Idea** What made Duke Ellington's music special?
 - **Detail 1** What words from the book describe Duke's musical style?
 - **Detail 2** What was his music like?
 - **Detail 3** What did Duke call his own music on page 27?
- 3. Monitor and Clarify** Review the way the author describes the members of Duke's orchestra on pages 15–20. How does she help you understand their styles without hearing them?
- 4. ? BIG Question** **Generalize** Duke Ellington played some traditional music, but he also improvised a new style. Should musicians play old traditions or start new ones?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.


Diego

In Her Hands: The Story of Sculptor Augusta Savage

José! Born to Dance: The Story of José Limón

Duke Ellington: The Piano Prince and His Orchestra

Compare and contrast the books you have read. Discuss these questions with your group.

- 1. Make Comparisons** How did all of the artists in these books learn from artistic traditions? How did they create new artistic traditions?
- 2. Main Idea and Details** How did Diego, Augusta, José, and Duke become such exceptional artists?
- 3.  BIG Question Analyze the Big Question** Why is art so important to the people in these biographies? What would the world be like if we didn't have art?

Academic Vocabulary

Story Words

How My Parents . . .

ashamed (u-shāmd) *adjective*
When you feel **ashamed**, you feel bad about the way you look or act. *Joseph was ashamed of his bad manners.*

difficult (di-fi-kult) *adjective*
Difficult means hard or challenging. *Some of the math questions are difficult, so work carefully!*

encourage (en-kur-ij) *verb*
When you **encourage** people, you say things that make them want to do their best. *My teacher's kind words always encourage me to try harder.*

foreign (for-un) *adjective*
Something **foreign** comes from another country. *I love to try foreign foods from different places.*

impossible (im-pos-i-bul) *adjective*
Something that is **impossible** cannot be done. *It's impossible to learn a new language in one day.*

The Skirt PART 1

embarrassment (im-ber-us-munt) *noun*
When you feel **embarrassment**, you think other people are laughing at you. *Marvin's face turned red with embarrassment when he gave the wrong answer.*

fault (fahlt) *noun*
If you do something wrong, it is your **fault** when something bad happens. *It's my fault that the plants died because I forgot to water them.*

impatient (im-pā-shunt) *adjective*
People who are **impatient** don't like to wait. *Lauren gets impatient when the bus is late.*

mood (müd) *noun*
Your **mood** is the way you feel. *My mom doesn't like to talk when she is in a bad mood.*

venture (ven-chur) *verb*
To **venture** is to start something or go somewhere new. *The kittens venture into the yard to play in the grass.*

The Corn Grows Ripe PART 1

disgrace (dis-grās) *noun*
You feel **disgrace** when people make you feel bad about something you have done. *The champions felt disgrace after losing the match.*

encourage (in-kur-ij) *verb*
When you **encourage** people, you say things that make them want to do their best. *My parents encourage me to try out for the soccer team.*

hostile (hos-tul) *adjective*
A **hostile** place is unfriendly and difficult to live in. *The hot, dry desert can be a hostile place.*

impression (im-pre-shun) *noun*
When you make an **impression** on something, you change it in some way. *Ken made an impression of his foot in the sand.*

inherit (in-her-ut) *verb*
When you **inherit** something, you get it from someone who came before you. *The kids inherit their curly hair from their mother.*

A Single Shard PART 1

deserve (di-zurv) *verb*
When you **deserve** something, you should have it. *We deserve a treat after all our hard work.*

example (ig-zam-pul) *noun*
An **example** shows how to do something. *My aunt is a good example of someone who works hard and does a good job.*

interest (in-tur-est) *noun*
When you show **interest** in something, you want to know more about it. *The beautiful painting in the window catches my interest.*

desire (de-zīur) *noun*
To **desire** something means to want it very much. *I have a great desire to taste that cake.*

gratitude (gra-ti-tüd) *noun*
Gratitude is a feeling of thanks. *Carol shows her gratitude for our help by getting us some ice cream.*

COPY READY

Story Map

Story Plot

Use the story map to take notes about your book as you read.
Complete the map after you finish the book.

Beginning:

Middle:

End:

COPY READY

 Use your story map to tell a partner about the book.

Discussion Guide

How My Parents Learned to Eat

Review the story words with your group. Then discuss these questions together.

Story Words


ashamed

difficult

encourage

foreign

impossible

- 1. Identify Characters and Setting** Who tells the story? Where is she, and why does she tell the story?
- 2. Analyze Plot** Use these questions and the notes on your story map to help you retell the story.
 - **Beginning** How do the girl's mother and father meet?
 - **Middle** What is Aiko worried about before her date with John?
 - **End** What do Aiko and John learn from each other?
- 3. Monitor and Clarify** What words or phrases from the story were hard to understand? What clues and examples from the story helped you figure them out?
- 4.  BIG Question Generalize** What cultural traditions do Aiko and John share with each other? What can people learn from other cultures?

Discussion Guide

The Skirt PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

embarrassment


fault

impatient

mood

venture

COPY READY

- 1. Identify Characters and Setting** Who are the main characters in this story? Where does the story take place? Describe all the important characters and settings.
- 2. Analyze Plot** Use these questions and the notes on your story map to help you retell the first part of the story.
 - **Beginning** What problem does Miata need to solve?
 - **Middle** How does Ana help Miata? What do the friends do?
 - **End** Keep reading to find out how Miata solves her problem at the end of the book.
- 3. Monitor and Clarify** As you read, how did you make sure that you understood the events?
- 4.  BIG Question Generalize** Miata connects to her culture through traditional clothing and dance. What are other ways that people connect to their culture?

Discussion Guide

The Corn Grows Ripe PART 1

Review the story words with your group. Then discuss these questions together.

Story Words


disgrace

encourage

hostile

impression

inherit

- 1. Analyze Characters and Setting** Who is the main character? How are the other characters related to the main character? Tell about the place they live and the surrounding area.
- 2. Analyze Plot** Use these questions and the notes on your story map to help you retell the first part of this story.
 - **Beginning** How does Tigre's father get hurt?
 - **Middle** What does Tigre do to help?
 - **End** Keep reading to find out what happens to Tigre and his family at the end of the book.
- 3. Monitor and Clarify** Some of the words in the book are from the Mayan language: *chachalacas*, *pich* (page 16); *curva* (page 23); *pozole* (page 26); and *anona* (page 30). How did you figure out the meaning of these words? You can check to see if you were right by looking at the glossary that begins on page 85.
- 4.  Question Generalize** Think about the work Tigre does to help his family. How do kids in different cultures show that they are growing up?

Discussion Guide

A Single Shard PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

deserve


example

interest

desire

gratitude

COPY READY

- 1. Identify Characters and Setting** Who are Tree-ear, Crane-man, and Min? Describe the places where these characters live.
- 2. Analyze Plot** Use these questions and the notes on your story map to help you retell the first part of the story.
 - **Beginning** Why do Tree-ear and Crane-man live under the bridge?
 - **Middle** How do Tree-ear and Min work together?
 - **End** Keep reading to find out what happens to Tree-ear.
- 3. Monitor and Clarify** What details have you learned about Min and his family? Which of these details might become more important later on?
- 4.  BIG Question Generalize** How do kids like Tree-ear help to carry on cultural traditions?

Discussion Guide


Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

How My Parents Learned to Eat
The Skirt, PART 1
The Corn Grows Ripe, PART 1
A Single Shard, PART 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

- 1. Make Comparisons** How do the characters in these four stories carry on their cultural heritage?
- 2. Plan and Monitor** How do the authors help you follow or keep track of important events in the plot?
- 3.  BIG Question Analyze the Big Question** Cultural heritage is an important part of these books. In what way is it important?

Academic Vocabulary

Story Words

*Tea with Milk***adopt** (u-dopt) *verb*

When you **adopt** someone, you make him or her a part of your family. *Some families adopt babies who need homes.*

determined (di-tur-mund) *adjective*

When you are **determined** to do something, you have decided to do it. *Tanya is determined to win the contest.*

proper (prah-pur) *adjective*

Proper means correct and polite. *It isn't proper to eat with your mouth full of food.*

familiar (fu-mil-yur) *adjective*

If something is **familiar** to you, it is something you know and are used to. *Mark has been to Mexico several times, so he is familiar with Spanish.*

uncomfortable(un-cum-fur-tu-bul) *adjective*

If you are **uncomfortable**, you do not feel happy. *This new shirt feels too uncomfortable to wear.*

The Skirt PART 2**adjust** (u-just) *verb*

When you **adjust** something, you change it in a small way so that it works better. *The dentist adjusted my braces.*

excitement (ek-sit-munt) *noun*

There is **excitement** when there is a lot of action. *There was a lot of excitement at the party last night.*

relieved (ri-lēvd) *adjective*

You feel **relieved** when something you don't like stops or doesn't happen. *The class was relieved when the teacher said there would be no test.*

misplace (mis-plās) *verb*

When you **misplace** something, you lose it. *It's easy to misplace your homework when your room is too messy.*

strain (strān) *verb*

To **strain** is to try very hard. *The small birds strain to fly against the wind.*

The Corn Grows Ripe PART 2**anticipation** (an-tis-u-pā-shun) *noun*

Anticipation is the feeling you get when you are waiting for something good to happen. *Everyone waits in anticipation for the show to start.*

impatient (im-pā-shunt) *adjective*

You feel **impatient** when you don't want to wait for something. *Boris feels impatient when his sister takes too long to tell a story.*

represent (rep-ri-zent) *verb*

You **represent** a thought, feeling, or idea when you show it with words or pictures. *The dove represents peace.*

eager (ē-gur) *adjective*

When you are **eager** to do something, you feel ready and excited. *I'm eager to go on our field trip.*

persistence (pur-sis-tenz) *noun*

People who have **persistence** do not give up when something is hard to do. *It takes persistence to learn an instrument.*

A Single Shard PART 2**appreciated** (u-prē-shē-ā-tud) *adjective*

You feel **appreciated** when you know that people like you or what you do. *Your hard work is appreciated.*

admiration (ad-mu-rā-shun) *noun*

When you feel **admiration** for people, you like the things they do. *I have a lot of admiration for volunteer workers.*

failure (fāl-yur) *noun*

Failure is the opposite of success. *The team's failure at last night's game ended their winning streak.*

recall (ri-kahl) *verb*

To **recall** means to remember. *Do you recall the name of the girl you met yesterday?*

remarkable (ri-mar-ku-bul) *adjective*

When something is **remarkable**, it is special in some way. *Alex has a remarkable talent for singing.*

Prediction Chart

Story Predictions

As you read, use the chart to make and check predictions about the story.

What I Read	What I Predicted	What Happened

COPY READY

 Use your chart to tell a partner about the book.

Discussion Guide

Tea with Milk

Review the story words with your group. Then discuss these questions together.

Story Words

adopt

determined

familiar

proper

uncomfortable

1. **Identify Characters and Setting** In what three cities does the story take place? What characters are connected with each of these cities?
2. **Preview and Predict** Use these questions and the notes on your prediction chart to keep track of your predictions.
 - **What I Read** How did Masako feel when her family moved back to Japan?
 - **What I Predicted** What did you think Masako would do?
 - **What Happened** Did your prediction come true? Did you have to change all of it or just part of it? Explain.
3. **Monitor and Clarify** The word *adopt* can be used in different ways. On page 30, what does Joseph mean when he tells Masako that they can “adopt” Japan?
4. **BIG Question** **Generalize** Do cultural traditions become more important or less important to Masako as she gets older? Do you think this is true for most people?

Discussion Guide

The Skirt PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

adjust

excitement

misplace

relieved

strain

- 1. Identify Characters and Setting** Who are the main characters? How would their story be different if Miata left her skirt in a friend's car?
- 2. Preview and Predict** Use these questions and the notes on your prediction chart to help you keep track of your predictions about the story.
 - **What I Read** What happens after Miata gets home from the bus yard?
 - **What I Predicted** Did you think Miata would get in trouble? What else did you predict?
 - **What Happened** Did Miata get in trouble? What happens at the end of the story?
- 3. Monitor and Clarify** What is a *folklórico* skirt? How did you figure out what kind of skirt it is?
- 4. ? BIG Question Generalize** How do cultural traditions bring together people in Miata's community? How do they bring people together in your community?

Discussion Guide

The Corn Grows Ripe PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

anticipation

eager

impatient

persistence

represent

COPY READY

1. **Analyze Characters and Setting** What is Tigre's village like? What is life like for him and his family?
2. **Preview and Predict** Use these questions and the notes on your prediction chart to help you keep track of your predictions.
 - **What I Read** Why are the farmers having such a difficult season?
 - **What I Predicted** How do you think they will get through this difficult period?
 - **What Happened** What happens at the end of the story?
3. **Monitor and Clarify** Review these words from Spanish and the Mayan language: *vaqueros* (page 55); *vigil* (page 60); and *novenario* (page 73). How did you figure out the meaning of these words?
4. **BIG Question** **Generalize** How is Tigre's way of life connected to the past? In what ways can our lives today be connected to the past?


Discussion Guide

A Single Shard PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

admiration
appreciated
failure
recall
remarkable

- 1. Identify Characters and Setting** Who are Tree-ear, Crane-man, and Min? Describe the places where these characters live.
- 2. Preview and Predict** Use these questions and the notes on your prediction chart to help you keep track of your predictions.
 - **What I Read** Why does Tree-Ear go to Songdo?
 - **What I Predict** What do you think will happen during his trip?
 - **How My Predictions Changed or Came True** What actually happens during his trip?
- 3. Monitor and Clarify** In this book there are many descriptions of pots and other ceramics. How do you make sure that you understand the descriptions?
- 4.  BIG Question Generalize** Traditional pottery is important in this story. How can objects help to connect us to the past?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.


Tea with Milk

The Skirt, PART 2

The Corn Grows Ripe, PART 2

A Single Shard, PART 2

Compare and contrast the books you have read. Discuss these questions with your group.

- 1. Make Comparisons** What are the “living traditions” you read about in these books? What keeps the traditions “alive” instead of just traditions that were followed in the past?
- 2. Monitor and Clarify** What parts of your book did you have trouble understanding? What kinds of things did you do to help you figure out the answers to your questions?
- 3.  Analyze the Big Question** What do these books show about the importance of traditions?

Speaking and Listening Observation Log

Unit 1

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Student Name																			

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - 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. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 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 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	Make Connections	Visualize	
4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> 	<ul style="list-style-type: none"> • <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i> • <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i> • <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i> 	<ul style="list-style-type: none"> • <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i> • <i>How did this help you understand what you were reading?</i> • <i>Are there particular words that helped you visualize?</i> 	
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	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.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	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.
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.	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.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 1

Reading Strategy Rubrics

	Ask Questions 4 3 2 1	Make Inferences 4 3 2 1	Determine Importance 4 3 2 1	Synthesize 4 3 2 1
	<ul style="list-style-type: none"> • What questions did you have when you were reading? • Did you find answers to the questions? • Can you tell me some examples of these kinds of questions and what you learned? 	<ul style="list-style-type: none"> • Did you infer, or figure out, something in the book that was not stated directly? • Were there details in the book that helped you figure this out? • What did you already know about those details that helped you make this inference? 	<ul style="list-style-type: none"> • What is an important idea in the book you chose? • Why do you think that is important? • How would you summarize this book for someone who has not read it? 	<ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)?
4	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.	Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3	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.	Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2	Asks only literal questions.	Makes inferences that are inaccurate or unsubstantiated.	Attempts to identify and summarize important ideas, but is inaccurate.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1	Does not ask questions or asks irrelevant questions.	Does not attempt to make inferences.	Cannot identify an important idea.	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:

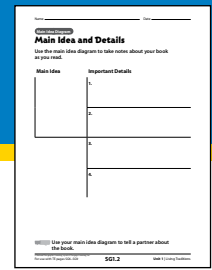
- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

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 SG1.2

Main Idea Diagram Practice Master SG1.2

BL Chinese New Year

Main Idea	Important Details
There are many Chinese New Year traditions.	1. People buy red envelopes and firecrackers.
	2. People clean and decorate their homes.
	3. Families cook special dishes.
	4. They visit friends and relatives.

BL Harvest Festivals

Main Idea	Important Details
Many countries celebrate harvest.	1. People light bonfires.
	2. They celebrate the new yam crops.
	3. They share a big meal.
	4. They celebrate in Pakistan, Vietnam, and Indonesia.

OL Mexico

Main Idea	Important Details
Mexican culture includes the past and present.	1. People paint murals.
	2. Most people speak Spanish.
	3. In cities, people dress like people in the U.S.
	4. Many people like soccer.

AL Ashanti to Zulu

Main Idea	Important Details
Traditions are important in many African countries.	1. Ashanti weavers make kente cloth.
	2. The Dogon carve fields like steps on mountains.
	3. Hausa men pray five times a day.
	4. The Rendille move from place to place.

Discussion Guides

Analyze Books

BL Chinese New Year

Practice Master SG1.3

- Use Text Features** “Celebrate”: People prepare for the New Year; “Dusting and Decorating”: People clean their homes; “The Family Feast”: People cook special meals for New Year’s Eve; “Lions and Lanterns”: People celebrate for weeks.
- Determine the Main Idea** (See possible responses on page SG60.)
 - Details 1–4** (Students should draw details about Chinese New Year traditions from each section of the book. Encourage them to look for details that support their main idea.)
 - Main Idea** (Students’ main ideas should reflect the importance of Chinese New Year traditions.)
- Plan and Monitor** (Students should review the predictions they made about the holiday and explain how they confirmed or revised their predictions as they read.)
- Generalize** Possible responses: honoring family members from the past; starting each New Year with a fresh, clean start; spending time with family and friends

OL Mexico

Practice Master SG1.5

- Use Text Features** (Have students identify specific images and information. For example: The photo of soccer players on page 16 shows the national soccer team. The caption gives information about how it is the most popular sport in Mexico.)
- Identify the Main Idea** (See possible responses on page SG60.)
 - Main Idea** (Students’ main ideas should reflect the concept that Mexico’s culture is varied and rich.)
 - Details 1–4** (Students’ details should include information about different aspects of Mexican culture, including some of the sections mentioned in the book.)
- Plan and Monitor** (Students should review what facts they knew about Mexico before reading and how the book met their expectations.)
- Generalize** Cultures change because new people come to the country. Trends also change, including styles of clothes and popular foods.

BL Harvest Festivals

Practice Master SG1.4

- Use Text Features** The Table of Contents names three holidays in the book that celebrate good crops. The Index shows where you can find the information about different holiday topics.
- Identify Main Idea and Details** (See possible responses on page SG60.)
 - Main Idea** (Students’ main ideas should reflect the concept that many countries celebrate harvest time.)
 - Details 1–4** (Students’ details should include the names of different harvest festivals around the world and how they are celebrated.)
- Plan and Monitor** (Students should review the predictions they made based on the cover and explain how the text met or changed their predictions.)
- Generalize** People celebrate the hard work they did during the year. They also show that they are thankful for their crops.

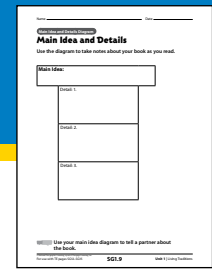
AL Ashanti to Zulu

Practice Master SG1.6

- Use Text Features** (Have students identify specific images and information. For example: The illustration of the Ikoma and the honey bird shows how the person and the bird work together to find and share the honey.)
- Determine the Main Idea and Details** (See possible responses on page SG60.)
 - Details 1–4** (Students should draw details about different people groups in the book.)
 - Main Idea** (Students’ main ideas should reflect the importance of traditions to different people in Africa.)
- Plan and Monitor** (Students should review their expectations and describe whether the book met them. Encourage them to provide specific examples.)
- Generalize** Possible responses: family, their beliefs, respect for nature, creativity, maintaining traditions

Connect Across Texts Practice Master SG1.7

- In many countries, traditions celebrate good things like the new year, harvests, and weddings. They also honor the past, including historic events and ancestors. Many traditions show what is valued in the culture, such as their beliefs, art, and pastimes.
- (Students should review the four titles and explain how each one met or changed their expectations. Encourage them to give specific examples to support their ideas.)
- Cultural traditions are ways for one generation to share its values and preferences with the next generation. They remind people in the society about what is important.

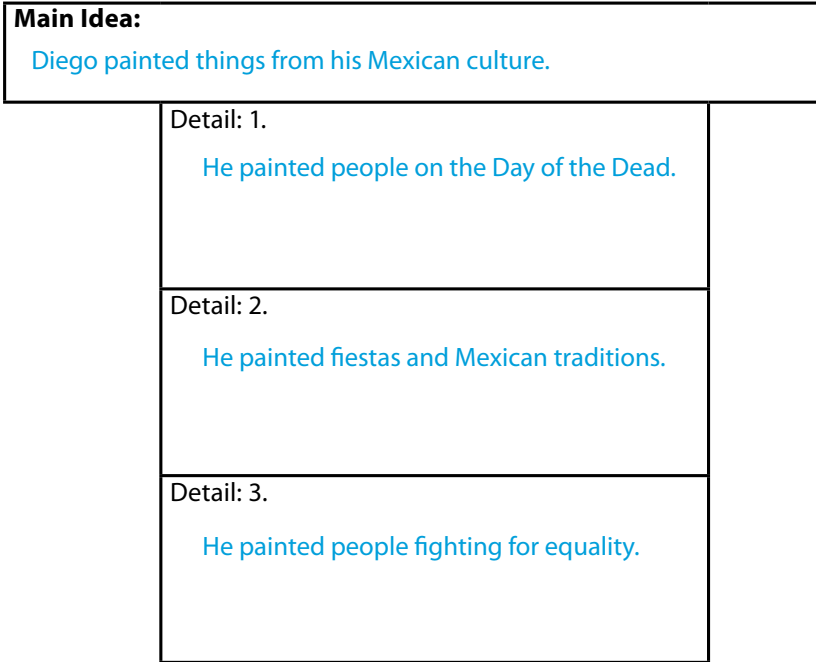


Practice Master SG1.9

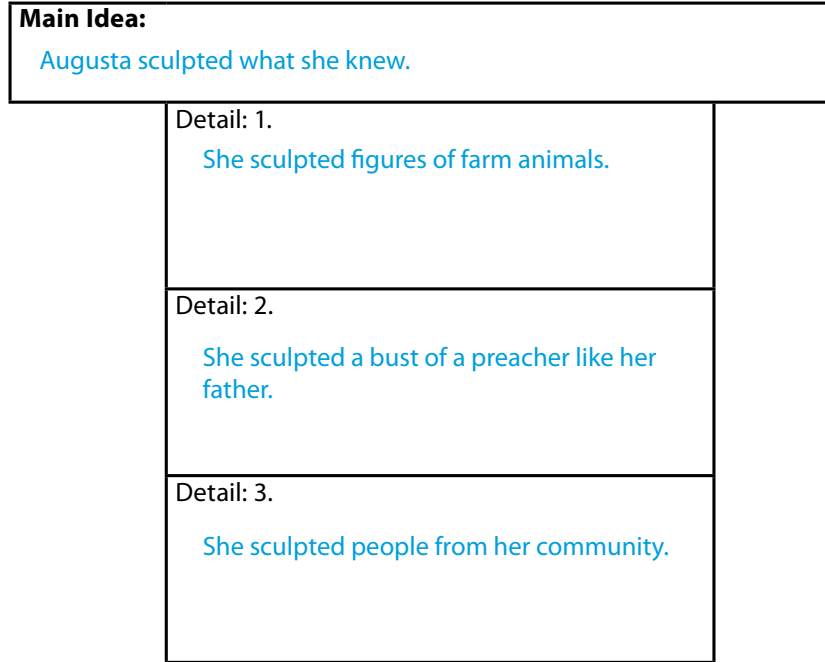
Main Idea and Details Diagram

Practice Master SG1.9

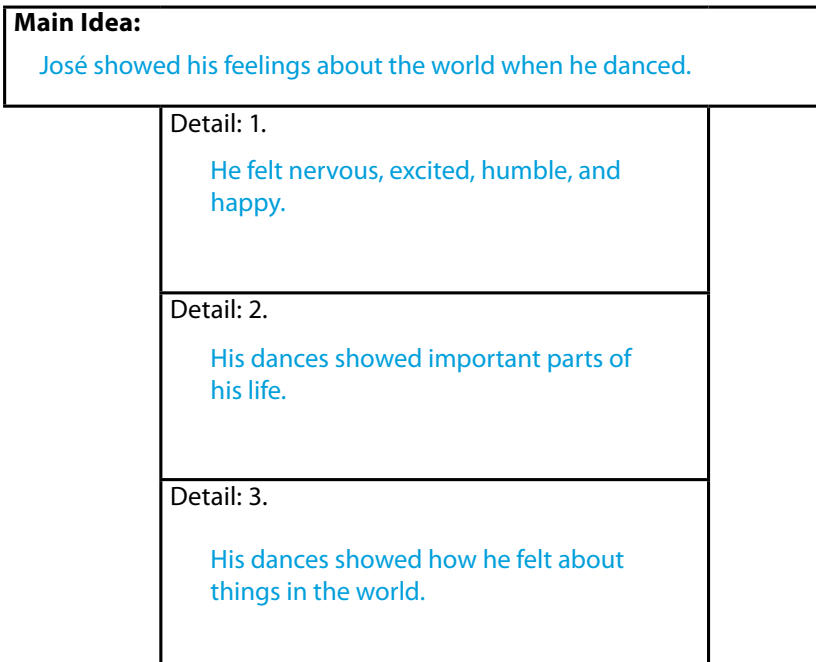
BL Diego



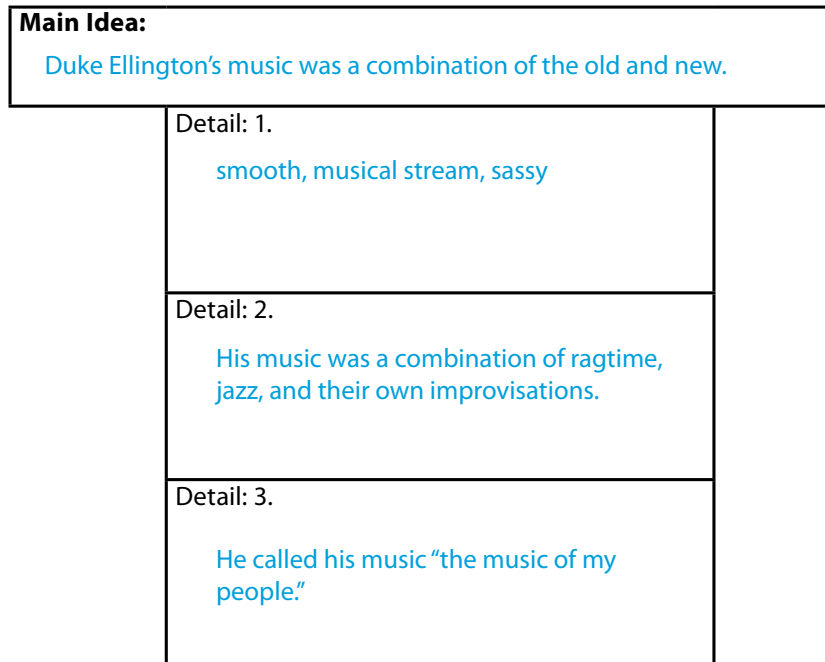
BL In Her Hands



OL José! Born to Dance



AL Duke Ellington



Discussion Guides

Analyze Books

BL Diego

Practice Master SG1.10

- Biography** When Diego was a little boy, he got sick and had to be cared for by a traditional healer in the mountains. He spent a lot of time by himself in the jungle. This helped him to appreciate colors and to use his imagination.
- Identify Main Idea and Details** (See possible responses on page SG62.)
 - Main Idea** (Students' main ideas should focus on Diego's life, work, or legacy as a Mexican artist.)
 - Details** (Students should select details from Diego's life that support their main idea.)
- Monitor and Clarify** The book's illustrations help you figure out the meaning of words you don't know. There are several pictures of Diego on a scaffold—including one where he is falling off the scaffold as the text says.
- Generalize** Mexicans today are still proud of Diego because he is a famous Mexican artist who chose to focus his work on the people, history, and traditions of his country.

OL José! Born to Dance

Practice Master SG1.12

- Biography** José felt lost when he went to New York, and he missed his family. He was about to give up on his dreams when he went to a dance concert. This gave him a new goal for his life.
- Identify Main Idea and Details** (See possible responses on page SG62.)
 - Main Idea** (Students' main ideas should focus on José's life, work, or legacy as a dancer.)
 - Details** (Students should select details from José's life that support their main idea.)
- Monitor and Clarify** You can figure out the meaning of the Spanish words and phrases by reading the words that come before and after and looking at the illustrations. On page 8, the words and illustration show that a *torrero* is a bullfighter who swirls a red cloak.
- Generalize** Looking at art and creating art can help people to feel free and happy.

BL In Her Hands

Practice Master SG1.11

- Biography** Moving to New York was the most important decision Augusta made. If she hadn't gone to New York, she wouldn't have gone to art school, and she would have stayed home where people didn't appreciate her work.
- Identify Main Idea and Details** (See possible responses on page SG62.)
 - Main Idea** (Students' main ideas should focus on Augusta's life, work, or legacy as an artist.)
 - Details** (Students should select details from Augusta's life that support their main idea.)
- Monitor and Clarify** The words that people say are in quotation marks. The words before and after the quotation show who is talking.
- Generalize** Augusta sculpted things that were a part of her world. Many artists also use their work to show what is important to them.

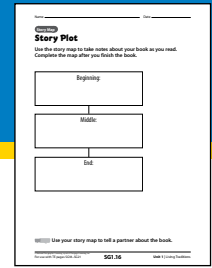
AL Duke Ellington

Practice Master SG1.13

- Biography** Duke did not have a lot of struggles to become a famous musician. He became more successful and popular all the time.
- Identify Main Idea and Details** (See possible responses on page SG62.)
 - Main Idea** (Students' main ideas should focus on Duke's life, work, or legacy as a jazz musician, composer, or orchestra leader.)
 - Details** (Students should select details from Duke's life that support their main idea.)
- Monitor and Clarify** The author uses figurative language and comparisons to help you understand how something sounds. For example, she says that the snare drum was like "the bang of jump-rope feet on the street."
- Generalize** Many good musicians like Duke can combine old traditions and new ones to create a new sound.

Connect Across Texts Practice Master SG1.14

- These artists studied the work of other artists. Most of them even studied the traditional forms at school. Later, they began adding their own experiences and making their own forms of art.
- Diego, Augusta, José, and Duke all rose to the top because they had a lot of talent. They were also successful because they were so passionate about their work—they loved what they did and focused on the people, experiences, and traditions that they cared about.
- Art, like paintings, sculpture, dance, and music is a way to express what is important to you. It can lift your spirits and share your ideas with others.



Practice Master SG1.16

Story Map Practice Master SG1.16

BL How My Parents Learned to Eat

Beginning:
John and Aiko meet in Yokohama.
Middle:
Aiko's uncle teaches her how to use a knife and fork. John learns how to use chopsticks. They have a great time.
End:
They start a family that uses forks and chopsticks.

BL The Skirt*

Beginning:
Miata leaves her <i>folklorico</i> skirt on the bus.
Middle:
Ana and Miata make a plan. They decide to sneak into the school parking lot.
End:
They retrieve the skirt. Miata's mother gives her a new skirt. Miata wears both skirts in her dance.

OL The Corn Grows Ripe*

Beginning:
Tigre's father gets hurt.
Middle:
Tigre plows, burns, and seeds the cornfield. A serious drought comes.
End:
The village prays together. The rains come and the crops grow.

AL A Single Shard*

Beginning:
Tree-ear works with Min.
Middle:
Tree-ear brings Min's work to Songdo to be judged. Bandits destroy Min's pottery.
End:
Min wins the commission. He adopts Tree-ear.

* Possible responses for Part 1 and Part 2 of the book are shown.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL How My Parents Learned to Eat

Practice Master SG1.17

- Identify Characters and Setting** Aiko and John's daughter is the narrator. She is at home telling the story of how her parents met in the past.
- Analyze Plot** (See possible responses on page SG64.)
 - Beginning** (Students should give details about how Aiko and John meet and see their differences.)
 - Middle** (Students should give details about how Aiko and John learn about each other's cultures.)
 - End** (Students should give details about the story resolution, including how Aiko and John formed a family.)
- Monitor and Clarify** (Encourage students to give information about where they found support for new language, such as illustrations and context.)
- Generalize** Aiko and John share eating traditions with each other. People from different cultures can share their beliefs, practices, and values with each other.

OL The Corn Grows Ripe PART 1

Practice Master SG1.19

- Identify Characters and Setting** Tigre is the main character. The other characters are his family, the medicine man, and the villagers. They live in a farming community in the Yucatán.
- Analyze Plot** (See possible responses on page SG64.)
 - Beginning** (Students should give details about the problems that occur when Tigre's father is injured.)
 - Middle** (Students should give details about the difficulties Tigre faces in taking over the cornfield, as well as the village's problem with drought.)
 - End** (Students should give details about how the drought ends and Tigre meets his goal.)
- Monitor and Clarify** (Students should explain how they used context clues and illustrations to figure out the meanings of Mayan words.)
- Generalize** In some cultures, kids take care of younger siblings or help the family by working.

Connect Across Texts Practice Master SG1.21

- John and Aiko's daughter learns to follow the eating traditions of both her parents; Miata learns the *folklorico* dance and wears her mother's traditional skirt; Tigre takes care of the milpa the old-fashioned way; Tree-ear learns the traditional way of creating Korean pottery from Min.
- The writers provide background knowledge about important events

BL The Skirt PART 1

Practice Master SG1.18

- Identify Characters and Setting** The main characters are Miata and Ana. The settings include the school, Miata's home, and the school bus yard.
- Analyze Plot** (See possible responses on page SG64.)
 - Beginning** (Students should give details about how Miata leaves her skirt on the school bus.)
 - Middle** (Students should give details about what Miata and Ana do in order to retrieve the skirt.)
 - End** (Students should give details about Miata's new skirt and her decision to wear both skirts at her performance.)
- Monitor and Clarify** (Encourage students to share their techniques for keeping track of plot events, such as visualizing important scenes or taking notes on their story maps.)
- Generalize** People can connect to their culture through food, art, sports, language, beliefs, celebrations, rituals, and other cultural traditions.

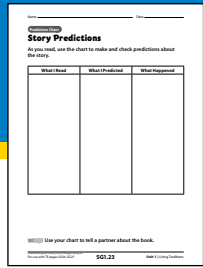
AL A Single Shard PART 1

Practice Master SG1.20

- Identify Characters and Setting** Tree-ear is an orphan who lives with Crane-man under the bridge. Min is a talented potter who lives in a small house near the foothills of a mountain.
- Analyze Plot** (See possible responses on page SG64.)
 - Beginning** (Students should give details about Tree-ear's situation at the beginning of the story.)
 - Middle** (Students should give details about how Tree-ear and Min work together and how Tree-ear takes the task of delivering Min's work to Songdo for judging.)
 - End** (Students should give details about how the vases are destroyed and Tree-ear becomes Min's adopted son.)
- Monitor and Clarify** (Student responses will vary. Encourage students to pause as they read on to confirm that the details they selected are important.)
- Generalize** Kids can learn cultural traditions and pass them on to the next generation.

that took place before the story began.

- In each story, the passing down of cultural traditions is an important part of the plot. The story events have to do with kids who help to continue their cultural heritage.



Practice Master SG1.23

Theme Chart Practice Master SG1.23

BL Tea with Milk

What I Read	What I Predicted	What Happened
Masako felt sad and lonely in Japan.	She would make new friends.	She met and married Joseph years later.
Masako's parents wanted her to marry.	She would not like the men.	She got a job instead.

BL The Skirt*

What I Read	What I Predicted	What Happened
Miata left her skirt on the bus.	She would ask her parents for help.	Miata and Ana got the skirt back from the bus by themselves.
Miata got home and pretended nothing happened.	Her parents would find out.	Her parents never found out, so she was fine.

OL The Corn Grows Ripe*

What I Read	What I Predicted	What Happened
Tigre's father got hurt.	Tigre would help with the corn.	Tigre worked hard and saved the corn.
Drought is ruining crops.	It will rain.	It rains after the medicine man comes.

AL A Single Shard*

What I Read	What I Predicted	What Happened
Tree-ear asks to learn from Min.	Min would say no.	Min let him help.
Min wanted a royal commission.	The emissary would ask Min for pottery.	The emissary came, so Min sent Tree-ear with pottery.

* Possible responses for Part 1 and Part 2 of the book are shown.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL Tea with Milk

Practice Master SG1.24

- Identify Characters and Setting** The story takes place in San Francisco, Osaka, and Yokohama. San Francisco: Masako and her parents; Osaka: Masako, co-workers, Joseph; Yokohama: Masako, Joseph, and Allen Say, the author of the book
- Preview and Predict** (See page SG66 for possible responses.)
 - What I Read** (Students may note events from the story illustrations or the text.)
 - What I Predicted** (Student predictions should focus on what happens next.)
 - What Happened** (Students should clarify what happens. They may revise their predictions based on new events or details from Masako's story.)
- Monitor and Clarify** "Adopt" usually means to take a child into your family like he or she was your own. Joseph uses it to say that he and Masako can make Japan into a new home.
- Generalize** Masako doesn't seem to care that much about her Japanese heritage when she lives in the United States, but she seems more comfortable when she gets older. This may be true for kids when their parents move to another country.

OL The Corn Grows Ripe PART 2

Practice Master SG1.26

- Analyze Characters and Setting** Tigre's village doesn't have electricity or running water. They burn wood and draw water. They have to grow their own vegetables and they raise chickens for meat and eggs.
- Preview and Predict** (See page SG66 for possible responses.)
 - What I Read** (Students may note events from the story illustrations or the text.)
 - What I Predicted** (Student predictions should focus on what happens next.)
 - What Happened** (Students should clarify what happens. They may revise their predictions based on new events or details from Tigre's story.)
- Monitor and Clarify** Sometimes you can figure out a word's meaning by checking the context clues around the word, including the text and illustrations. You can confirm the words' meanings by looking in the glossary at the end of the book.
- Generalize** Tigre's life is connected to the past through all his family's traditions and the stories they tell from Mayan times. Our lives can also be connected to the past through what we learn from our own families.

Connect Across Texts Practice Master SG1.28

- Some of the traditions include Japanese tea ceremonies, traditional Mexican dances, Mayan myths and farming practices, and Korean pottery. People keep the traditions alive by participating in the ceremonies today. They also make sure that young people know the old stories and traditional ways of doing things.
- If you have difficulty understanding something as you read, you can

BL The Skirt PART 2

Practice Master SG1.25

- Identify Characters and Setting** The two most important characters are Miata and her friend, Ana. If Miata had left her skirt in a car, she could have called the friend or gone to pick up the skirt without too much trouble.
- Preview and Predict** (See page SG66 for possible responses.)
 - What I Read** (Students may note events from the story illustrations or the text.)
 - What I Predicted** (Student predictions should focus on what happens next.)
 - What Happened** (Students should clarify what happens. They may revise their predictions based on new events in Miata's story.)
- Monitor and Clarify** A *folklorico* skirt is a traditional Mexican skirt that is worn during Mexican celebrations and dances. You can tell by the fact it is handed down from mother to daughter that it is part of a cultural tradition.
- Generalize** Everybody comes together at the end to see the dance. All the other kids from the neighborhood are there, as well as their parents and other grown-ups. Many cultures include traditional celebrations like Miata's dance.

AL A Single Shard PART 2

Practice Master SG1.27

- Identify Characters and Setting** The towns and villages outside of Chu'ulpo are really spread out. You can go days without seeing anybody. But Tree-ear does meet some other travelers, including bandits.
- Preview and Predict** (See page SG66 for possible responses.)
 - What I Read** (Students may note events from the story illustrations or the text.)
 - What I Predicted** (Student predictions should focus on what happens next.)
 - What Happened** (Students should clarify what happens. They may revise their predictions based on new events or details from Tree-ear's story.)
- Monitor and Clarify** When you read the descriptions of the pottery, you can visualize, or form pictures of them in your mind. If something seems unclear or confusing, you can go back and read the description again.
- Generalize** Special objects like pottery, jewelry, and other things handed down from our parents and grandparents help make a connection to the past.

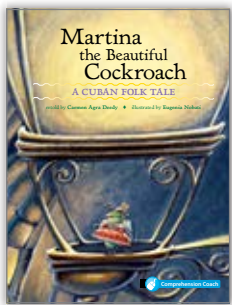
stop and think, reread the section to see if you can find an answer, or read on to see if the answer becomes clear.

- Each book shows a young person learning something from his or her cultural heritage, such as a skill or a way of life. In the end, the characters learn more about how their cultural traditions influence who they are and what is important to them.



Recommended Books

	Fiction About Living Traditions	Nonfiction About Living Traditions
BL	<p>Adler, David A. One Yellow Daffodil: A Hanukkah Story. 1995. Reprint: Harcourt, 1999.</p> <p>Gallagher, Diana G. Bad Luck Bridesmaid. Stone Arch Books, 2009.</p> <p>Polacco, Patricia. When Lightning Comes in a Jar. Puffin, 2007.</p> <p>Roop, Peter. The Buffalo Jump. Northland Publishing, 1996.</p>	<p>Falk, Laine. This Is the Way We Eat Our Food. Scholastic, 2009.</p> <p>Lund, Bill. The Iroquois Indians. Capstone, 2006.</p> <p>Matthews, Jo. I Remember Vietnam. Steck-Vaughn, 1995.</p> <p>Riehecky, Janet. China. Lerner, 2007.</p>
BL	<p>Barasch, Lynne. Hiromi's Hands. Lee & Low Publishers, 2007.</p> <p>Bunting, Eve. Going Home. HarperCollins, 1998.</p> <p>Miles, Miska. Annie and the Old One. Little, Brown, & Co., 1971.</p> <p> NEWBERY HONOR BOOK</p> <p>Polacco, Patricia. Chicken Sunday. Putnam, 1998.</p>	<p>Leonard, Heather. Art Around the World. Rigby, 1998.</p> <p> COMMON CORE EXEMPLAR</p> <p>Lomas, Carmen Garza. In My Family/En Mi Familia. Children's Book Press, 2000.</p> <p>Pelhan, Lawrence. I Am Indian American. PowerKids Press, 1998.</p> <p>Washington, Donna L. The Story of Kwanzaa. HarperCollins, 1997.</p>
OL	<p>Clark, Ann Nolan. Secret of the Andes. 1950. Reprint: Viking Penguin, 1980.</p> <p> NEWBERY MEDAL BOOK</p> <p>Delacre, Lulu. Salsa Stories. Scholastic, 2000.</p> <p>Denzel, Justin. Boy of the Painted Cave. 1988. Reprint: G. P. Putnam's Sons, 1996.</p> <p>Speare, Elizabeth George. The Sign of the Beaver. Yearling, 1984.</p> <p> NEWBERY HONOR BOOK</p>	<p>Beeler, Selby B. Throw Your Tooth on the Roof: Tooth Traditions from Around the World. Sandpiper, 2001.</p> <p> COMMON CORE EXEMPLAR</p> <p>Kimmel, Eric A. A Horn for Louis. Random House, 2006.</p> <p>Lauber, Patricia. What You Never Knew About Beds, Bedrooms, And Pajamas. 2006. Reprint: Aladdin, 2008.</p> <p>Smith, David J. If the World Were a Village. Kids Can Press, 2002.</p> <p> COMMON CORE EXEMPLAR</p>
AL	<p>Curtis, Christopher Paul. Bud, Not Buddy. 1999. Reprint, Doubleday, 2002.</p> <p> COMMON CORE EXEMPLAR NEWBERY MEDAL BOOK</p> <p>Erdich, Louise. The Birchbark House. 1999. Reprint: Hyperion, 2002.</p> <p> COMMON CORE EXEMPLAR</p> <p>Schmidt, Gary. Anson's Way. Sandpiper, 2009.</p> <p>Uchida, Yoshiko. A Jar of Dreams. Aladdin, 1993.</p>	<p>Hoyt-Goldsmith, Diane. Celebrating a Quinceanera: A Latina's 15th Birthday Celebration. Holiday House, 2002.</p> <p>Peters, Russel. Clambake. Lerner, 1992.</p> <p>Swenzell, Rina. Children of Clay: A Family of Pueblo Potters. Lerner, 1993.</p> <p>Thong, Roseanne. Wish: Wish Traditions Around the World. Chronicle, 2008.</p>



Author Study: Carmen Agra Deedy

14 Cows for America. Peachtree Publishers, 2009.

Last Dance. Peachtree Publishers, 1995.

Yellow Star: The Legend Of King Christian X Of Denmark. Peachtree Publishers, 2000.

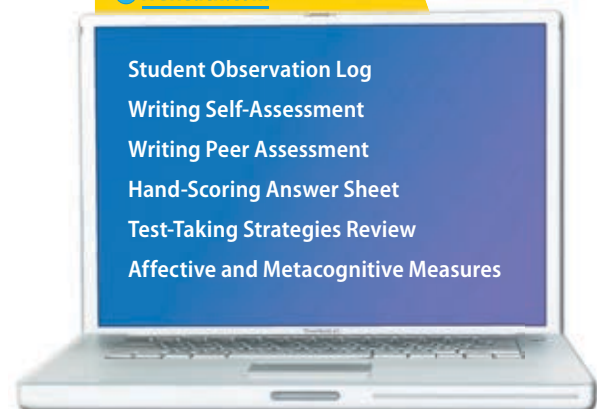
Secret of Old Zeb. Peachtree Publishers, 1994.

Contents at a Glance

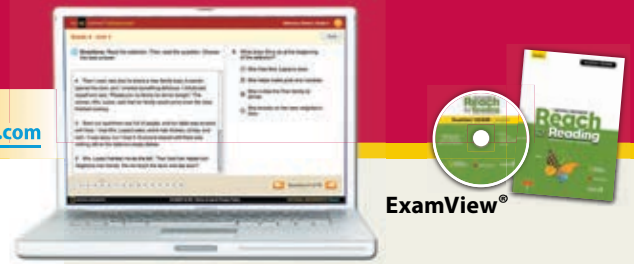
Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A1.7	Comprehension: Main Idea and Details	RT1.1
Vocabulary Test	A1.9	Comprehension: Plan and Monitor	RT1.2
Writing, Revising, and Editing Test	A1.11		
Week 2			
Reading Comprehension Test	A1.13	Comprehension: Author's Purpose	RT1.3
Vocabulary Test	A1.15	Comprehension: Text Structure	RT1.4
Writing, Revising, and Editing Test	A1.16	Comprehension: Plan and Monitor	RT1.5
		Writing Trait: Ideas	RT1.6
Week 3			
Reading Comprehension Test	A1.18	Comprehension: Plot	RT1.7
Vocabulary Test	A1.20	Comprehension: Plan and Monitor	RT1.8
Writing, Revising, and Editing Test	A1.22	Writing Trait: Word Choice	RT1.9
Week 4			
Reading Comprehension Unit Test	A1.24	Comprehension: Relate Details	RT1.10
Vocabulary Unit Test	A1.30	Comprehension: Setting	RT1.11
Writing, Revising, and Editing Unit Test	A1.33	Comprehension: Plan and Monitor	RT1.12
		Writing Trait: Voice	RT1.13
		(Also see prior weeks.)	
Oral Reading Assessment Routine	A1.1		
Oral Reading Assessment Progress Tracker	A1.3		
Oral Reading Assessment	A1.4		
Profiles			
Student Profile: Weekly and Unit Assessments	A1.37		
Class Profile: Weekly and Unit Assessments	A1.39		
Student Profile: Strengths and Needs Summary	A1.40		
Writing Rubric	A1.41		
Research Project Rubric	A1.42		
Unit Self-Assessment	A1.43		
Answer Keys and Rubrics	A1.44		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG1.29		
Reading Strategy Assessment	SG1.30		
Reader Reflection	SG1.32		

Online Assessment Resources

NGReach.com



Assessment Overview



ExamView®

Multiple Measures to Assess Student Learning

National Geographic Reach for Reading offers a comprehensive array of assessments and tools to

- monitor student progress and inform instruction throughout the year
- encourage students to actively participate in their learning
- document student progress on Common Core Standards.

In each unit, there is a variety of assessments and tools you can use to monitor student progress on a weekly and unit level.

Weekly Tests	Unit Tests
Reading Comprehension	Reading Comprehension
Vocabulary	Vocabulary
Writing, Revising, and Editing	Writing, Revising, and Editing
Spelling	Oral Reading
Reading Strategies	

Additional assessments and tools can be used periodically throughout the program:

- Reteaching Masters for Weekly and Unit Tests
- Speaking and Listening Observation Log
- Test-Taking Strategies
- Comprehension Coach
- Benchmark Assessments
- Affective and Metacognitive Measures

Weekly and Unit Tests

National Geographic Reach for Reading offers weekly and unit tests to monitor your students' progress on skills taught in each unit of instruction. Weekly Tests provide immediate feedback about students' performance on the skills they learned that week.

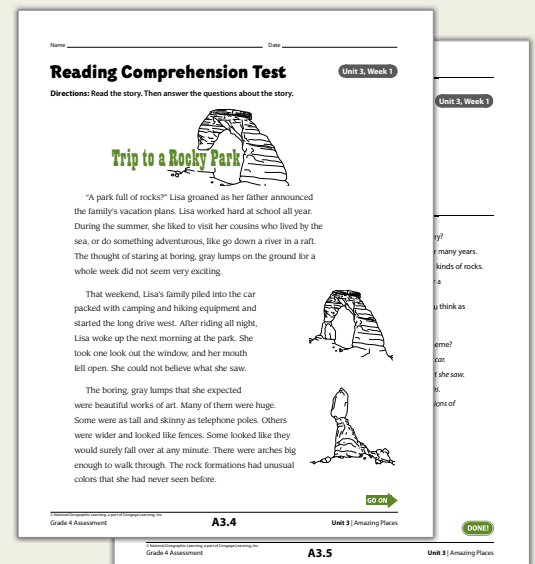
Unit Tests provide a comprehensive view of student performance on all the tested skills in the unit, including Week 4 skills. Unit assessments help you determine which students are making gains on Common Core Standards and which students may benefit from reteaching before moving on to the next unit.

Reading Comprehension Tests

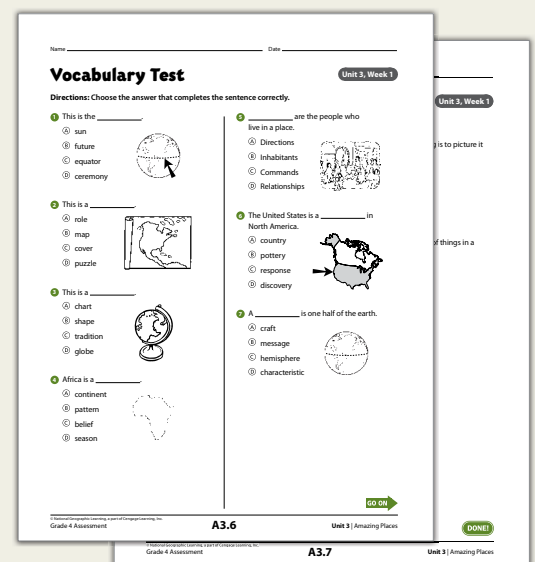
Description and Purpose: Students apply reading skills that they have learned each week and throughout the unit as they respond to new fiction and nonfiction reading passages in the Reading Comprehension Weekly and Unit Tests. Weekly Tests, which consist of multiple-choice items, provide a quick tool to check students' progress. Unit Tests, which also include a constructed-response item, provide a more comprehensive view of what the students have learned during the unit.

Vocabulary Tests

Description and Purpose: In the Week 1 and Week 3 Vocabulary Tests, students demonstrate their understanding of social studies and science content words and academic vocabulary definitions they have learned. You can monitor students' ability to apply unit vocabulary strategies in the Week 2 Vocabulary Test. The Unit Test assesses all vocabulary strategies taught in the unit and encourages students to stretch their knowledge of the unit's vocabulary by answering questions using the unit's key words in context.



Reading Comprehension Weekly Test









Vocabulary Weekly Test

Writing, Revising, and Editing Tests

Description and Purpose: Multiple-choice items and a writing prompt in the Writing, Revising, and Editing Weekly Tests present an opportunity for students to demonstrate their command of the language conventions and writing skills they have learned each week. The Unit Test assesses language and writing skills from the unit with

- discrete grammar items
- a selection with editing and revising items
- an editing task
- a writing prompt based on the skills students learned in the unit Writing Project.

Administration and Scoring for Weekly Tests and Unit Tests: Administer the Weekly Tests at the end of each week of instruction for Weeks 1 through 3. Unit tests are administered at the end of Week 4. Use the following suggested administration times to schedule test-taking.

	Weekly Test	Unit Test
Reading Comprehension	10-15 minutes 	30-35 minutes 
Vocabulary	5-10 minutes 	10-15 minutes 
Writing, Revising, and Editing	10-15 minutes 	25-30 minutes 

Times are approximate

Answer Keys and Rubrics provide keys to score multiple-choice items and easy-to-use rubrics for all constructed-response items, editing tasks, and skill-based writing prompts. The Unit Test writing prompt can be scored by using the skill-based writing rubric or the trait-based Writing Rubric, which is included in each unit.

After tests are scored, you can compile a student's results for all assessments in the Student Profile for the unit. By analyzing a student's scores from the Student Profile, you can determine where a student is making progress toward program goals and where additional reteaching or intervention might be needed. This information can be recorded for each student on the Strengths and Needs Summary. The Class Profile provides an overall view of student performance so that you can easily group students for reteaching.

Reading Strategy Assessments

Description and Purpose: Assess reading strategies while you conduct student reading conferences during Small Group Reading time. Although the strategy covered in the instruction is noted for each unit, all strategies are provided in every assessment to give you the flexibility to assess the strategies students actually use.

Administration and Scoring: Make a copy of the assessment to use during each student's individual reading conference. During the conference, ask the student which strategies he or she used. Use the Reading Strategy Assessment rubrics to evaluate how well the student used the reading strategies. After circling the student's score for each strategy assessed, you can transfer the scores to the Student Profile for that unit. See the Reading Routines in the Small Group section for specific instructions about conducting reading conferences.

Writing, Revising, and Editing Weekly Test

Student Profile

Reading Strategy Assessment

Assessment Overview, continued

Oral Reading Assessments

Description and Purpose: Oral reading fluency is strongly correlated to reading comprehension. These individualized assessments enable you to measure oral reading fluency at least once during each unit. The timed readings and corresponding teacher pages incorporate

- features of a running record
- a Words Correct Per Minute score (wcpm)
- rubrics to assess the oral reading fluency focus for the unit
- a retelling rubric to check student comprehension.

Administration and Scoring: Refer to the Oral Reading Assessment Routine on page A1.1 for administration and scoring instructions. Use the Oral Reading Assessment Progress Tracker on page A1.3 to monitor each student's progress in fluency as he or she moves through the units in the program.

Other Assessments and Tools

Reteaching Masters

After using the results of the Weekly and Unit Tests to determine your students' needs, use the Reteaching Masters to support students who need additional help in learning key skills. A Reteaching Master is provided for key tested skills in each unit.

Speaking and Listening Observation Log

Description and Purpose: Use the Speaking and Listening Observation Log to guide and record your observations about students' speaking and listening behaviors. The behaviors included align with the Common Core Standards. The log is located in the Small Group Reading section of the Teacher's Edition for each unit.

Administration and Scoring: Make one copy of the Speaking and Listening Observation Log for your class. As you observe individual student behaviors, record your observations on the log.

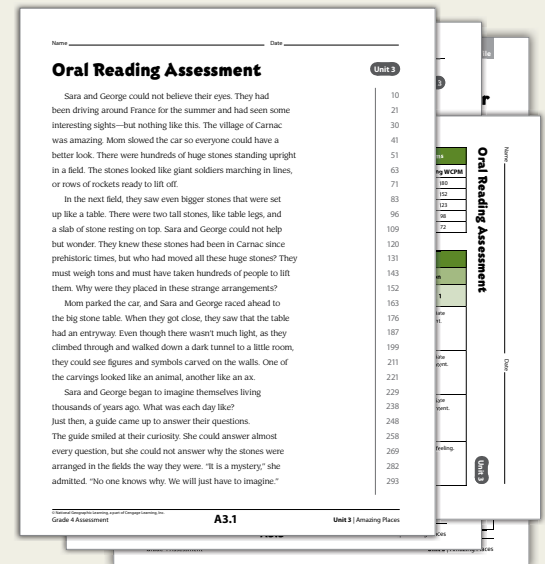
Test-Taking Strategies

Becoming more familiar with test-taking strategies can help students be more comfortable and confident when taking any test. Short, structured lessons reinforce each strategy while the students apply these test-taking tips and strategies to practice material.

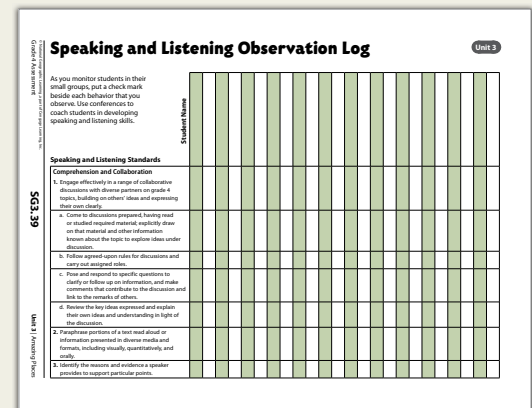
These materials are available as online PDFs and can be printed or projected easily on interactive whiteboards or other display devices. Additional test-taking strategy practice can be found in the Practice Masters.

Comprehension Coach

The **Comprehension Coach** provides students with a suite of tools for the Student Book eEditions that help students build comprehension skills and oral reading fluency. Students can choose a reading selection, answer comprehension questions while they read, and record and listen to themselves reading a selection out loud to practice oral fluency. Progress reports, reading reports, and individualized word practice lists help you and your students monitor their progress and engage in their learning.



Oral Reading Assessment Passage and Rubrics



Speaking and Listening Observation Log



Comprehension Coach

Assessment Overview

Benchmark Tests

Description and Purpose: Measure student progress against grade-level Common Core Standards to inform instruction and help ensure student success. Three forms of the Benchmark Tests are available in a separate Benchmark Tests Masters booklet.

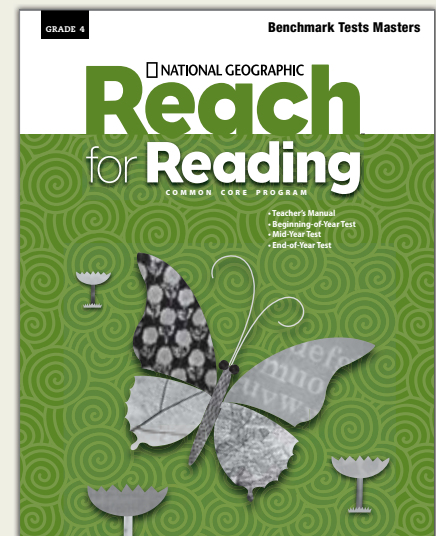
Administration and Scoring: Benchmark tests should be administered periodically throughout the year, such as at the beginning, middle, and end of the school year. Select one form to administer and make a copy for each student. Use the Answer Key, Student Profile, and Class Profile in the Benchmark Test Masters to score and evaluate student progress on the Common Core Standards.

Affective and Metacognitive Measures

Description and Purpose: Personal interests and attitudes affect motivation, and motivation is an important factor in reading and writing performance. You can help students make personal connections and think about their own learning through reflection and metacognition with the personal surveys and inventories available in *National Geographic Reach for Reading*.

- Affective Measures help you and your students pursue their interests in and examine their attitudes toward reading and writing.
- Metacognitive Measures, such as the Unit Self-Assessment, help you and your students think about and monitor their learning. The metacognitive ability to monitor, evaluate, and adjust the processes one uses while reading and writing is essential to becoming an effective reader and writer.

Administration and Scoring: Administer Unit Self-Assessments at the end of each unit of instruction, just prior to administering the Unit Test. Administer the Reader Reflection during Small Group Reading time. Other Affective and Metacognitive Measures may be administered at your discretion. We recommend that you administer them at the beginning of the program as a survey of students' interests and attitudes toward reading and writing. You may also choose to administer them multiple times to compare changes in interests and attitudes over time.



Benchmark Tests Masters

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.
Identify compound words.			
Use roots to understand new words.			
Visualize when I read.			
Identify the theme of a story.			
Identify main ideas and supporting details.			
Understand similes and metaphors.			
Identify rhyme, rhythm, and meter in poetry.			
Make nouns plural.			
Use this, that, these, those.			
Use collective nouns.			
Tell the difference between common and			

Affective and Metacognitive Measures

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Oral Reading Assessment

- Unit 1 A1.4–A1.6
- Unit 2 A2.1–A2.3
- Unit 3 A3.1–A3.3
- Unit 4 A4.1–A4.3
- Unit 5 A5.1–A5.3
- Unit 6 A6.1–A6.3
- Unit 7 A7.1–A7.3
- Unit 8 A8.1–A8.3

Reach into Phonics Kit

PRINT ONLY

Small Group Reading Books

TECHNOLOGY ONLY

Comprehension Coach

MATERIALS

timer • audio recording device

Administering the Assessment

Oral Reading Fluency Routine

1. Choose a reasonably quiet area that is free from distractions where you can conduct the one-on-one assessment. Sit directly across from the student.
2. Place a copy of the passage in front of the student. To get an objective measure, do not show the passage to the student in advance. The passage should be new for the student. Shield your version so the student cannot see what is marked. (A clipboard that can rest on your lap is effective.) Keep the timer or stopwatch out of sight to prevent the student from focusing on speed.
3. Provide instructions:
 - *Please read this passage out loud as well as you can.*
 - *If you have trouble with a word, I will tell you the word so you can keep reading.*
 - *I will tell you when it is time to stop.*
4. Point to the first word in the passage. Say: *Start here. Begin now.*
5. Start your stopwatch when the student reads the first word. If the student does not read the first word after three seconds, say the word and mark it incorrect.
6. As the student reads, mark the passage as shown below.
7. At the end of one minute, put a bracket after the last word read, but allow the student to finish the sentence before you say stop.

Sample of Scored Oral Reading Fluency Passage

Name Sam Park Date Nov. 10

Unit 1

Oral Reading Assessment

Ox and Tiger were busy sewing big black eyes on the dragon costume. The next day was the Chinese New Year celebration, and the dragon would be the most important part of the parade. They had to finish the costume on time.	12 22 34 42
The children used “code names,” going by the Chinese lunar calendar. Han had been born in the Year of the Ox, and Larry in the Year of the Tiger. An ox was strong, and a tiger was courageous. These were both good qualities, but what they needed now was speed.	52 66 79 88 92
A knock at the door made them both look up from their work. It was Michael, code-named “Rabbit,” a friend who had come to help. Michael was excited about the parade, but he had volunteered too late to actually be in the parade.	105 116 126

Miscues

Slashes indicate words that the student skips or mispronounces.

Self-Corrects

If a student self-corrects, annotate the word with sc.

Stopping Point

After one minute, use a bracket to indicate the last word read.

Oral Reading Comprehension Routine (Optional)

For students who read with automaticity, assess comprehension by asking them to retell the passage. To begin the retelling, say: *Please read this passage out loud again. This time I will not stop you. When you finish, I will ask you to tell me about what you read. Try to tell me everything you can.*

Scoring the Assessment and Tracking Scores

1. For Accuracy and Rate, calculate the number of words correct per minute (wcpm). Words marked with *sc* should be counted as correct. The Hasbrouck and Tindal grade-level norms are provided if you want to compare a student's wcpm to a national sample.
2. Use the Oral Reading Fluency Rubrics to rate the student's Automaticity and the oral reading fluency focus for the week (Phrasing, Intonation, or Expression).
3. Use the Retelling Rubric to rate the student's retelling of the passage.
4. To view a student's performance over time, enter scores on the Student Profile: Oral Reading Fluency Progress Tracker.

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

Reteaching and Practice

Use Learning Station Time to differentiate instruction and provide practice for every learner.

Score	Issue	Strategy
4	<ul style="list-style-type: none"> • Students are ready for more challenging texts • Students can model fluency for lower-level readers 	<ul style="list-style-type: none"> • Assign an OL or AL Small Group Reading book. Invite students to select a portion of the book and rehearse and record a dramatic oral reading of that section. Save recordings and pages at a listening station for other students. • Encourage students to monitor wcpm for longer readings using the Comprehension Coach. • For oral reading fluency, group higher-level readers with lower-level readers for paired reading. Use the Paired Reading Routine, page BP31.
3	<ul style="list-style-type: none"> • Students need repeated practice to develop automaticity • Students can build fluency with leveled texts 	<ul style="list-style-type: none"> • For students who can improve accuracy and rate: • Have students practice rereading the Oral Reading Assessment passage to improve rate and improve automaticity. • Have students select a portion of their Small Group Reading book. Have them rehearse and record a dramatic oral reading of that section. • Encourage students to monitor wcpm for longer readings using the Comprehension Coach. • For students who can improve comprehension: • Encourage students to underline key ideas and take notes as they silently reread the passage. Then have students retell the passage again.
2	<ul style="list-style-type: none"> • Students need targeted phonics intervention • Students can build fluency with leveled texts and reading routines 	<ul style="list-style-type: none"> • Evaluate miscues to identify gaps in decoding proficiency. Use Reach into Phonics for intervention. • Use Additional Reading Routines on pages BP30–BP31 for fluency practice.
1	<ul style="list-style-type: none"> • Students need intensive phonics intervention • Students can build fluency with leveled texts and reading routines 	<ul style="list-style-type: none"> • Evaluate miscues to identify common errors. Use the Reach into Phonics Placement Test to place students for intensive phonics intervention. See Reach into Phonics, pages T257–T282. • Use Additional Reading Routines on pages BP30–BP31 for fluency practice.

Name _____ Date _____

Oral Reading Assessment Progress Tracker

Record the student's scores from the Oral Reading Assessment to track progress over time. For Accuracy and Rate, enter words correct per minute (wcpm). For the other rows, enter the student's rubric score.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (wcpm)								
Automaticity and Pace								
Phrasing								
Intonation								
Expression								
Retelling (optional)								

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Grade 4 Assessment

A1.3

COPY READY

Oral Reading Assessment

Unit 1

COPY READY

Ox and Tiger were busy sewing big black eyes on the dragon costume. The next day was the Chinese New Year celebration, and the dragon would be the most important part of the parade. They had to finish the costume on time.

The children used “code names,” going by the Chinese lunar calendar. Han had been born in the Year of the Ox, and Larry in the Year of the Tiger. An ox was strong, and a tiger was courageous. These were both good qualities, but what they needed now was speed.

A knock at the door made them both look up from their work. It was Michael, code-named “Rabbit,” a friend who had come to help. Michael was excited about the parade, but he had volunteered too late to actually be in the parade.

Rabbit cheerfully began help them with the dragon. Late that evening, they finished the costume. The dragon looked fierce. It was very long, because the Chinese believed that the longer the dragon, the more good luck would come in the New Year. As Rabbit waved good night, Ox told him to be at the parade at two o’clock for a surprise.

Rabbit arrived right on time. Several people were already under the dragon costume. They would make it wind and dip as it danced through the parade.

Ox poked his head out from under the dragon. “Come on under,” he said. “We need you.”

Rabbit ducked under the costume behind Ox and Tiger. Rabbit grabbed the sides of the dragon as all the people underneath began moving to the beat of the drums. The New Year was definitely going to be a lucky one.

12
22
34
42
52
66
79
88
92
105
116
126
135
145
155
167
179
192
197
206
217
223
234
240
250
261
272
280

Oral Reading Assessment

Unit 1

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Accuracy and Rate

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

Oral Reading Fluency Rubrics			
	Automaticity	Phrasing	Intonation
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.
			Expression
			Reads with appropriate feeling for all content.
			Reads with appropriate feeling for most content.
			Reads with appropriate feeling for some content.
			Does not read with feeling.

Oral Reading Assessment

Unit 1

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 1, Week 1

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

Island Dance

If you travel to Hawaii, you will probably see some dancing. Both the men and women perform a dance called the *hula*. This dance is so old that nobody knows for sure where it came from. The Hawaiian people have been dancing the hula for as long as anyone can remember.

Hula dancers usually wear a necklace made of flowers called a *lei*. Skirts are made of grass, leaves, or cloth. Some dancers put beads made of bone or shell around their wrists and ankles.

Hula dancers use their bodies to tell a story. Their hands might make the leaves of a palm tree. Their bodies might bend like a shark. Their stories are about the world around them. As they dance, they keep the history of their people alive.

1 What is the main idea of this article?

- (A) Hawaii is a popular place to travel.
- (B) The history of Hawaii is alive today.
- (C) Hula dancers wear flower necklaces called *lei*.
- (D) Hula is an ancient dance still performed in Hawaii.

2 What do hula dancers use to tell their stories?

- (A) dance music
- (B) spoken history
- (C) dance costumes
- (D) body movements



Reading Comprehension Test**Unit 1, Week 1****Directions:** Read the article. Then answer the questions about the article.

Food in Japan

In Japan there are food traditions that have been followed for hundreds of years. Many of these traditions are about using good manners.

Most people in Japan eat with chopsticks. When serving from a platter, it's polite to use the other end of the chopsticks, not the end they put in their mouth.

Rice is served with every meal. It's the custom to take the rice bowl from the server with both hands. Soup is served with most meals. Sometimes it has pieces of seaweed in it. First people eat the pieces of seaweed with chopsticks, and then they sip the soup broth from the bowl. It takes skill to make good soup, so it is polite to say how good it is.

At the end of a meal, it's important to say thank you. That's good manners in any country!

3 What is the main idea of the article?

- (A) In Japan, food on a platter is served with chopsticks.
- (B) People in Japan have traditional ways of eating.
- (C) In Japan, it is polite to say the soup is good.
- (D) People in Japan eat rice with every meal.

4 Which detail supports the main idea?

- (A) It is polite to take a rice bowl with both hands.
- (B) Some foods are served on a platter.
- (C) It takes skill to make good soup.
- (D) Some soup has seaweed.

Score

_____/4

DONE!

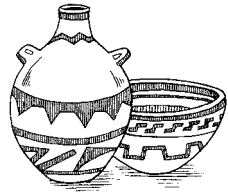
Vocabulary Test

Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

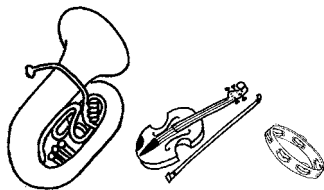
1 This is _____.

- (A) pottery
- (B) carving
- (C) painting
- (D) sculpture



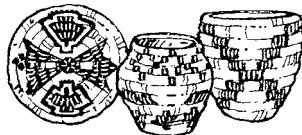
2 These are _____ instruments.

- (A) clever
- (B) young
- (C) lonely
- (D) musical



3 Handmade baskets are a kind of _____.

- (A) cloth
- (B) song
- (C) craft
- (D) lesson



4 He _____ a piece of music.

- (A) trusts
- (B) steers
- (C) believes
- (D) performs



5 It is a _____ to celebrate Chinese New Year.

- (A) feeling
- (B) tradition
- (C) moment
- (D) thought



6 To _____ means to lace materials together in a pattern.

- (A) melt
- (B) weave
- (C) amuse
- (D) practice



GO ON

COPY READY

Vocabulary Test

Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

7 A _____ is a special way of doing something.

- (A) road
- (B) style
- (C) season
- (D) moment

8 To _____ yourself means to show how you feel.

- (A) feed
- (B) study
- (C) amaze
- (D) express

9 To _____ means to make something new.

- (A) create
- (B) notice
- (C) explain
- (D) remember

10 A _____ is a form of communication.

- (A) duty
- (B) journey
- (C) medium
- (D) volunteer

11 People's ideas and way of life make up a _____.

- (A) gift
- (B) hero
- (C) secret
- (D) culture

COPY READY

Score
_____/11

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

I always 1 making music with others. 2 perform in a band together. They 3 me to play sometimes. 4 call our band "Girl Power." 5 plays electric guitar. All of us 6.

1 Choose the answer that goes in Blank 1.

- (A) enjoy
- (B) enjoys
- (C) enjoying
- (D) does enjoy

2 Choose the answer that goes in Blank 2.

- (A) In the gym
- (B) My friends
- (C) Practice hard
- (D) Stay for hours

3 Choose the answer that goes in Blank 3.

- (A) invite
- (B) invites
- (C) inviting
- (D) does invite

4 Choose the answer that goes in Blank 4.

- (A) My friend
- (B) My cousin
- (C) Our leader
- (D) My parents

5 Choose the answer that goes in Blank 5.

- (A) Sisters
- (B) Two girls
- (C) The twins
- (D) My friend Maria

6 Choose the answer that goes in Blank 6.

- (A) write songs
- (B) good voices
- (C) music lessons
- (D) matching clothing

GO ON 

Writing, Revising, and Editing Test

Directions: Choose the best answer to complete the sentence.

7 Are you going to the cultural festival _____

- (A) tonight.
- (B) tonight?
- (C) tonight!

8 Let's carry the _____

- (A) food.
- (B) food?
- (C) food!

9 What a gorgeous _____

- (A) costume.
- (B) costume?
- (C) costume!

10 This festival started last _____

- (A) year.
- (B) year?
- (C) year!

11

You are preparing to write a research report about the history of a tradition in your culture or family. Write the topic of your report, a main question, and three specific questions to guide your research. Use a question word in each question: *who, what, when, where, why, which, or how*. Underline the question word in each question.

Score	
_____ / 10	multiple-choice
_____ / 4	writing

DONE!

Reading Comprehension Test

Unit 1, Week 2

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

Joseph Bruchac

Joseph Bruchac was born in New York state, near the Adirondack Mountains. He was raised by his grandparents in the same house where he lives today. His grandfather was related to Abenaki Indians. As a child, his grandfather told Joseph stories that had been passed down from his Abenaki relatives. Joseph's grandmother loved to read and had a house full of books. This started Joseph's own love of stories.

Joseph started to write poems in the second grade. As he grew up, he continued to write and study. He began to publish a few of his poems and stories. Today, more than 500 of his poems and stories have been published. He writes about the land and the people that he heard about from his grandfather. He is also a famous storyteller, traveling the world so that others can hear the stories he listened to when he was young.

- 1 The author wrote this biography to —
- (A) entertain readers with an Abenaki Indian story.
 - (B) explain how to get poems and stories published.
 - (C) inform readers about the life of a famous storyteller.
 - (D) give an opinion about storytelling.
- 2 Which of these happened when Joseph was a boy?
- (A) He traveled the world.
 - (B) His grandfather told him stories.
 - (C) He became a famous storyteller.
 - (D) His stories and poems were published.



Reading Comprehension Test

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

Baby Teeth Around the World

When we are born, it looks like we don't have any teeth. After just a few months, our baby teeth push through our gums. At the age of five or six, we start to lose our baby teeth. A whole new set of teeth takes their place.

People all over the world mark this important part of growing up. In Japan, when a top baby tooth falls out it is thrown under the house. A bottom tooth, however, is thrown onto the roof. This is supposed to help the new teeth grow straight. In Lebanon, Oman, and Greece, children throw their teeth for luck or long life.

Many children in the United States put their teeth under a pillow. Money or a present is left in its place. In France, Mexico, and Slovenia, children are told that a mouse takes the tooth. Though the customs are different, they all celebrate the same event.

- 3 The author wrote this passage to —
- (A) explain how baby teeth get their name.
 - (B) inform readers about baby tooth customs.
 - (C) entertain readers with a story about a lost tooth.
 - (D) give an opinion about what people should do with baby teeth.

- 4 Baby teeth arrive after —
- (A) babies lose their first set.
 - (B) a mouse brings a present.
 - (C) people have a celebration.
 - (D) a baby is a few months old.

Score
_____/4

DONE!

Vocabulary Test

Unit 1, Week 2

Directions: Read the question. Use the dictionary entry to choose the best answer.

COPY READY

ar-tist (**ar**-tist) *noun* A person who makes art

news-pa-per (**nyüz**-pa-pur) *noun* A paper that is printed and has news and other articles

1 How many syllables does artist have?

- (A) one
- (B) two
- (C) three
- (D) four

2 How many syllables does newspaper have?

- (A) one
- (B) two
- (C) three
- (D) four

mu-si-cian (**myü**-zi-shun) *noun* A person who makes music

vil-lag-er (**vil**-li-jur) *noun* A person who lives in a small settlement or village

3 Which syllable of musician do you stress?

- (A) the first
- (B) the second
- (C) the third
- (D) none

4 Which syllable of villager do you stress?

- (A) the first
- (B) the second
- (C) the third
- (D) none

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Kwanzaa is an African American cultural 1 begins on December 26. The word *Kwanzaa* means “first fruits” in 2 is an African language. The holiday, which began in 3 for a week. Near the end of the week, 4. After I learned about 5 wanted to celebrate it. My parents 6.

1 Choose the answer that goes in Blank 1.

- (A) holiday, it
- (B) holiday that
- (C) holiday. Which
- (D) holiday. When it

2 Choose the answer that goes in Blank 2.

- (A) Swahili, it
- (B) Swahili that
- (C) Swahili. Who
- (D) Swahili, which

3 Choose the answer that goes in Blank 3.

- (A) 1966, lasts
- (B) 1966. Lasts
- (C) 1966. It lasts
- (D) 1966, that lasts

4 Choose the answer that goes in Blank 4.

- (A) gifts for children
- (B) a lot of music and dance
- (C) people have a great feast
- (D) special foods and decorations

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) Kwanzaa. I
- (B) Kwanzaa, I
- (C) Kwanzaa, and I
- (D) Kwanzaa. When I

6 Choose the answer that goes in Blank 6.

- (A) born in Nigeria in Africa
- (B) who knew about Kwanzaa
- (C) familiar with other African customs
- (D) had never tried the customs before

7

Think of a music, dance, or other performance you have seen on TV, online, or in person. Write the first paragraph of an article for a school news blog about the performance. In your paragraph, let the readers know the purpose of the article. Underline the words or phrases that help the readers know the purpose.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

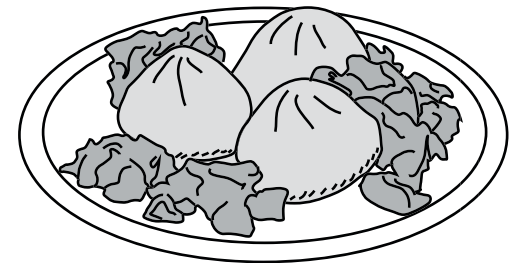
Directions: Read the story. Then answer the questions about the story.

Good Food, Good Friends

Last week, Grandpa and I made our favorite food. It is a popular pork and noodles dish from the Philippines where Grandpa was born. While the pork and noodles cooked, our apartment smelled wonderful! I asked Grandpa if we could invite our neighbors to eat with us.

“That’s a good idea, Alina,” Grandpa said to me. “Ask them to come tonight since we have plenty of food to share!”

First I went to the Tran family’s apartment. They were making little steamed buns that were stuffed with vegetables. “We are happy to come, but let us contribute some food for the meal,” Mr. Tran responded. Mr. Pillay also agreed to come and bring a dish of peas and rice.



Then I went next door to where a new family lives. A woman opened the door, and I smelled something delicious. I introduced myself and said, “Please join my family for dinner tonight.” The woman, Mrs. Lopez, said that her family would come when her stew finished cooking.

Soon our apartment was full of people, and our table was covered with food. I tried Mrs. Lopez’s stew, which had chicken, chilies, and corn. It was spicy, but I liked it. Everyone stayed until there was nothing left on the table but empty dishes.

Mrs. Lopez thanked me as she left. “Your food has helped turn neighbors into friends. We will return the favor one day soon!”

GO ON 

Reading Comprehension Test

Unit 1, Week 3

- 1 What does Alina do at the beginning of the story?
- (A) She tries Mrs. Lopez’s stew.
 - (B) She helps make pork and noodles.
 - (C) She invites the Tran family to dinner.
 - (D) She knocks on her new neighbor’s door.
- 2 What happens in the middle of the story?
- (A) Alina welcomes guests at her door.
 - (B) Alina plans what to serve at a party.
 - (C) Alina prepares food with Grandpa.
 - (D) Alina invites her neighbors to dinner.

- 3 When does Alina meet Mrs. Lopez?
- (A) in the beginning of the story
 - (B) in the middle of the story
 - (C) at the end of the story
- 4 What happens at the very end of the story?
- (A) Alina invites Mr. Pillay to her home.
 - (B) The Tran family makes steamed buns.
 - (C) The neighbors eat dinner at Alina’s home.
 - (D) Mrs. Lopez says the neighbors are becoming friends.

COPY READY

Score
_____/4

DONE!

Vocabulary Test

Unit 1, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 This is a wedding _____.

- (A) ceremony
- (B) vacation
- (C) market
- (D) library



2 A birthday party is a fun _____.

- (A) season
- (B) package
- (C) occasion
- (D) address



3 A _____ is a part of a special event.

- (A) ritual
- (B) question
- (C) farm
- (D) mile



4 The girl is learning about her _____. They lived a long time ago.

- (A) vegetables
- (B) ancestors
- (C) machines
- (D) friends



5 A _____ unites a husband and wife.

- (A) sound
- (B) lesson
- (C) contest
- (D) marriage



COPY READY

GO ON

Vocabulary Test

Unit 1, Week 3

Directions: Choose the answer that completes the sentence correctly.

6 A _____ is a feeling that something is true.

- (A) reply
- (B) reward
- (C) belief
- (D) contest

7 A _____ is the way people or things are connected.

- (A) relationship
- (B) difference
- (C) mirror
- (D) tool

8 To _____ someone is to affect that person.

- (A) influence
- (B) become
- (C) promise
- (D) respect

9 A _____ is a part or a purpose.

- (A) team
- (B) dare
- (C) law
- (D) role

10 A _____ is the usual way of doing something.

- (A) mistake
- (B) custom
- (C) lesson
- (D) spirit

COPY READY

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Hula is a word 1 means “dancing” in the Hawaiian language. I discovered hula through my grandmother, 2 very much. The hula tradition was passed down through her parents, 3 were from Hawaii. Hula is danced to poems 4 are sung or chanted. In hula, you tell a story using hand movements, 5 are beautiful. Some of the stories told through hula are very old. I have learned a lot from my grandmother, 6 dancing is graceful.

1 Choose the answer that goes in Blank 1.

- (A) it
- (B) that
- (C) which
- (D) whose

2 Choose the answer that goes in Blank 2.

- (A) I love her
- (B) who I love
- (C) whom I love
- (D) whose someone I love

3 Choose the answer that goes in Blank 3.

- (A) who
- (B) that
- (C) they
- (D) whose

4 Choose the answer that goes in Blank 4.

- (A) whom
- (B) that
- (C) they
- (D) who's

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- Ⓐ that
- Ⓑ they
- Ⓒ who
- Ⓓ which

6 Choose the answer that goes in Blank 6.

- Ⓐ her
- Ⓑ who's
- Ⓒ which
- Ⓓ whose

7

Your class is writing about celebrations and customs. Write one paragraph of a story describing a celebration or custom to a reader who is not familiar with it. Underline colorful words and details.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit Test

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


COPY READY

People all over the world celebrate the start of each year. Different countries often have different New Year traditions. For many people, it is a time to celebrate with family and friends. It is also a time for people to think about the past and their hopes for the future.

In Vietnam, some people get a haircut to prepare for the holiday. Other people buy new clothes. They decorate their homes with flowers from peach trees. Finally, the New Year arrives! Parties usually last for 3 days. During these parties, families gather to visit and to eat sticky rice cakes. They cut open watermelons for good luck. If the inside of the watermelon is very red, the rest of the year will be a lucky one.



In Iran, people clean their houses and buy new clothes before New Year's Day. New Year parties last 13 days. Families and friends visit one another giving presents, such as candy, fruit, and nuts. People spend the last day outside in a park. They hope that this will bring them good luck for the rest of the year.

People may celebrate the New Year in different ways, yet they all share the same wish for good luck and happiness!

GO ON

Reading Comprehension Test

Unit Test

- 1 What is the main idea of the article?
- (A) Countries celebrate different holidays.
 - (B) People have different reasons for celebrations.
 - (C) There are many ways to celebrate the New Year.
 - (D) New Year celebrations change every year in Vietnam and Iran.
- 2 What do people in most countries do to celebrate the New Year?
- (A) They give presents to each other.
 - (B) They wish for luck in the future.
 - (C) They buy flowers for their homes.
 - (D) They go to parties that last 3 days.
- 3 The author wrote this article to —
- (A) inform readers about different customs.
 - (B) explain how to prepare New Year food.
 - (C) give an opinion about life in Vietnam and Iran.
 - (D) entertain readers with a story about a celebration.
- 4 In Vietnam, what might someone do *at* a New Year's party?
- (A) eat a rice cake
 - (B) shop for clothing
 - (C) get a new haircut
 - (D) decorate the house
- 5 What do people in Iran do on the **last** day of their New Year's celebration?
- (A) clean house
 - (B) go to a park
 - (C) buy new clothes
 - (D) give gifts of food

GO ON 

Reading Comprehension Test

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

Painters of the Wild West

Although the Wild West lasted only a short time, painters left us many pictures. They introduced the nation to beautiful places and little-known groups of people. Today, the paintings help us imagine how the growing Wild West looked.

George Catlin wanted to paint Native Americans in their homelands before they were moved onto reservations. During the 1830s, Catlin traveled 4,000 miles. He painted hundreds of pictures of Native American life. Catlin tried to make his paintings look as real as possible. He wanted them to be a good record of history.

Thomas Moran painted the amazing scenery of Yellowstone. He pictured mud volcanoes and giant canyons. These paintings helped persuade Congress to protect the land. In 1872, Yellowstone became the first national park in the United States.

Charlie Russell went to the Montana Territory to be a cowboy in 1880. He painted everything he saw—mountains, lakes, and wildlife. He painted cowboys and Native Americans in action. The Wild West that Charlie loved lives on in his paintings.

Reading Comprehension Test

Unit Test

- 6 The author's main purpose is to —
- Ⓐ entertain readers with a cowboy tale.
 - Ⓑ explain how to paint amazing scenery.
 - Ⓒ inform readers about Wild West painters.
 - Ⓓ given an opinion about Wild West painters.
- 7 What is the main idea of this article?
- Ⓐ The Wild West lasted only a short time.
 - Ⓑ Pictures are the best way to learn about the Wild West.
 - Ⓒ We can see what the Wild West was like through paintings.
 - Ⓓ Both Native Americans and cowboys were in the paintings of the Wild West.
- 8 Which detail supports the main idea?
- Ⓐ George Catlin traveled 4,000 miles.
 - Ⓑ Paintings help us imagine the Wild West.
 - Ⓒ Charlie Russell went to Montana to become a cowboy.
 - Ⓓ Yellowstone became the first national park in the United States.
- 9 When did George Catlin paint?
- Ⓐ in 1872
 - Ⓑ during the 1880s
 - Ⓒ after Congress made Yellowstone a national park
 - Ⓓ before Native Americans were moved onto reservations

COPY READY

GO ON 

Reading Comprehension Test

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



Picturing Myself

One rainy afternoon, I got tired of playing computer games. I decided to explore the attic. The first thing I found was a dusty box of old black-and-white photographs. On the top was a picture of a boy in unusual clothes. He wore short pants, boots with buttons on them, a heavy coat, and a hat. At first I thought the boy in the picture was me!

In another picture, the boy stood in front of a bakery with rows of bread in the window. My father owns a store that sells bread, just like my grandfather and great-grandfather did.

I noticed there was some writing on the back of the store photograph that read, "Mario at the bakery." Mario was my great-grandfather's name.

I looked at the back of the first picture of the boy in the unusual clothes. It read, "Mario arrives in America at Ellis Island." I knew that Ellis Island was the first stop for people who immigrated to the United States from other countries long ago. In fact, my great-grandfather entered the United States this way from Spain. I suddenly realized that the boy in the photographs was my great-grandfather. I was amazed to see how much I look like him.



GO ON

Reading Comprehension Test

I dug deeper into the trunk and found the coat and the hat from the photograph. They looked like they would fit me. I smiled as I put them on. Dad will be so surprised!

- 10 What happens at the beginning of the story?
- (A) The boy finds a coat and hat.
 - (B) The boy plans a surprise.
 - (C) The boy finds a box of pictures.
 - (D) The boy reads the back of a picture.
- 11 What happens in the middle of the story?
- (A) The boy figures out who is in the picture.
 - (B) The boy learns the name of his great-grandfather.
 - (C) The boy stands in front of the bakery.
 - (D) The boy puts on the coat and hat.
- 12 The story takes place on a rainy day. This is important because the narrator —
- (A) wants to surprise his Dad.
 - (B) finds a coat and hat that fit him.
 - (C) spends the afternoon in the attic.
 - (D) thinks about his great-grandfather.
- 13 You can tell the setting of the pictures was long ago because the boy was wearing —
- (A) a hat
 - (B) short pants
 - (C) a heavy coat
 - (D) boots with buttons

- 14 Describe the setting of "Picturing Myself." Include details that help you understand the setting.

Score
_____/16

DONE!

Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

- 1 What does the idiom just around the corner most likely mean?

Today is the last day of June. The Fourth of July is just around the corner.

- (A) coming soon
- (B) hard to see
- (C) distant
- (D) hot

- 2 What does the idiom out of this world most likely mean?

I love my mom's apple pie. It is out of this world!

- (A) cold and dark
- (B) very good
- (C) all gone
- (D) far away

- 3 What does the idiom under the weather most likely mean?

She did not go to school today because she was feeling under the weather.

- (A) on the ground
- (B) afraid of rain
- (C) cold and wet
- (D) sick

- 4 What does the idiom get the hang of it most likely mean?

Swimming is hard at first, but if you keep trying, you will get the hang of it.

- (A) have to give up
- (B) need to get help
- (C) hold onto the edge
- (D) be able to do it easily

GO ON 

Vocabulary Test

Unit Test

Directions: Read the question. Use the dictionary entry to choose the best answer.

gen-er-a-tion (je-nu-rā-shun) *noun* An age group

5 How many syllables does generation have?

- Ⓐ one
- Ⓑ two
- Ⓒ three
- Ⓓ four

ma-ter-i-al (mu-tear-ē-ul) *noun* What something is made from or what something can be made from

6 Which syllable of material do you stress?

- Ⓐ the first
- Ⓑ the second
- Ⓒ the third
- Ⓓ the fourth

GO ON 

Vocabulary Test**Unit Test****Directions:** Choose the word that completes the sentence correctly.

- 7 The singer _____ his songs for the crowd.
 (A) carves
 (B) discovers
 (C) performs
 (D) understands
- 8 My grandma taught me to _____ a pretty basket.
 (A) force
 (B) weave
 (C) control
 (D) communicate
- 9 A piano is a large _____ instrument.
 (A) signal
 (B) lonely
 (C) musical
 (D) negative
- 10 I enjoy her amusing _____ of writing.
 (A) style
 (B) reward
 (C) identity
 (D) decrease
- 11 He _____ his feelings in a letter to his friend.
 (A) plows
 (B) colors
 (C) freezes
 (D) expresses
- 12 By explaining my ideas, I _____ discussions in my class.
 (A) trap
 (B) supply
 (C) influence
 (D) volunteer

COPY READY**Score**

_____/12

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

My father and his friend Mr. Chong 1 Civil War reenactors. Reenactors like to study history and act it out. Civil War reenactors, who do a lot of 2 and act just like American soldiers from the North and the South. 3 look like they just stepped out of 1863! Either my father or Mr. Chong always 4 the flag when they replay the great battles of the Civil War. They feel like they are reliving American history.

1 Choose the answer that goes in Blank 1.

- (A) is
- (B) be
- (C) are
- (D) was

2 Choose the answer that goes in Blank 2.

- (A) research. They look
- (B) research to look
- (C) research. Look
- (D) research, look

3 Choose the answer that goes in Blank 3.

- (A) Act and
- (B) Dressed up
- (C) From a book
- (D) These actors

4 Choose the answer that goes in Blank 4.

- (A) carry
- (B) carries
- (C) carrying
- (D) are carrying

GO ON 

Writing, Revising, and Editing Test

Directions: These paragraphs are part of an interview. Read the paragraphs. Then answer the questions.

(1) I recently interviewed Brian Sall that has traveled to several different countries. (2) In each country. (3) Brian went to many different birthday parties. (4) I asked Brian these questions about birthday traditions.

Q (5) First, which countries did you live in.

A (6) I lived in Korea, Vietnam, India, and the United States.

Q (7) Are birthdays in Korea the same as in Vietnam, or different?

A (8) Money is an important part of birthdays in both countries. (9) Food is an important part of birthdays too. (10) In Korea, people celebrate with sweet rice cakes and money. (11) In Vietnam, get "Lucky Money" in red envelopes.

Q (12) What is one interesting way to celebrate birthdays in India?

A (13) Sometimes, the parents or an important leader gives a one-year-old boy his first haircut. (14) Children, who wear bright clothes on their birthday. (15) Give chocolate to their friends.

Writing, Revising, and Editing Test

Unit Test

- 5 What is the correct way to write sentence 1?
- (A) I recently interviewed Brian Sall, who has traveled to several different countries.
 - (B) I recently interviewed Brian Sall that have traveled to several different countries.
 - (C) I recently interviewed Brian Sall that has traveled to several different countries?
 - (D) Correct as is
- 6 What is the correct way to write sentences 2 and 3?
- (A) In each country, Brian went to many different birthday parties.
 - (B) In each country, when Brian went to many different birthday parties.
 - (C) In each country. Brian, who went to many different birthday parties.
 - (D) Correct as is
- 7 What is the correct way to write sentence 5?
- (A) First, whose countries did you live in.
 - (B) First, which countries you lived in.
 - (C) First, which countries did you live in?
 - (D) Correct as is
- 8 What is the correct way to write sentences 8 and 9?
- (A) Money, which is an important part of birthdays in both countries, and food.
 - (B) Money and food is an important part of birthdays in Korea and Vietnam too.
 - (C) Money and food are important parts of birthdays in both countries.
 - (D) Correct as is
- 9 What is the correct way to write sentence 11?
- (A) In Vietnam, they get "Lucky Money" in red envelopes.
 - (B) In Vietnam, where they get "Lucky Money" in red envelopes.
 - (C) In Vietnam, they gets "Lucky Money" in red envelopes.
 - (D) Correct as is
- 10 What is the correct way to write sentences 14 and 15?
- (A) Children wear bright clothes on their birthday. Give chocolate to their friends.
 - (B) Children, who wear bright clothes on their birthday, give chocolate to their friends.
 - (C) Children who wear bright clothes on their birthday. They give chocolate to their friends.
 - (D) Correct as is

GO ON 






Writing, Revising, and Editing Test

COPY READY

11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) My mother and my father often speaks different languages at home. (2) How beautiful the languages sound. (3) They won't speak them to me, though. (4) My father chat in Spanish on the phone with his family in Cuba. (5) My mother is always talking in Vietnamese with her sister down the street. (6) Grandma, whom is determined to learn English, wants to practice it all the time. (7) Mom and Dad say English is the only language, which all of us have in common. (8) I'm sure I could pick up both Vietnamese and Spanish. (9) I just wishes they would speak them to me!

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

12 Imagine someone has interviewed you about your favorite family or community tradition. Write an article about the interview for a neighborhood newsletter. Make sure you include at least three questions and answers.

Score	
_____ /10	multiple-choice
_____ /6	editing task
_____ /4	weekly writing skill
_____ /24	writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 1

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 A1.46.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.4.Rfou.3, L.1.g, L.2, L.2.d	_____/20	_____/19	_____/19	_____/19
End-of-Week Test CC.4.Rfou.3, L.1.g, L.2, L.2.d	_____/20 ____%	_____/19 ____%	_____/19 ____%	_____/19 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A1.46.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Main Idea CC.4.Rinf.2, Rinf.1	1 2 3 4			1 2 7 8	_____/8
Author's Purpose CC.4.Rinf.10		1 3		3 6	_____/4
Informational Text Structures CC.4.Rinf.5		2 4		4 5 9	_____/5
Summarize Literature CC.4.Rlit.2			1 2 3 4	10 11	_____/6
Events and Settings in Literature CC.4.Rlit.3, W.9.a				12 13 14 (___/3)	_____/5
Total	____/4 ____%	____/4 ____%	____/4 ____%	____/16 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Social Studies Vocabulary CC.4.L.6, Rlit.4, Rinf.4	1 2 3 4 5 6		1 2 3 4 5	7 8 9	_____/14
Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4	7 8 9 10 11		6 7 8 9 10	10 11 12	_____/13
Use a Dictionary CC.4.L.4.c, Rfou.3, Rfou.4.a		1 2 3 4		5 6	_____/6
Idioms and Expressions CC.4.L.5.b, L.4				1 2 3 4	_____/4
Total	____/11 ____%	____/4 ____%	____/10 ____%	____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 1

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	Subject-Verb Agreement CC.4.L.1, L.3, W.5	1 3 4 5			1 4 8 11a 11c 11f	_____/10
	Sentence Structure CC.4.L.1.f, L.2, L.3, W.5	2 6 7 8 9 10	1 2 3 4 5 6		2 3 6 7 9 10 11b	_____/19
	Pronouns CC.4.L.1.a, L.3, W.5			1 2 3 4 5 6	5 11d 11e	_____/9
Subtotal		_____/10	_____/6	_____/6	_____/16	
Weekly Writing Skills (Writing Prompts)	Choose and Focus a Topic, Develop Research Questions CC.4.W.7	_____/4				_____/4
	Establish and Follow a Purpose CC.4.W.2		_____/4			_____/4
	Use Colorful Details to Elaborate CC.4.W.2.b, W.2.c, CC.4.L.3.a			_____/4		_____/4
	Identify Context for Formal or Informal Language CC.4.L.3.c				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		____/14 ____%	____/10 ____%	____/10 ____%	____/20 ____%	

Unit Test Writing Prompt—Traits CC.4.W.2, L.3, W.5, W.10	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Totals
	_____/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 1

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Main Idea CC.4.Rinf.2, Rinf.1												
	Author's Purpose CC.4.Rinf.10												
	Informational Text Structures CC.4. Rinf.5												
	Summarize Literature CC.4.Rlit.2												
	Events and Settings in Literature CC.4.Rlit.3, W.9.a												
Writing, Revising, and Editing	Subject-Verb Agreement CC.4.L.1, L.3, W.5												
	Sentence Structure CC.4.L.1.f, L.2, L.3, W.5												
	Pronouns CC.4.L.1.a, L.3, W.5												
	Writing in Response to Prompt CC.4.W.7, W.2, W.2.b, W.2.c, L.3, L.3.a, L.3.c, W.5, W.10												
Vocabulary	Social Studies Vocabulary CC.4.L.6, Rlit.4, Rinf.4												
	Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4												
	Use a Dictionary CC.4.L.4.c, Rfou.3, Rfou.4.a												
	Idioms and Expressions CC.4.L.5.b, 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"> The writing has a clear, focused message that keeps readers interested. Details are accurate and relevant, showing in-depth knowledge of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure throughout that suits the writer's audience and purpose. All content flows smoothly and logically. 	<ul style="list-style-type: none"> The writing sounds genuine and unique. The writer's tone is appropriate to the purpose and audience. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the writer's message. Language used throughout is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have appropriate transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. All the sentences are complete. 	<ul style="list-style-type: none"> The text is presented in an orderly way, significantly helping to convey the message. Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	<ul style="list-style-type: none"> Most of the writing has a clear, focused message that keeps readers interested. Most details are accurate and relevant, showing reasonable knowledge of the topic. 	<ul style="list-style-type: none"> Most of the writing has a clear structure that suits the writer's audience and purpose. Most of the content flows smoothly and logically. 	<ul style="list-style-type: none"> Most of the writing sounds genuine and unique. The writer's tone is mostly appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the writer's message. Most language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have appropriate transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Most of the sentences are complete. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way, generally helping to convey the message. Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	<ul style="list-style-type: none"> The writing has a fairly unclear and unfocused message, causing readers some confusion. Some details are relevant and accurate, showing minimum knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure that suits the writer's audience and purpose. Some content flows smoothly and logically. 	<ul style="list-style-type: none"> Some of the writing sounds genuine and unique. The writer's tone is somewhat inappropriate for the purpose and audience. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the writer's message. Some language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have appropriate transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Some of the sentences are complete. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. Some visuals are appropriate for the purpose and audience and support meaning.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message, causing readers confusion. Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure. The content does not flow smoothly or logically. 	<ul style="list-style-type: none"> The writing does not sound genuine or unique. The writer's tone is not appropriate for the purpose or audience. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the writer's message. Language is dull, vague, and inappropriate for the audience, losing the readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied or effective or have appropriate transitions. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Few sentences are complete. 	<ul style="list-style-type: none"> The text is not presented in an orderly way, making it very difficult to track and comprehend the message. None of the visuals are appropriate for the purpose or audience, and do not support meaning.

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Grade 4 Assessment

A1.41

Unit 1 | Living Traditions

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Research Rubric

Unit 1, Week 3

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Scale	Content	Presentation
4	<ul style="list-style-type: none">• Research topic is very focused.• Research questions are specific..	<ul style="list-style-type: none">• Speaker uses an appropriate informal tone..
3	<ul style="list-style-type: none">• Research topic is not too broad, but could be more focused.• Most research questions are specific.	<ul style="list-style-type: none">• Speaker uses an informal tone most of the time..
2	<ul style="list-style-type: none">• Research topic is fairly broad.• Some research questions are specific. Other questions are vague.	<ul style="list-style-type: none">• Speaker's tone varies throughout the presentations from informal to formal..
1	<ul style="list-style-type: none">• Research topic is extremely broad.• Research questions are vague. .	<ul style="list-style-type: none">• Speaker uses a formal tone..

Unit Self-Assessment

Unit 1

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 a dictionary to learn new words.			
understand the meanings of idioms and expressions.			
make and check predictions when I read.			
identify main ideas in an article.			
identify supporting ideas when I read.			
identify the author's purpose in an article.			
understand the order things happen when I read.			
tell if a subject and verb agree.			
tell if a sentence is complete.			
use correct punctuation with different kinds of sentences.			
understand how to use words like <i>that</i> , <i>which</i> , <i>who</i> , <i>whom</i> , and <i>whose</i> .			

Of all the texts you read for Living Traditions, 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	Main Idea	CC.4.Rinf.2
2	D	Support for Main Idea	CC.4.Rinf.2, Rinf.1
3	B	Support for Main Idea	CC.4.Rinf.2, Rinf.1
4	A	Support for Main Idea	CC.4.Rinf.2, Rinf.1
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Author's Purpose	CC.4.Rinf.10
2	B	Chronology	CC.4.Rinf.5
3	B	Author's Purpose	CC.4.Rinf.10
4	D	Chronology	CC.4.Rinf.5
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	B	Plot	CC.4.Rlit.2
2	D	Plot	CC.4.Rlit.2
3	B	Plot	CC.4.Rlit.2
4	D	Plot	CC.4.Rlit.2
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.4.Rinf.2
2	B	Support for Main Idea	CC.4.Rinf.2, Rinf.1
3	A	Author's Purpose	CC.4.Rinf.10
4	A	Chronology	CC.4.Rinf.5
5	B	Chronology	CC.4.Rinf.5
6	C	Author's Purpose	CC.4.Rinf.10
7	C	Main Idea	CC.4.Rinf.2
8	B	Support for Main Idea	CC.4.Rinf.2, Rinf.1
9	D	Chronology	CC.4.Rinf.5
10	C	Plot	CC.4.Rlit.2
11	A	Plot	CC.4.Rlit.2
12	C	Setting	CC.4.Rlit.3
13	D	Setting	CC.4.Rlit.3
14	Skill Rubric	Setting	CC.4.Rlit.3, W.9.a

Vocabulary					
Week 1 CC.4.L.6, Rlit.4, Rinf.4			Week 3 CC.4.L.6, Rlit.4, Rinf.4		
Item	Key	Word	Item	Key	Word
1	A	pottery	1	A	ceremony
2	D	musical	2	C	occasion
3	C	craft	3	A	ritual
4	D	performs	4	B	ancestors
5	B	tradition	5	D	marriage
6	B	weave	6	C	belief
7	B	style	7	A	relationship
8	D	express	8	A	influence
9	A	create	9	D	role
10	C	medium	10	B	custom
11	D	culture			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Use a Dictionary	CC.4.L.4.c, Rfou.3, Rfou.4.a
2	C	Use a Dictionary	CC.4.L.4.c, Rfou.3, Rfou.4.a
3	B	Use a Dictionary	CC.4.L.4.c, Rfou.3, Rfou.4.a
4	A	Use a Dictionary	CC.4.L.4.c, Rfou.3, Rfou.4.a
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Idioms and Expressions	CC.4.L.5.b, L.4
2	B	Idioms and Expressions	CC.4.L.5.b, L.4
3	D	Idioms and Expressions	CC.4.L.5.b, L.4
4	D	Idioms and Expressions	CC.4.L.5.b, L.4
5	D	Use a Dictionary	CC.4.L.4.c, Rfou.3, Rfou.4.a
6	B	Use a Dictionary	CC.4.L.4.c, Rfou.3, Rfou.4.a
7	C	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
8	B	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
9	C	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
10	A	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
11	D	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
12	C	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4

Answer Keys and Rubrics

Unit 1

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	A	Subject-Verb Agreement	CC.4.L.1, L.3	1	C	Subject-Verb Agreement	CC.4.L.1, L.3
2	B	Complete and Correct Sentences: Formation	CC.4.L.1.f, L.2	2	D	Complex Sentences (Formation)	CC.4.L.1.f, L.3
3	A	Subject-Verb Agreement	CC.4.L.1, L.3	3	D	Complete and Correct Sentences (Formation)	CC.4.L.1.f, L.2
4	D	Subject-Verb Agreement	CC.4.L.1, L.3	4	B	Subject-Verb Agreement	CC.4.L.1, L.3
5	D	Subject-Verb Agreement	CC.4.L.1, L.3	5	A	Editing: Relative Pronouns	CC.4.L.1.a, L.3, W.5
6	A	Complete and Correct Sentences (Formation)	CC.4.L.1.f, L.2	6	A	Editing: Complex Sentences (Formation)	CC.4.L.1.f, L.3, W.5
7	B	Types of Sentences (Punctuation)	CC.4.L.1, L.3	7	C	Editing: Types of Sentences (Punctuation)	CC.4.L.1, L.3, W.5
8	A	Types of Sentences (Punctuation)	CC.4.L.1, L.3	8	C	Editing: Subject-Verb Agreement	CC.4.L.1, L.3, W.5
9	C	Types of Sentences (Punctuation)	CC.4.L.1, L.3	9	A	Editing: Complete and Correct Sentences (Formation)	CC.4.L.1.f, W.5, L.2
10	A	Types of Sentences (Punctuation)	CC.4.L.1, L.3	10	B	Editing: Complex Sentences (Formation)	CC.4.L.1.f, L.3, W.5
Prompt (11)	Skill Rubric	Choose and Focus a Topic, Develop Research Questions	CC.4.W.7	11a	Editing Rubric	Editing Task: Subject-Verb Agreement	CC.4.L.1, L.3, W.5
Week 2				11b	Editing Rubric	Editing Task: Types of Sentences (Punctuation)	CCC.4.L.1, L.3, W.5
Item	Key	Item Descriptor	CCSS Code	11c	Editing Rubric	Editing Task: Subject-Verb Agreement	CC.4.L.1, L.3, W.5
1	B	Complex Sentences (Formation)	CC.4.L.1.f, L.3	11d	Editing Rubric	Editing Task: Relative Pronouns	CC.4.L.1.a, L.3, W.5
2	D	Complex Sentences (Formation)	CC.4.L.1.f, L.3	11e	Editing Rubric	Editing Task: Relative Pronouns	CC.4.L.1.a, L.3, W.5
3	A	Complex Sentences (Formation)	CC.4.L.1.f, L.3	11f	Editing Rubric	Editing Task: Subject-Verb Agreement	CC.4.L.1, L.3, W.5
4	C	Complete and Correct Sentences (Formation)	CC.4.L.1.f	Prompt (12)	Skill Rubric, Writing Rubric	Identify Context for Formal or Informal Language	CC.4.L.3.c
5	B	Complex Sentences (Formation)	CC.4.L.1.f, L.3				
6	D	Complete and Correct Sentences (Formation)	CC.4.L.1.f				
Prompt (7)	Skill Rubric	Establish and Follow a Purpose	CC.4.W.2				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Relative Pronouns	CC.4.L.1.a, L.3				
2	C	Relative Pronouns	CC.4.L.1.a, L.3				
3	A	Relative Pronouns	CC.4.L.1.a, L.3				
4	B	Relative Pronouns	CC.4.L.1.a, L.3				
5	D	Relative Pronouns	CC.4.L.1.a, L.3				
6	D	Relative Pronouns	CC.4.L.1.a, L.3				
Prompt (7)	Skill Rubric	Use Colorful Details to Elaborate	CC.4.W.2.b, W.2.c, L.3.a				

Answer Keys and Rubrics

Writing, Revising, and Editing	
Week 1 Skill Rubric Prompt #11 Choose and Focus a Topic; Develop Research Questions	
Student writes research guide questions that relate	
4 points	closely to a clearly stated topic.
3 points	adequately to a stated topic.
2 points	somewhat to a vague topic.
1 point	minimally to a vague topic.
Week 2 Skill Rubric Prompt #7 Establish and Follow a Purpose	
Student uses details that convey	
4 points	a strong sense of purpose.
3 points	an adequate sense of purpose.
2 points	some sense of purpose.
1 point	a vague sense of purpose.
Week 3 Skill Rubric Prompt #7 Use Colorful Details to Elaborate	
Student describes a celebration or custom using	
4 points	vivid words and effective details.
3 points	adequate words and some details.
2 points	mediocre words and little detail.
1 point	bland words and no details.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Prompt #12 Identify Context for Formal or Informal Language	
Student uses formal and informal language	
4 points	appropriately.
3 points	adequately.
2 points	haphazardly.
1 point	inappropriately.
Use the Writing Rubric on page A1.41 to assess the writing traits of student responses for the Unit Test writing prompt.	
Unit Test Editing Task Rubric Item #11 1 point per correct response	
11a	In sentence 1, change "speaks" to "speak"
11b	In sentence 2, change the period to an exclamation point
11c	In sentence 4, change "chat" to "chats"
11d	In sentence 6, change "whom" to "who"
11e	In sentence 7, change ", which" to "that"
11f	In sentence 9, change "wishes" to "wish"

Reading Comprehension	
Unit Test Rubric Item #15 Events and Setting in Literature	
3 points	Fully describes the setting of the story
2 points	Provides a limited description of the setting
1 point	Description is minimal and/or incorrect

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

11 points

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

14 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100

16 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	6	13	19	25	31	38	44	50	56	63	69	75	81	88	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

Main Idea and Details

Review the Rules

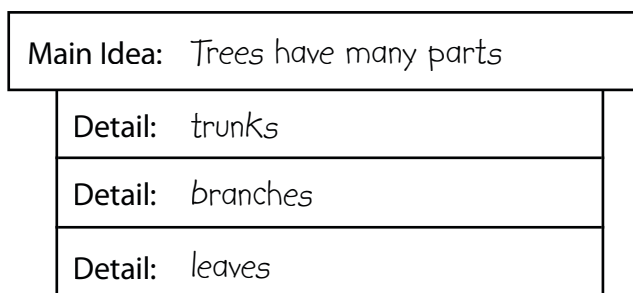
Many texts include a main idea and details.

- The main idea is the biggest, or most important, idea in the text.
- Details are smaller pieces of information that tell more about the main idea.

Read “Amazing Trees” and the main-idea diagram.

Amazing Trees

Trees are all around us. They have many parts that help them get what they need. Trees have trunks and branches. They also have leaves. Trees are amazing!

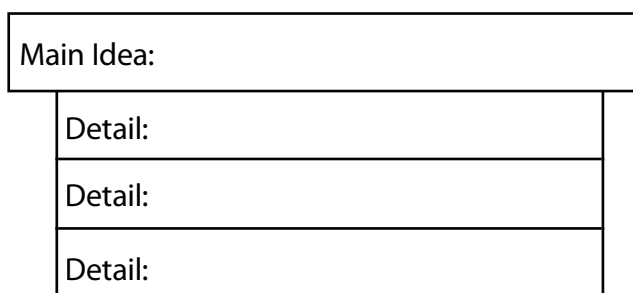


Practice

Read “Jupiter’s Moons” and complete the main-idea diagram.

Jupiter’s Moons

Jupiter is the largest planet in our solar system. It has many moons—49 total! Jupiter has more moons than any other planet. Four of Jupiter’s moons are the size of some of the other planets. Some people say Jupiter and its moons make up their own small solar system.



Apply

Tell a partner about the main idea and details from one of your Small Group Reading books. Include at least two details that tell about the main idea.

Plan and Monitor

Review the Rules

Plan and monitor as you read to help yourself understand the text.

- Look ahead at titles, heads, or pictures.
- Stop as you read to think about what you just read, and then predict what will happen next.
- Decide if your prediction is true.

Read the first paragraph of "John Muir: Pioneer Scientist" and the sample preview and predict.

John Muir: Pioneer Scientist

A Life-Changing Accident

In 1867, a young man named John Muir had a bad accident while he was working. The accident caused him to lose his eyesight for a short time. It also made Muir think about doing what he really loved to do. He decided to follow his dream and explore the world.

His sight returned. Now, he could begin his trip. He walked over 1,000 miles south.

The Independent Explorer

Muir soon learned the survival skills of a wild animal. All he took with him to the mountains was a sack full of tea and dried bread. When it rained, he climbed trees and slept in their branches. Leaves and pine needles became his sleeping bag.

Preview

"The heading says he has an accident that changes his life.

Predict

I predict that the accident will mean John cannot be a scientist.

Check prediction

My prediction is false. John's accident made him want to explore and be a pioneer."

Practice

Read the rest of the selection. Stop at two places to preview before you read. Write what you predict. Then keep reading to check your prediction. Write if what you predict is true or not.

Apply

Tell a partner about something you could predict from one of your Small Group Reading books. Share you what predicted and if it was true as you read more.

Author's Purpose

Review the Rules

Authors have purposes for what they write. Authors might write to

- entertain
- give information
- express ideas
- give an opinion.

Read the Author's Purpose Chart.

Sample Genre	Why It Was Written	Author's Purpose
fiction story	to make readers laugh	to entertain
nonfiction article	to tell facts about a topic	to give information
nonfiction article	to tell about a problem and how people want to solve it	to express ideas
opinion piece or persuasive essay	to tell how the author feels or to persuade others to feel the same way	to give an opinion or to persuade

Practice

Read "Litter Solutions." Explain the author's purpose and why you chose it.

Litter Solutions

Many people are talking about the litter in our parks. There are food wrappers and soda cans all over. This makes enjoying the park hard for the public.

Some people want to put trash cans and recycling bins in the parks. They say this will stop others from throwing their trash on the ground. They feel clean parks are more enjoyable for everyone.

Apply

Share the author's purpose from one of your Small Group Reading books. Explain why the author wrote the text.

Text Structure: Chronological Order

Review the Rules

Some nonfiction texts tell events in chronological order, or time order. Look for

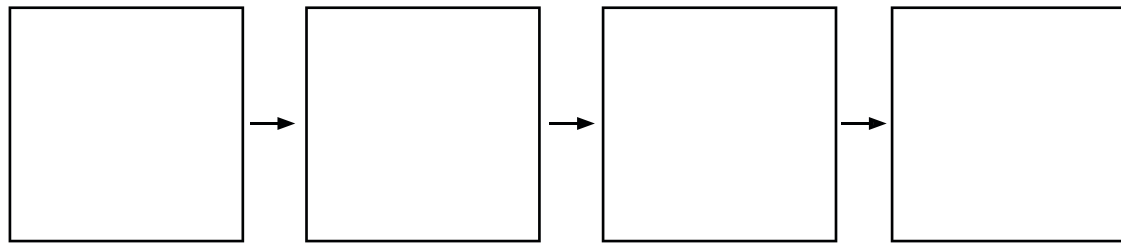
- days, months, or years that tell time order
- words that refer to time order, such as *before*, *then*, or *after*.

Practice

Read "Moving." List the events in chronological order in the sequence chain.

Moving

In early May, my father got a new job. The week after that, my parents sold our house. I didn't want to move, but I had no choice. In August, we moved to North Carolina. Right before we left, my family had a party. That's when we said goodbye to all of our friends. Moving was hard, but I like our new home.



Apply

Share the events in chronological order from one of your Small Group Reading books. Use dates or time order words as you share.

Plan and Monitor

Review the Rules

Plan and monitor as you read to help yourself understand the text by

- looking ahead at titles, heads, or pictures
- stopping as you read to think about what you just read, and then predicting what will happen next
- deciding if your prediction is true.

Read the first paragraph of “John Muir: Pioneer Scientist” and the example preview, predict, and check prediction.

John Muir: Pioneer Scientist

Muir’s Glaciers

In 1879, Muir went to Alaska to search for glaciers. Glaciers are large pieces of ice that move slowly over the land. He climbed 1,460 feet to the top of a ridge and saw something amazing. He was the first white man to see Glacier Bay.

He quickly grabbed his book to draw the bay and take notes about what he saw. He went back to Glacier Bay many times. Each trip was full of danger. There were wide crevices, or gaps, in the ice that he had to jump over. He walked over bridges made of ice. He did all of this alone. Some days he studied the glaciers for twelve hours or more. He took notes on everything he saw.

Preview

“I read that John Muir is a pioneer in the title. The heading says ‘glaciers.’

Predict

I predict that Muir explored and found some glaciers.

Check prediction

My prediction is true.”

Practice

As you read the rest of the selection, stop in two places to preview. Write what you predict. Then keep reading to check your prediction. Write if what you predict is true or not.

Apply

Tell a partner about something you could predict from one of your Small Group Reading books. Share you what predicted and if it was true as you read more.

Writing Trait: Ideas

Review the Rules

Writing that has strong ideas has

- a clear and focused message
- interesting details that help readers understand the topic.

Practice

Read the biographical paragraph. Circle the main idea. Underline three interesting details that support the topic.

Georgia O'Keefe

Georgia O'Keefe is known as one of the greatest painters in American art. Her many flower paintings changed natural art painting. She received her first art lessons at home. Georgia went to college to learn more about art. Her paintings have been in museums around the world. After she died, her house in New Mexico became a museum.

Apply

Write a biographical paragraph about someone you know. Include at least three interesting details about that person.

Plot

Review the Rules

An author creates excitement or suspense in a plot by

- telling the events of a story
- telling what happens to the characters.

Practice

Read “Lost Mellow.” Number each event in the story. Then retell the plot to a partner.

Lost Mellow

Mellow was the Turner’s five-year-old cat. He had been missing all day. The Turners were packing to move across town. Kelly, the youngest Turner, was worried about her beloved cat. She had owned Mellow since it was a kitten. All day she had been calling for Mellow without success.

Kelly’s father tried to reassure her. “Mellow is a smart cat. She’ll turn up. The movers are probably scaring her.” Kelly agreed, but she was still worried. It wasn’t like Mellow to ignore treats or Kelly’s calls. She had heard about pets that had followed their new owners across state lines and found the new house weeks later. Did Mellow have what it took to follow Kelly across town? The idea of Mellow walking across town all alone nearly brought Kelly to tears.

Kelly sat on the edge of the moving truck and sighed.

Suddenly, she heard Mellow’s cries from within the truck. Mellow’s frightened eyes peeked out from behind the door of her mother’s bookshelf.

“Mellow!” cried Kelly. Mellow crawled onto Kelly’s lap and began to purr.

Apply

Tell a partner how an author uses plot to create excitement in one of your Small Group Reading books.

Plan and Monitor

Review the Rules

As you read, stop to ask yourself whether you understand the text. If you don't, you can reread the text to clarify. If you still don't understand, you can read on to find the answers.

Read the first four sentences of "Dr. Jonas Salk: Polio Pioneer" and the example of monitoring and clarifying.

COPY READY

Dr. Jonas Salk: Polio Pioneer

People used to fear polio. It is a disease that attacks the nervous system. It causes people to become paralyzed. They could become unable to walk, talk, or even breathe. There is no cure. Parents were scared. They wanted to protect their children.

Then, Jonas Salk came up with an idea for a polio vaccine. Salk worked with Dr. Thomas Francis in Michigan. He saw what Dr. Francis did for "the flu." Francis helped make the first "killed" flu vaccine. Instead of using a live virus, the doctor killed the flu virus.

Now, Salk had an idea of how to prevent polio. Dr. Salk just needed money for research. Then, he could learn how to use the same method for polio.

"What does 'polio' mean? I will reread the first sentence. It means something bad because people feared it. I will read on to the next sentence. Now, I understand that it is a disease."

Practice

As you read the rest of the selection, write two places where you weren't sure if you understood something. Tell how you can clarify. Write the meaning.

Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share how you could monitor and clarify and how that helped your understanding.

Writing Trait: Word Choice

Review the Rules

Choose words that make your story more interesting. Try to

- make your readers feel like they are in the story
- use words that involve the senses
- describe the characters, setting, or events in unique ways.

Practice

Read each sentence. Circle the stronger word choice. Then read the sentences aloud.

- 1 The sleepy/exhausted kitten fell/tumbled off the bookshelf.
- 2 The room was jam-packed/filled with piles/towers of shoeboxes.
- 3 The velvety/soft kitten was terrified/scared.
- 4 The kind/nice girl gently/softly picked her up.

Apply

Write three sentences to continue the story above. Choose your words carefully to make the story interesting.

Relate Details

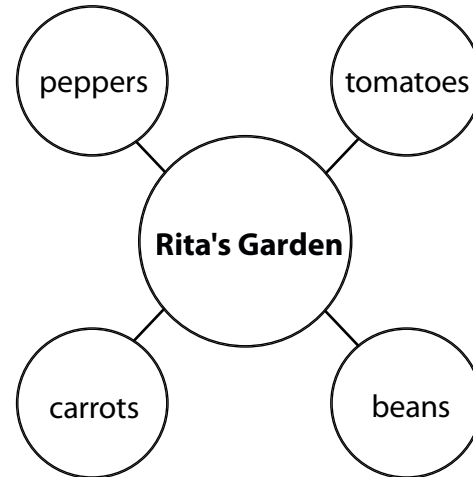
Review the Rules

The main idea is the most important, or biggest, idea in a text. Main ideas are supported by details. Details must relate to the main idea.

Read "Rita's Garden" and the main-idea cluster.

Rita's Garden

Rita decided to grow her own food this year. She planted seeds in pots and put them outside. Rita grew peppers, tomatoes, carrots, and beans. They tasted great!

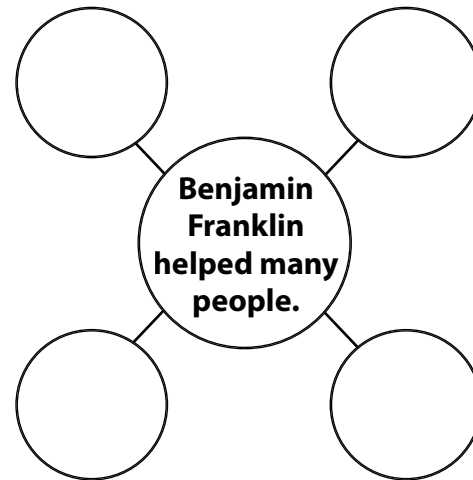


Practice

Read "Helping Others" and fill in the details for the main-idea cluster.

Helping Others

Benjamin Franklin liked to give money to help other people. He helped raise money to build hospitals, libraries, and colleges. When he died he left much of his money to cities.



Apply

Tell a partner about the main idea and details from one of your Small Group Reading books. List at least two details about the main idea.

COPY READY

Describe a Setting

Review the Rules

Authors describe the setting of a story to help readers understand where the story takes place, when the story takes place, and details that are important to the characters and events.

Read "A New Year's Celebration" and the sample description of the setting.

A New Year's Celebration

Qiang had waited for hours on the sidewalk in New York City's Chinatown that January 23 afternoon. It was her favorite celebration--the Chinese New Year's parade! She was dressed in a traditional silk jacket. The crowd started clapping. The dancers swung their lanterns in time to the music. Then came the best: the huge dragon puppet!

This selection describes Qiang enjoying the tradition of the Chinese New Year's celebration. She's in Chinatown in New York City. It is the afternoon on January 23.

Practice

Read "The Family Farm" and write about the setting. Include details that tell when and where the selection takes place.

The Family Farm

Every morning, Harold milked cows and collected eggs before he left for school. He lived on a farm in Iowa. His great-grandfather had bought the farm in 1950. The farm had been in his family for three generations.

Running a farm was hard work. Both his grandfather and dad had to sell some of the cows when they couldn't pay the bills. Some years, droughts and insects killed their crops. Still, Harold loved the land and loved farming. He was there to help run the farm and help his family.

Apply

Retell a story from one of your Small Group Reading books. Describe the setting, including where and when the story takes place.

Plan and Monitor

Review the Rules

As you read, stop to ask yourself whether you understand the text. If you don't, you can reread the text to clarify. If you still don't understand, you can read on to find the answers.

Read the first four sentences of "Dr. Jonas Salk: Polio Pioneer" and the example of monitoring and clarifying.

COPY READY

Dr. Jonas Salk: Polio Pioneer

Dr. Salk found someone to help his research. Franklin D. Roosevelt was crippled by polio. Roosevelt was the President of the United States. He got people to give money to Salk. Salk now had money for research.

First, Salk gave the "killed" vaccine to people who had polio. This test showed that they could fight against polio. Then, Salk gave the vaccine to healthy children. These children didn't get polio. Salk had created a safe vaccine that works!

Salk was a hero. Today, thanks to the work of pioneers such as Dr. Salk, polio can be prevented.

"Who is Franklin D. Roosevelt? I will reread the first two sentences. Now, I understand that he had polio. But why does this help Dr. Salk? I will read on. Now I understand that Roosevelt was the President. He would know people who could help."

Practice

As you read the rest of the selection, write two places where you weren't sure if you understood something. Tell how you can clarify. Write the meaning.

Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share how you could monitor and clarify and how that helped your understanding.

Writing Trait: Voice

Review the Rules

Writers use a unique style of writing, or voice, that matches their writing topics. A writer's voice

- sounds natural, or like that person is speaking
- uses words that match the tone, topic, or purpose of the text.

Practice

Read "My Incredible Brother." Circle words or phrases that show the author's voice.

My Incredible Brother

I was watching from behind the stage. I was in awe of Jake's guitar-playing. My brother's fingers ripped through chords. After that he slowly played a melody. His playing was so inspiring. The music sent shivers up my spine. I looked around at the people in the audience.

Apply

Add two sentences to "My Incredible Brother." Be sure to use words that match the author's voice. Share your writing with a partner.

Reteaching Masters Answer Key

RT1.1 Main Idea and Details

Main Idea: <u>Jupiter has many moons.</u>
Detail: <u>49 total</u>
Detail: <u>four are the size of other planets</u>
Detail: <u>could be own small solar system</u>

RT1.2 Plan and Monitor

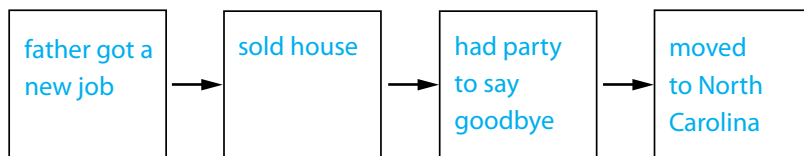
Possible responses:

The head uses the word "independent." I predict that Muir will explore alone. My prediction is true. The text says all he took with him was tea and bread. The first sentence says Muir learned the skill of a wild animal. I predict he will learn to run very fast. My prediction is false. The text says Muir learned to sleep in trees.

RT1.3 Author's Purpose

The author's purpose is to express ideas. The author is telling about the litter problem and how people want to solve it.

RT1.4 Text Structure: Chronological Order



RT1.5 Plan and Monitor

Possible responses:

I read that Muir started to draw the bay and take notes. Based on what I read, I predict that he will do whatever it takes to learn about the bay he found. I think he will do it independently. My predictions are true.

RT1.6 Author's Purpose

Georgia O'Keefe

Georgia O'Keefe is known as one of the greatest painters in American art. Her many flower paintings changed natural art painting. She received her first art lessons at home. Georgia went to college to learn more about art. Her paintings have been in museums around the world. After she died, her house in New Mexico became a museum.

RT1.7 Plot

Lost Mellow

- 1 Mellow was the Turners' five-year-old cat. He had been missing all day. The Turners were packing to move across town. Kelly, the youngest Turner, was worried about her beloved cat. She had owned Mellow since it was a kitten. All day she had been calling for Mellow without success.
- 2 Kelly's father tried to reassure her. "Mellow is a smart cat. She'll turn up. The movers are probably scaring her." Kelly agreed, but she was still worried. It wasn't like Mellow to ignore treats or Kelly's calls. She had heard about pets that had followed their new owners across state lines and found the new house weeks later. Did Mellow have what it took to follow Kelly across town? The idea of Mellow walking across town all alone nearly brought Kelly to tears.
- 3 Kelly sat on the edge of the moving truck and sighed.
- 4 Suddenly, she heard Mellow's cries from within the truck. Mellow's frightened eyes peeked out from behind the door of her mother's bookshelf.
- 5 "Mellow!" cried Kelly. Mellow crawled onto Kelly's lap and began to purr.

RT1.8 Plan and Monitor

Possible responses:

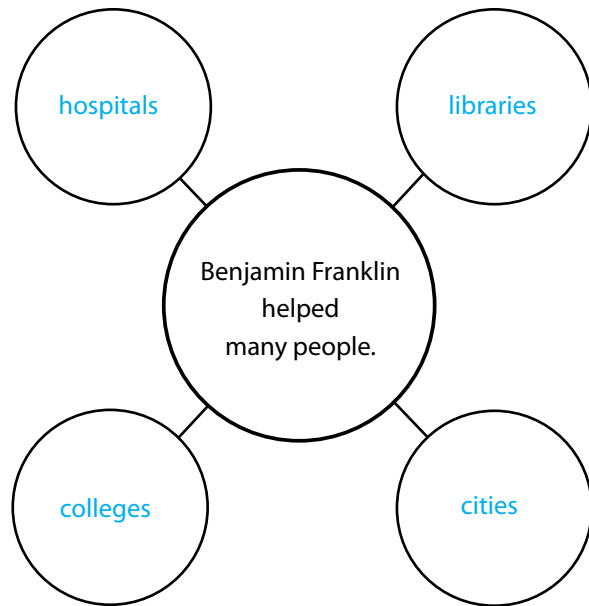
I don't know what it means to become paralyzed. I read on and find out it means someone is unable to walk, talk, or even breathe. I don't understand what is a "killed" flu virus. I read on and find out it means the virus is killed before it is used in a vaccine.

RT1.9 Writing Trait: Word Choice

1. The sleepy, exhausted kitten fell, tumbled off the bookshelf.
2. The room was jam-packed/filled with piles towers of shoeboxes.
3. The velvety/soft kitten was terrified/scared.
4. The kind/nice girl gently/softly picked her up.

Reteaching Masters Answer Key, continued

RT1.10 Relate Details



RT1.11 Describe a Setting

This selection describes a young man who lives and works on a farm in Iowa. It is the present day.

RT1.12 Plan and Monitor

Possible responses:

I don't understand why Salk first gave the vaccine to people who had polio. I read on and find out that first he had to prove the vaccine would help people fight polio. I don't understand why healthy children got the vaccine. I read on and find out that the vaccine didn't cure polio. It prevented polio.

RT1.13 Writing Trait: Voice

My Incredible Brother

I was watching from behind the stage. I was in awe of Jake's guitar-playing. My brother's fingers ripped through chords. After that he slowly played a melody. His playing was so inspiring. The music sent shivers up my spine. I looked around at the people in the audience.

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 4 Unit 1 Cumulative Key Word List

ability (n)	defend (v)	limit (v)	region (n)
accelerate (v)	detail (n)	locate (v)	relate (v)
adaptation (n)	determine (v)	map (n)	relationship (n)
adventure (n)	discovery (n)	marriage (n)	renewable (adj)
analyze (v)	distance (n)	material (n)	resistance (n)
ancestor (n)	effect (n)	measure (v)	resource (n)
ancient (adj)	electricity (n)	medium (n)	response (n)
archaeologist (n)	element (n)	memory (n)	responsible (adj)
artifact (n)	elevation (n)	merchant (n)	risk (n)
astronaut (n)	empire (n)	migration (n)	ritual (n)
atmosphere (n)	environment (n)	mission (n)	role (n)
author's purpose	equator (n)	modify (v)	rotation (n)
available (adj)	examine (v)	mold (n)	route (n)
average (n)	experiment (n)	monitor (v)	scale (n)
balance (n)	exploration (n)	motion (n)	scarce (adj)
behavior (n)	express (v)	motive (n)	sequence (n)
belief (n)	feature (n)	musical (adj)	service (n)
benefit (n)	figurative language	narrator (n)	site (n)
border (n)	flow (v)	native (adj)	skill (n)
canyon (n)	force (n)	natural (adj)	solution (n)
capacity (n)	galleon (n)	navigation (n)	solve (v)
cause (n)	generalization (n)	object (n)	species (n)
ceremony (n)	generate (v)	occasion (n)	speed (n)
characteristic (n)	globe (n)	ocean (n)	spore (n)
chart (n)	graph (n)	official (adj)	spread (v)
civilization (n)	habitat (n)	orbit (v)	stanza (n)
clarify (v)	height (n)	outcome (n)	strategy (n)
coastal (adj)	hemisphere (n)	outline (n)	style (n)
colony (n)	heritage (n)	pattern (n)	suggest (v)
command (n)	hero (n)	perform (v)	surface (n)
communication (n)	historical (adj)	physical (adj)	survival (n)
comparison (n)	humid (adj)	plain (n)	synthesize (v)
compass (n)	hyperbole (n)	planet (n)	technology (n)
competition (n)	imagine (v)	plateau (n)	theme (n)
conclusion (n)	imitate (v)	population (n)	threatened (adj)
conservation (n)	inference (n)	port (n)	tool (n)
constant (n)	influence (v)	pottery(n)	trade (v)
contain (v)	inhabitant (n)	power (n)	tradition (n)
continent (n)	inherit (v)	predator (n)	trait (n)
control (v)	interact (v)	preserve (v)	transport (v)
convert (v)	interpret (v)	president (n)	treasure (n)
country (n)	introduce (v)	preview (v)	trickster (n)
courage (n)	invade (v)	prey (n)	valley (n)
craft (n)	investigate (v)	principle (n)	value (v)
create (v)	landform (n)	procedure (n)	visualize (v)
culture (n)	landscape (n)	project (n)	volunteer (n)
currency (n)	language (n)	protect (v)	weave (v)
current (adj)	launch (v)	range (n)	
custom (n)	learn (v)	rate (n)	
decompose (v)	legend (n)	record (n)	

Words from Unit 1 appear in red type. For additional content words and story words, please see the Small Group Reading section.

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Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear: Way to go, Joe! Fantastic catch!</p> <p>You say: Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i> Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear: "When did you know that something was missing?"</p> <p>You say: "I knew that something was missing when I got to class."</p>

2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p>You say: "Wait! Could you say that again more slowly, please?"</p> <p>Other options: "Does 'violet' mean 'purple'?" "Is 'enormous' another way to say 'big'?"</p>

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> • I can start a question with "is," "can," or "do". Do you have my math book? • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. Where did you put my math book?

Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

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Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



laptop means "small portable computer," not "the top of your lap"

Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

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Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

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Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.

Break a leg!

Rachel had to **eat her words**.

Give me a break!

Hang on.

I'm **in a jam**.

The joke was so funny, Lisa **laughed her head off**.

Juan was **steamed** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

I'm so tired, I just want to **veg out**.

Rob and Zak are together **24-seven**.

You can say that again.

Zip your lips!

What you mean:

If the topic is Mars, I'll **listen very carefully**.

Good luck!

Rachel had to **say she was wrong**.

That's ridiculous!

Wait.

I'm **in trouble**.

The joke was so funny, Lisa **laughed very hard**.

Juan was **very angry** when I lost his video game.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **all the time**.

I totally agree with you.

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 579–582 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

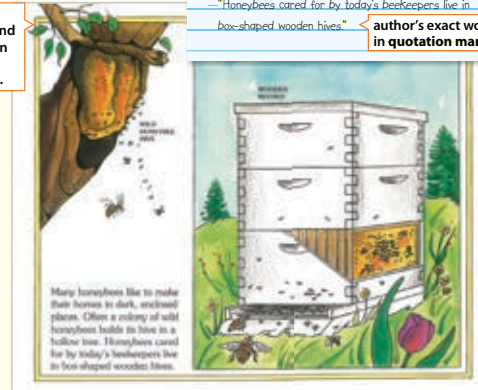
Where do honeybees live? < research question

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.

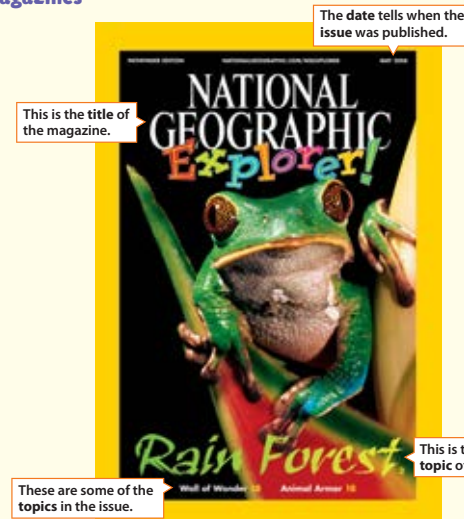
guide words

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



581

Page 581

Writing and Research, *continued*

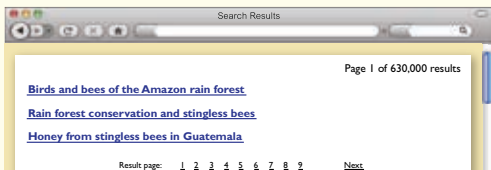
Internet

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.

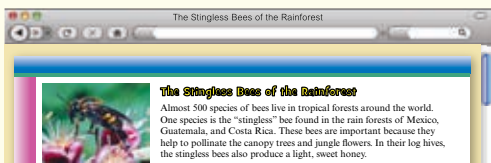
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.

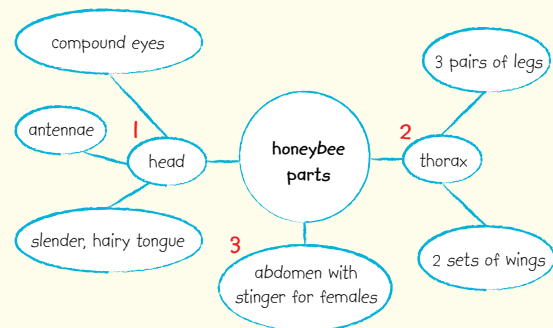


3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



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



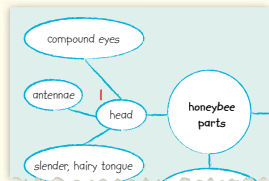
Writing and Research, *continued*

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.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

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 predators harmful animals. A hive needs to hold thousands of bees and all they gather. the nectar and pollen

The best bee's nest will also face south so it stays warm.

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.

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.



Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
4	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
3	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
2	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
1	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.



Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
4	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
3	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
2	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
1	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

Do you have a size 10?

Answer: Yes.

Are these shirts on sale?

Answer: No.

What colors do you have?

Answer: We have red and blue.

Where can I try this on?

Answer: You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please **bring** me a size 10.
Don't open the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



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Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.

I **can't** find the right size.

Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.

The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.

The other store has nicer shirts.

Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.

My **mom or my dad** always comes with me.

Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.

Sometimes we see a movie or just talk with our friends.

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Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there. Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama	AL	Hawaii	HI	Massachusetts	MA	New Mexico	NM	South Dakota	SD
Alaska	AK	Idaho	ID	Michigan	MI	New York	NY	Tennessee	TN
Arizona	AZ	Illinois	IL	Minnesota	MN	North Carolina	NC	Texas	TX
Arkansas	AR	Indiana	IN	Mississippi	MS	North Dakota	ND	Utah	UT
California	CA	Iowa	IA	Missouri	MO	Ohio	OH	Vermont	VT
Colorado	CO	Kansas	KS	Montana	MT	Oklahoma	OK	Virginia	VA
Connecticut	CT	Kentucky	KY	Nebraska	NE	Oregon	OR	Washington	WA
Delaware	DE	Louisiana	LA	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Florida	FL	Maine	ME	New Hampshire	NH	Rhode Island	RI	Wisconsin	WI
Georgia	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural.	bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns *(continued)*

Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

Some jokes are funny.
Do you have a **favorite joke**?
I have **an uncle** who knows a lot of jokes.
It is **an event** when my uncle comes to visit.
He lives about **an hour** away from us.

He drives in ~~a~~ snow, ~~a~~ fog, or ~~a~~ ice to get here.

Uncle Raul is **the** uncle I told you about.
The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.
He used to live in **Brazil**.
He speaks **English** and **Spanish**.
Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.
Sometimes he'll play **soccer** with me.
Then we go to **Sal's Café** to eat.
He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?
The **men's** scores are the highest.



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Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.
Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.
She will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.
He added the pictures to the report.

Use **it** for a thing.

The report is almost done.
It will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?
Yes, Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.
They will record each presentation.

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Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

Julia is a good speaker.
She tells the class about Mars.

The photos show the surface of Mars.
They are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.
The class asked **them** about Mars.

Jack put **the report** online.
Jack put **it** online.
Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

I wrote a report about the sun.
The report about the sun is **mine**.

Use **ours** to show that you and one or more people own something.

Meg, Bob, and I drew diagrams.
The diagrams are **ours**.

Use **yours** to show that something belongs to one or more people you are talking to.

Have you seen my report, Matt?
Yes, that report is **yours**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.
The desk is **hers**.

For two or more people, places, or things, use **theirs**.

Ross and Clare made posters.
The posters are **theirs**.

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Adjectives


An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an adjective comes <u>before</u> the noun it tells about. But, an adjective can also appear after verbs such as <i>is, are, look, feel, smell, and taste</i> .	You can buy delicious fruits at the market. All the fruit looks fresh . The shoppers are happy .																					
Adjectives describe <ul style="list-style-type: none"> what something is like the size, color, and shape of something what something looks, feels, sounds, or smells like 	The market is a busy place. The round, brown baskets are filled with fruits and vegetables. The shiny peppers are in one basket. Another basket has crunchy cucumbers. The pineapples are sweet and juicy .																					
Some adjectives tell "how many" or "in what order." When you don't know the exact number of things, use the adjectives in the chart.	The sellers have two baskets of beans. The first basket is near the limes. When there's a lot of sun, the sellers sit in the shade.																					
Possessive adjectives tell who owns something.	I pick out some oranges. My oranges are in the bag. That basket is Ryan's . His basket is full of apples. The sellers' chairs are in the shade. Their chairs are under umbrellas.																					
	<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																			

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add -er to the adjective. You will often use the word than in your sentence, too.	This is a small pineapple. The guava is smaller than the pineapple.																		
To compare three or more things, add -est to the adjective. Always use the before the adjective.	The lime is the smallest fruit of them all.																		
For some adjectives, change the spelling before you add -er or -est . <ul style="list-style-type: none"> If the adjective ends in silent e, drop the final e and add -er or -est. If the adjective ends in y, change the y to i and add -er or -est. If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add -er or -est. 	<table border="0"> <tr> <td>large</td> <td>nice</td> </tr> <tr> <td>larger</td> <td>nicer</td> </tr> <tr> <td>largest</td> <td>nicest</td> </tr> <tr> <td>pretty</td> <td>crazy</td> </tr> <tr> <td>prettier</td> <td>crazier</td> </tr> <tr> <td>prettiest</td> <td>craziest</td> </tr> <tr> <td>big</td> <td>sad</td> </tr> <tr> <td>bigger</td> <td>sadder</td> </tr> <tr> <td>biggest</td> <td>saddest</td> </tr> </table>	large	nice	larger	nicer	largest	nicest	pretty	crazy	prettier	crazier	prettiest	craziest	big	sad	bigger	sadder	biggest	saddest
large	nice																		
larger	nicer																		
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pretty	crazy																		
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A few adjectives have special forms for comparing things.	<table border="0"> <tr> <td>good</td> <td>bad</td> <td>little</td> </tr> <tr> <td>better</td> <td>worse</td> <td>less</td> </tr> <tr> <td>best</td> <td>worst</td> <td>least</td> </tr> </table>	good	bad	little	better	worse	less	best	worst	least									
good	bad	little																	
better	worse	less																	
best	worst	least																	
For adjectives with three or more syllables, do not use -er or -est to compare. Use more , most , less , or least .	<p>YES: Of all the fruit, the guavas are the most colorful.</p> <p>NO: Of all the fruit, the guavas are the colorfulst.</p> <p>YES: The oranges are more delicious than the pears.</p> <p>NO: The oranges are deliciouster than the pears.</p>																		
When you make a comparison, use either -er or more ; or -est or most . Do not use both.	The oranges are the more juicyest of all the fruits.																		

Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

Action Verbs

An action verb tells what someone or something does.	The children ride bikes. They wear helmets for safety. They pedal as fast as they can.
---	---

The Verbs *Have* and *Be*

The verb to have tells what the subject of a sentence has.	I have a bicycle. It has twelve gears. My friend Pedro has a bicycle, too. Sometimes we have races.	Forms of the Verb <i>have</i> have has had
The verb to be does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).	I am a fan of bicycle races. Pedro is excited about our next race.	Forms of the Verb <i>be</i> am are is was were

Linking Verbs

A few other verbs work like the verb to be . They do not show action. They just connect, or link, the subject to a word in the predicate. Some of these verbs are look, seem, feel, smell, and taste .	My bicycle looks fantastic! Pedro and I feel ready for the race.
--	---



Helping Verbs

A **helping verb** works together with an action verb. A helping verb comes before a **main verb**. Some helping verbs have special meanings.

- Use **can** to tell that someone is able to do something.
- Use **could, may, or might** to tell that something is possible.
- Use **must** to tell that somebody has to do something.
- Use **should** to give an opinion or advice.

Pedro and I **are racing** today.
We **will do** our best.

We **can work** as a team.

We **may reach** the finish line first.

We **must pedal** hard to win!

You **should practice** more.

Contractions with Verbs

You can put a subject and verb together to make a **contraction**. In a contraction, an apostrophe (') shows where one or more letters have been left out.

They are riding fast.
They're riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with <i>Be</i>			
I + am = I'm	she + is = she's		
you + are = you're	where + is = where's		
we + are = we're	what + is = what's		

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with <i>Have</i> and <i>Will</i>			
I + have = I've	he + has = he's		
you + have = you've	I + will = I'll		
they + have = they've	it + will = it'll		

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with <i>Not</i>			
do + not = don't	have + not = haven't		
did + not = didn't	has + not = hasn't		
are + not = aren't	could + not = couldn't		
was + not = wasn't	should + not = shouldn't		

The contraction of the verb **can** plus **not** has a special spelling.

can + not = **can't**

Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, (continued)

Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.

- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.
Then he **takes** his bike out of the garage.
Pedro and I **love** to ride our bikes on weekends.

Pedro checks the tires on his bike.
He finds a flat tire!

Pedro **fixes** the tire.
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.
We **coast** down the driveway on our bikes.

We **are pedaling** faster.

I **am passing** Pedro!

He **is following** right behind me.



Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.
The bikers **arrived** from all different countries.
They **raced** for several hours.

People **grabbed** their cameras.
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.
I **stayed** close to the TV.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.
He **broke** the speed record!

Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, (continued)

Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.

She **will remove** all the dirt.

- use **am going to, are going to, or is going to** before the **main verb**.

She **is going to remove** all the dirt.
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.
Pedro **is not** going to believe it.
Her bike **will not** be a mess any longer.



Adverbs

An **adverb** tells more about a verb, an adjective, or another adverb.

How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)
He **will travel downtown** on the bus. (where)
He **will arrive** at school **soon**. (when)
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.
He plays **very well**.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.
Josh runs **faster** than his best friend.
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps **more** higher than I do.
He is **more** better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

I do not catch **good** at all.

Prepositions

A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

Prepositions													
Some prepositions tell where something is.													
Some prepositions show direction .													
Some prepositions tell when something happens .	<table border="0"> <tr> <td>before lunch</td> <td>in 2003</td> <td>on September 16</td> </tr> <tr> <td>during lunch</td> <td>in September</td> <td>at four o'clock</td> </tr> <tr> <td>after lunch</td> <td>in the afternoon</td> <td>from noon to 3:30</td> </tr> </table>	before lunch	in 2003	on September 16	during lunch	in September	at four o'clock	after lunch	in the afternoon	from noon to 3:30			
before lunch	in 2003	on September 16											
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Other prepositions have many uses.	<table border="0"> <tr> <td>about</td> <td>among</td> <td>for</td> <td>to</td> </tr> <tr> <td>against</td> <td>at</td> <td>from</td> <td>with</td> </tr> <tr> <td>along</td> <td>except</td> <td>of</td> <td>without</td> </tr> </table>	about	among	for	to	against	at	from	with	along	except	of	without
about	among	for	to										
against	at	from	with										
along	except	of	without										

Prepositional Phrases	
A prepositional phrase starts with a preposition and ends with a noun or a pronoun . Use prepositional phrases to add information or details to your writing.	<p>At our school, we did many activities for Earth Day.</p> <p>We picked up the trash along the fence.</p> <p>Then we planted some flowers next to it.</p>



Capital Letters

A word that begins with a capital letter is special in some way.

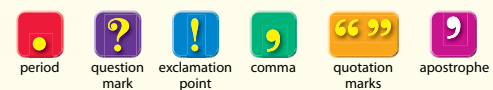
How to Use Capital Letters																																									
A word that begins with a capital letter is special in some way.																																									
Use a capital letter at the beginning of a sentence.	O ur class is taking an exciting field trip. We are going to an airplane museum.																																								
Always use a capital letter for the pronoun I .	My friends and I can't wait!																																								
Use a capital letter for a person's <ul style="list-style-type: none"> • first and last name • initials • title 	Matt J. Kelly and Matt Ross will ride with Dr. Bye , Magdalena and I are going with Mrs. Liu .																																								
Use a capital letter for the names of <ul style="list-style-type: none"> • the days of the week and their abbreviations • the twelve months of the year and their abbreviations 	<p>We're going the first Saturday in January.</p> <table border="0"> <tr> <td>Days of the Week</td> <td>Months of the Year</td> </tr> <tr> <td>Sunday</td> <td>Sun.</td> </tr> <tr> <td>Monday</td> <td>Mon.</td> </tr> <tr> <td>Tuesday</td> <td>Tue.</td> </tr> <tr> <td>Wednesday</td> <td>Wed.</td> </tr> <tr> <td>Thursday</td> <td>Thurs.</td> </tr> <tr> <td>Friday</td> <td>Fri.</td> </tr> <tr> <td>Saturday</td> <td>Sat.</td> </tr> <tr> <td></td> <td>January</td> </tr> <tr> <td></td> <td>Feb.</td> </tr> <tr> <td></td> <td>March</td> </tr> <tr> <td></td> <td>April</td> </tr> <tr> <td></td> <td>May</td> </tr> <tr> <td></td> <td>June</td> </tr> <tr> <td></td> <td>July</td> </tr> <tr> <td></td> <td>August</td> </tr> <tr> <td></td> <td>September</td> </tr> <tr> <td></td> <td>October</td> </tr> <tr> <td></td> <td>November</td> </tr> <tr> <td></td> <td>December</td> </tr> </table> <p>These months are not abbreviated.</p>	Days of the Week	Months of the Year	S unday	S un.	M onday	M on.	T uesday	T ue.	W ednesday	W ed.	T hursday	T hurs.	F riday	F ri.	S aturday	S at.		J anuary		F eb.		M arch		A pril		M ay		J une		J uly		A ugust		S eptember		O ctober		N ovember		D ecember
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Use a capital letter for each important word in the names of special days and holidays.	That will be after C hristmas, K wanzaa, and N ew Y ear's D ay. E arth D ay F ourth of J uly H anukkah T hanksgiving																																								

Capital Letters, (continued)

More Ways to Use Capital Letters																									
Use a capital letter for each important word in the names of <ul style="list-style-type: none"> • public places, buildings, and organizations • streets, cities, and states • landforms and bodies of water, continents, and planets and stars 	<p>The Wilson Airplane Museum is in the Veterans Memorial Hall. It's in the middle of Veterans Park, right next to the Piney Woods Zoo.</p> <p>The museum is on Flight Avenue. It is the biggest airplane museum in Florida. It's the biggest in the whole United States!</p> <table border="0"> <tr> <td>Landforms and Bodies of Water</td> <td>Continents</td> <td>Planets and Stars</td> </tr> <tr> <td>Rocky Mountains</td> <td>Africa</td> <td>Earth</td> </tr> <tr> <td>Sahara Desert</td> <td>Antarctica</td> <td>Mars</td> </tr> <tr> <td>Grand Canyon</td> <td>Asia</td> <td>the Big Dipper</td> </tr> <tr> <td>Pacific Ocean</td> <td>Australia</td> <td>the Milky Way</td> </tr> <tr> <td>Colorado River</td> <td>Europe</td> <td></td> </tr> <tr> <td>Lake Erie</td> <td>North America</td> <td></td> </tr> <tr> <td></td> <td>South America</td> <td></td> </tr> </table>	Landforms and Bodies of Water	Continents	Planets and Stars	R ocky M ountains	A frica	E arth	S ahara D esert	A ntarctica	M ars	G rand C anyon	A sia	the B ig D ipper	P acific O cean	A ustralia	the M ilky W ay	C olorado R iver	E urope		L ake E rie	N orth A merica			S outh A merica	
Landforms and Bodies of Water	Continents	Planets and Stars																							
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C olorado R iver	E urope																								
L ake E rie	N orth A merica																								
	S outh A merica																								
Use a capital letter for the names of countries and adjectives formed from the names of countries.	My friend Magdalena is C hilean. She says they don't have a museum like that in C hile.																								
Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.	We are reading F irst F light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it " V anished from the S ky." What a great title!																								

Punctuation Marks

Punctuation marks make words and sentences easier to understand.



Period	
Use a period at the end of a statement or a command.	I don't know if I should get a dog or a cat. Please help me decide.
Also use a period when you write a decimal, or to separate dollars from cents.	I saw a cute little dog last week. It only weighed 1.3 pounds. But it costs \$349.99!
Use a period after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.	The salesperson gave me this business card: <p>TX is the abbreviation for the state of Texas.</p>
Question Mark	
Use a question mark <ul style="list-style-type: none"> • at the end of a question • after a question that comes at the end of a statement. 	Do you want to go to the pet store with me? You can go right now, can't you?
Exclamation Point	
Use an exclamation point at the end of a sentence to show strong feelings.	I'm glad you decided to come! This is going to be fun!

Grammar, Usage, Mechanics, and Spelling *continued*

Punctuation, *(continued)*

Commas

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 introduced in 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	Symbols for Long Vowel Sounds	ur girl	ü fruit
j jar	ā cake		Miscellaneous Symbols
k cake	ē key		shun fraction $\frac{1}{2}$
ks box	i bike		chun question
kw queen	ō goat		zhun division
l bell	yü mule		
m mouse			
n pan			
ng ring			
p pan			
r ring			
s bus			
sh fish			
t hat			
th Earth			
th father			
v vase			
w window			
hw whale			
y yarn			
z zipper			
zh treasure			

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.

elevation

(el-u-vā-shun) *noun*

Elevation describes how high the land is in an area.



A mountain can have a very high **elevation**.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

ability > ancient

ability

(u-bi-lu-tē) *noun*
An **ability** is a skill.



This girl has the **ability** to play the flute.

accelerate

(ik-se-lu-rāt) *verb*
When someone **accelerates** they move faster.



A racecar **accelerates** to the finish line.

adaptation

(a-dap-tā-shun) *noun*
An **adaptation** is a change that a species develops to live in an environment.



A giraffe's long neck and legs are **adaptations** so it can eat from tall trees.

adventure

(ud-ven-chur) *noun*
An **adventure** is an exciting experience.



Early explorers had many **adventures**.

ancestor

(an-ses-tur) *noun*
An **ancestor** is a family member who lived a long time ago.



The boy is learning about his **ancestors**.

ancient

(ānt-shunt) *adjective*
When something is **ancient**, it is very old or it happened in the past.



There are **ancient** buildings all around the world.

a
b
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o
p
q
r
s
t
u
v
w
x
y
z

archaeologist > behavior

archaeologist

(ar-ke-ah-lu-jist) *noun*
An **archaeologist** is someone who studies old buildings and civilizations.



Archaeologists discover new information about ancient cultures.

artifact

(ar-ti-fakt) *noun*
An **artifact** is something that a human made long ago, such as a tool or a weapon.



Artifacts such as these arrowheads were used for hunting.

astronaut

(as-tru-nawt) *noun*
An **astronaut** is someone who travels in space.



Astronauts wear special equipment so they can breathe in space.

atmosphere

(at-mu-sfear) *noun*
The **atmosphere** is the mixture of gases that are all around a planet.



Clouds form in the **atmosphere**.

available

(u-vā-lu-bul) *adjective*
When something is **available**, it is ready to take.



Fresh fruit is **available** in summer.

average

(a-vū-rj) *noun*
An **average** is an amount that is usual for a group.



Bears have an **average** of two cubs.

balance

(ba-luns) *noun*
When something is in **balance**, it is steady.



If she keeps her **balance**, she will not fall.

behavior

(bi-hā-vyur) *noun*
Behavior is how a living thing acts.



You can train an animal to learn a new **behavior**.

belief > chart

belief

(bu-lēf) *noun*
A **belief** is a feeling that something is true.



What is your **belief** about hard work?

benefit

(be-nū-fit) *noun*
A **benefit** is something helpful.



One **benefit** of living near school is that you can walk there.

border

(bor-dur) *noun*
A **border** is an edge or outline.



The frame makes a **border** around the art.

canyon

(kan-yun) *noun*
A **canyon** is a very deep valley.



Most **canyons** are formed by rivers.

capacity

(ku-pa-su-tē) *noun*
The **capacity** of an object is the most it can hold.



This bucket has a **capacity** of 1 gallon.

ceremony

(ser-u-mō-nē) *noun*
A **ceremony** is a special event where something is celebrated.



They exchange rings at their wedding **ceremony**.

characteristic

(kair-ik-tu-ris-tik) *noun*
A **characteristic** is a feature.



White marks are a **characteristic** of this snake.

chart

(chart) *noun*
A **chart** shows information with numbers, pictures, and symbols.



This **chart** is on a computer screen.

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

civilization ► **competition**

civilization
(sì-vu-lu-zā-shun) *noun*
A **civilization** is an organized society of people.



There have been many advanced **civilizations** around the world.

coastal
(kōs-tul) *adjective*
Coastal areas are sections of land next to an ocean.



Large waves often crash into **coastal** areas.

colony
(kah-lu-nē) *noun*
A **colony** is a region that another country controls.



These states were **colonies** of England.

command
(ku-mand) *noun*
A **command** is an order for what someone wants you to do.



The general gave a **command** to his troops.

compass
(kum-pus) *noun*
A **compass** is a tool with a magnet that can show you which direction is north.



Compasses help sailors know where to go.

communication
(ku-myū-nu-kā-shun) *noun*
Communication is the sharing of information.



Cell phones have made **communication** easier.

competition
(kom-pu-ti-shun) *noun*
A **competition** is a contest.




The runners are in **competition** to win the race.

620


conservation ► **courage**

conservation
(kon-sir-vā-shun) *noun*
Conservation means saving or protecting something.




Through **conservation**, many animals' lives have been saved.

continent
(kon-tu-nunt) *noun*
A **continent** is a large body of land.



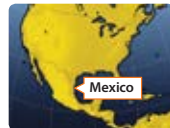
Africa is one of the seven **continents** on Earth.

convert
(kun-vurt) *verb*
When you **convert** something, you change it from one thing into another.




A solar panel **converts** sunlight into electricity.

country
(kun-trē) *noun*
A **country** is a nation with its land and people.




Mexico is a **country** in North America.

constant
(kon-stunt) *noun*
Something that never changes is a **constant**.




The number of days in a week is a **constant**.

control
(kun-tröl) *verb*
To **control** something is to be in charge of it.




The driver **controls** where the car goes.

contain
(kun-tān) *verb*
To **contain** something is to hold it inside.



This jar **contains** many coins.

courage
(kur-ij) *noun*
If you have **courage**, you are brave.




It takes **courage** to do challenging things.

621


craft ► **decompose**

craft
(kraft) *noun*
Crafts are usually items that you make by hand.




Making dolls by hand is a **craft**.

create
(krē-āt) *verb*
To **create** means to make something new.




The tiles **create** a pattern on the floor.

culture
(kul-chur) *noun*
People's ideas and way of life make up a **culture**.




Sports can be part of a **culture**.

current
(kur-unt) *adjective*
When something is **current**, it is happening now.




You can see **current** news stories on TV.

custom
(kus-tum) *noun*
A **custom** is the usual way of doing something.



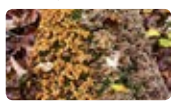
Their **custom** is to eat cereal for breakfast.

currency
(kur-unt-sē) *noun*
Currency is the type of money that is used in an area.



The dollar is the **currency** in the United States.

decompose
(dē-kum-pōz) *verb*
Something **decomposes** when it breaks down. Living things decompose after they die.




A fallen tree will soon **decompose**.

622


defend ► **environment**

defend
(di-fend) *verb*
When something **defends** itself, it protects itself from danger.




A porcupine can **defend** itself.

discovery
(dis-ku-vu-rē) *noun*
When you find things, you make a **discovery**.




Her **discovery** is a new germ.

distance
(dis-tuns) *noun*
Distance is the amount of space between two things.




Today, we can fly a long **distance** very quickly.

electricity
(i-lek-tri-su-tē) *noun*
Electricity is a form of energy that can produce light, heat, and power.




People use **electricity** to power their appliances.

element
(e-lu-munt) *noun*
An **element** is a simple part of something that is bigger.



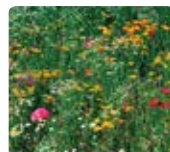
Wind is one **element** in a storm.

empire
(em-pir) *noun*
An **empire** is a group of countries under one ruler.




As the Roman **Empire** spread, so did the Latin language.

environment
(in-vi-run-munt) *noun*
An **environment** is the area where something lives.




Plants grow well in a sunny **environment**.

elevation
(el-u-vā-shun) *noun*
Elevation describes how high the land is in an area.



A mountain can have a very high **elevation**.


Wet environments, such as rain forests, are also rich in plant life.




623

equator ➤ **force**


equator
(i-kwā-tur) *noun*
The **equator** is an imaginary line that separates the northern and southern hemispheres of the earth.




experiment
(ik-sper-u-munt) *noun*
An **experiment** is a test that people do to find out how things work.




feature
(fē-chor) *noun*
A **feature** is part of something.




exploration
(ek-splu-rā-shun) *noun*
An **exploration** is a search.




flow
(flō) *verb*
To **flow** is to move freely.




examine
(ig-za-mun) *verb*
To **examine** something is to look at it closely.




express
(ik-spres) *verb*
To **express** yourself means to show how you feel.



force
(fōrs) *noun*
A **force** is a great power in nature.



equator
The **equator** goes all the way around the earth.



Countries along the **equator** include Ecuador, Colombia, and Brazil.

Her experiment on plant growth won first prize.

Sharp teeth are **features** that help sharks hunt.

Astronauts learn about space from their **exploration**.

Water **flows** from a fountain without stopping.

With a hand lens, you can **examine** a butterfly.

A smile can **express** joy.

The **force** of rushing water can break apart roads.

624

galleon ➤ **heritage**

galleon
(ga-lē-un) *noun*
A **galleon** is a large sailing ship that was used hundreds of years ago.




habitat
(ha-bu-tat) *noun*
A **habitat** is a place where an organism can live and flourish.



hemisphere
(he-mu-sfear) *noun*
A **hemisphere** is one half of the earth.



generate
(je-nu-rāt) *verb*
To **generate** something is to make it from other materials.



height
(hit) *noun*
Height is the measurement of how tall someone or something is.



heritage
(hair-u-tij) *noun*
Your **heritage** is the traditions, ideas, and language that come from your ancestors.



globe
(glōb) *noun*
A **globe** is a ball with the map of the earth on it.



globe
The students studied the **globe** in their social studies class.

globe
In the 17th century, people would sail **galleons** all around the world.

Some snakes live in a hot, desert **habitat**.

The **equator** separates the two **hemispheres**.

Windmills are used to **generate** electricity.


These boys are different **heights**.

Playing a traditional instrument is part of his Indonesian **heritage**.


625

hero ➤ **interact**


hero
(hēr-ō) *noun*
A **hero** is a person admired by others for being brave.




imitate
(i-mu-tāt) *verb*
When you **imitate** something, you try to copy it.




inhabitant
(in-ha-bu-tant) *noun*
An **inhabitant** is a person who lives somewhere.




humid
(hyū-mud) *adjective*
It is **humid** when there is a lot of moisture in the air.




inherit
(in-hair-ut) *verb*
To **inherit** means to get things, usually from parents.




imagine
(i-mā-jun) *verb*
To **imagine** something is to picture it in your mind.



influence
(in-flū-unts) *verb*
To **influence** someone is to affect that person.



interact
(in-tur-akt) *verb*
When you **interact**, you communicate in some way.



hero
When the firefighter rescued the child, everyone said he was a **hero**.

Babies will try to **imitate** their mothers' smiles.

These people are **inhabitants** of Japan.

A hot and **humid** greenhouse is good for plants.

Skunks **inherit** their stripes.

Your art shows others what you **imagine**.

Family members can **influence** your interests.

This girl **interacts** with the horse.

626

interpret ➤ **language**

interpret
(in-tur-prut) *verb*
To **interpret** something is to tell what you think it means.



invade
(in-vād) *verb*
To **invade** something is to take it over without permission.



investigate
(in-ves-tu-gāt) *verb*
When you **investigate** something, you find out about it.



landscape
(land-skāp) *noun*
A **landscape** is a large area of land.



introduce
(in-tru-dūs) *verb*
When people **introduce** themselves, they meet for the first time.



landform
(land-form) *noun*
A **landform** is the natural shape of a section of land.



language
(lang-gwij) *noun*
Language is a way of sharing ideas.



interpret
Can you **interpret** these signs?

Sometimes people **invade** natural habitats.

The boy **investigates** the cave.

These hills are part of this pretty green **landscape**.

A handshake is a friendly way to **introduce** yourself.


A mountain is a large **landform**.

Writing is a form of **language**.

627


launch ▶ **marriage**

launch (law-nch) *verb*
When you **launch** something, you send it up into the air.




This rocket was **launched** into space.

learn (lurn) *verb*
To **learn** is to gain new skills and information.




This calf must **learn** to walk.

legend (le-jund) *noun*
A **legend** explains symbols on a map.




This **legend** shows blue lines as rivers.

limit (li-mut) *verb*
To **limit** something is to stop it after a set time or amount.




Many parents **limit** TV viewing.

locate (lō-kāt) *verb*
To **locate** is to find.




We use maps to **locate** cities and states.

map (map) *noun*
A **map** is a drawing of Earth's surface, or a part of it.



The class looks at the world **map**.

marriage (mair-ij) *noun*
A **marriage** is a wedding ceremony that unites a husband and wife.




They had a lovely **marriage** ceremony.

628


material ▶ **modify**

material (mu-tear-ē-ul) *noun*
Materials are the small parts that make up something bigger.




Sand is a **material** used in cement.

measure (me-zhur) *verb*
When you **measure** something, you find out its size, weight or amount.




The girl is using a ruler to **measure** her cat.

merchant (mur-chunt) *noun*
A **merchant** is someone who buys or sells items.




The scale **measures** the weight of the orange.

medium (mē-dē-um) *noun*
A **medium** is a form of communication.




Radio is one **medium** for news.

memory (mem-rē) *noun*
Memory is the power to recall or remember events.




Memory is stored in the brain.

mission (mi-shun) *noun*
A **mission** is a job with a goal.




Their **mission** is to rescue people after an earthquake.

migration (mī-grā-shun) *noun*
During a **migration**, people or animals move from one place to another.



These birds fly south in their yearly **migration**.

modify (mah-du-fi) *verb*
When you **modify** something, you change it.




Modify a jar to make a bird feeder.

629


mold ▶ **object**

mold (mōld) *noun*
Mold is a fungus that grows on old food.




This bread has a lot of **mold** on it.

musical (myū-zi-kul) *adjective*
When someone plays an instrument or sings well, they are **musical**.




It was a very **musical** performance.

navigation (na-vu-gā-shun) *noun*
Navigation is the process of figuring out how to get somewhere.




With careful **navigation** the boat can pass through the icebergs safely.

motion (mō-shun) *noun*
Motion is movement.




A racecar's **motion** is very fast!

motive (mō-tiv) *noun*
A **motive** is a reason for doing something.




One **motive** for studying is to get good grades.

native (nā-tiv) *adjective*
When living things are **native** to an area, they live and grow there naturally.




In many desert regions, the cactus is a **native** plant.

native (nā-tiv) *adjective*
When living things are **native** to an area, they live and grow there naturally.




This is a **natural** rock formation.


object (ōb-jekt) *noun*
An **object** is something that isn't alive that you can touch and see.



clock



remote control




ball glove

These are all **objects**.

630

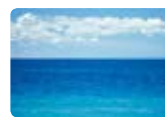
occasion ▶ **plain**

occasion (u-kā-zhun) *noun*
An **occasion** is a special event.




The birthday party was a fun **occasion**.

ocean (ō-shun) *noun*
The **ocean** is the salt water that covers almost three-fourths of Earth.




Oceans are very large bodies of water.

orbit (or-but) *verb*
In space, something **orbits** when it moves around a sun, a moon, or a planet in a predictable path.




The planets **orbit** around the sun.

pattern (pā-tern) *noun*
A **pattern** is a design that repeats more than once.




This floor has an interesting **pattern**.

perform (pur-form) *verb*
You **perform** when you put on a show for other people.




These students **perform** for the school.

physical (fi-zi-kul) *adjective*
Something you can see and touch is a **physical** object.



Soccer is a very **physical** sport.

plain (plān) *noun*
A **plain** is a large area of flat, nearly treeless land.




Bison live on America's Great **Plains**.

631


planet ➤ **preserve**

planet
(pla-nut) *noun*
A **planet** is a large body that orbits around the sun or another star.




Saturn is one of the **planets** in our solar system.

port
(port) *noun*
A **port** is a safe place where boats can dock.




The boats stay in the **port**.

predator
(pre-du-tur) *noun*
A **predator** is an animal that eats other animals.




Many birds are **predators** to insects.

plateau
(pla-tō) *noun*
A **plateau** is a high, flat area of land.




The **plateau** rises above the plains.

pottery
(pah-tu-rē) *noun*
Objects made out of clay are called **pottery**.




This terracotta vase and pitcher are examples of **pottery**.

population
(pah-pyū-lā-shun) *noun*
The **population** is the number of living things that are in an area.




China has a very large **population** of people.

power
(pow-ur) *noun*
Power is the ability or strength to do something.



The **power** of the earthquake destroyed the building.

preserve
(pri-zurv) *verb*
To **preserve** something is to keep it safe from harm.




Use scrapbooks to **preserve** old photos.

632

Page 632


president ➤ **record**

president
(pre-zu-dunt) *noun*
A **president** is an elected leader of a country.




George Washington was the first **president** of the United States.

project
(prah-jekt) *noun*
A **project** is a job or activity.




Building a skyscraper is a huge **project**.

prey
(prä) *noun*
Prey is an animal that is hunted for food.




The rabbit is **prey** for the bobcat.

principle
(prin-su-pul) *noun*
A **principle** is a rule or law.




Some U.S. laws are based on the **principles** of freedom.

protect
(pru-tekt) *verb*
You **protect** something when you guard it against harm.




Seat belts help to **protect** people in cars.

range
(ränj) *noun*
A **range** is a group of things in a certain order.




The Rocky Mountains are a mountain **range**.

rate
(rät) *noun*
Rate is the speed at which something is happening.



Turtles move at a slow **rate**.

record
(re-kurd) *noun*
A **record** of something is the facts about what happened.



Because many ancient people wrote down information, we have a **record** of their lives.

633

Page 633

region ➤ **responsible**

region
(rē-jun) *noun*
A **region** is an area of land.



Oregon is in the northwest **region** of the country.

renewable
(ri-nū-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.



Wind is a **renewable** resource.

resource
(rē-sors) *noun*
A **resource** is something that people need and use.



School supplies are **resources** for students.

relate
(ri-lät) *verb*
To **relate** two things, think about how they are connected.



You can **relate** these two sports.

relationship
(ri-lä-shun-ship) *noun*
A **relationship** is the way people or things are connected.



Friends have a good **relationship**.

resistance
(ri-zis-tunts) *noun*
Resistance is a slowing force.



Deep snow creates **resistance** when you walk in it.

response
(ri-spons) *noun*
A **response** is an answer.



These students want to give a **response** to a question.

responsible
(ri-spon-su-bul) *adjective*
A person who is **responsible** is in charge.




This dad is **responsible** for his son.

634

Page 634


risk ➤ **scale**

risk
(risk) *noun*
Risk is the possibility of harm.




Wearing a helmet lowers your **risk** when you ride a bike.

role
(röl) *noun*
A **role** is a part or a purpose.




Each actor plays an important **role** in the school play.

route
(rüt) *noun*
A **route** is a path to go someplace.




Do you take the shortest **route** to school?

ritual
(ri-chu-wul) *noun*
A **ritual** is a special series of events, often done as a ceremony.




Many people have **rituals** that use water.

rotation
(rō-tā-shun) *noun*
The **rotation** of something is how it turns around its axis.



A globe shows the **rotation** of Earth.

scale
(skäl) *noun*
A **scale** gives size comparisons.




The **scale** of this map shows that 1 inch is equal to 1 mile.

635

Page 635


scarce > **speed**

scarce (skairs) *adjective*
Something is **scarce** if there is not a lot of it.




Water can be very **scarce** in the desert.

service (sur-vus) *noun*
When something is of **service**, it is useful.




A cart is of **service** when you move heavy boxes.

site (sit) *noun*
A **site** is a special place where something happened.




People study archeological **sites** to learn about ancient cultures.

skill (skil) *noun*
A **skill** is the ability that someone has to do something.




It takes a lot of **skill** to play soccer well.

solve (solv) *verb*
To **solve** a problem means to figure it out.




When you **solve** a puzzle, it's done.

species (spe-shéz) *noun*
A **species** is a group of living things that are very similar and can have offspring.



Cats and dogs are different **species**.

speed (spéd) *noun*
Speed is how fast something is going.




A racecar travels at a very high **speed**.

636


spore > **technology**

spore (spor) *noun*
Spores are small, seed-like structures that are made by plants that don't reproduce using flowers.




A fern reproduces by releasing **spores**.

style (sti-il) *noun*
A **style** is a special way of doing something.




These artists have their own **style** of working. She likes to paint and he works in stone.

surface (sur-fus) *noun*
The **surface** of something is its top layer or cover.




A table has a flat **surface**.

spread (spred) *verb*
To **spread** is to cover a wide area.




Flies can **spread** diseases.

strategy (stra-tu-jé) *noun*
A **strategy** is a careful plan.




This girl has a **strategy** for winning the game.

suggest (sug-jest) *verb*
To **suggest** is to give someone an idea.




These colors **suggest** strong heat.

survival (sur-vi-vul) *noun*
Survival means living.



Survival is difficult in very cold places.

technology (tek-nah-lu-jé) *noun*
Technology is the use of science to solve problems.




Doctors rely on **technology**, such as X-ray machines.

637


threatened > **valley**

threatened (thre-tund) *verb*
Something is **threatened** when it is in danger.




Because of habitat destruction, many rainforest animals are **threatened**.

tradition (tru-di-shun) *noun*
A **tradition** is a custom or belief shared by a group of people.




It's a **tradition** to dress up to celebrate the Chinese New Year.

treasure (tre-zhur) *noun*
A **treasure** is a collection of jewels, money, or other valuable items.




Gold coins are the **treasure** in this chest.

tool (tül) *noun*
A **tool** is something that helps you do a task.




A hammer is a **tool** that helps you pound nails into wood.

trade (träd) *verb*
To **trade** is to exchange one thing for another.




The friends **trade** toys.

trait (träut) *noun*
A **trait** is a characteristic that distinguishes one thing from something else.




One **trait** of a gazelle is that it can run quickly.

transport (trants-port) *verb*
To **transport** something is to carry it.



Large ships **transport** goods across the ocean.

valley (va-lé) *noun*
A **valley** is a low area of land between two higher areas.



This **valley** has a river running through it.

638

value > **weave**

value (val-yü) *verb*
To **value** something is to care about it.



Many people **value** saving money.

weave (wäv) *verb*
When you **weave**, you lace threads, grass, or other materials together in a pattern.



She **weaves** thread into beautiful cloth.

volunteer (vah-lun-tear) *noun*
A **volunteer** is someone who helps out with a task without being paid.



This **volunteer** is giving food to people who need it.

weave (wäv) *verb*
When you **weave**, you lace threads, grass, or other materials together in a pattern.



A tapestry is something people can **weave**. This one was made in Africa.

639

A

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Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 4 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.4.Rlit.1	(1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: SG18, SG19, SG20, SG21; Unit 2: T74, T75, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T95a, T95b, T96, T96a, T97, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 3: T166a, T169; Unit 4: T252, T253, T254–255, T256–257, T258, T259, T268, T268a, T269, T270c, T271, T272, T273; Unit 5: T288, T289, T291, T292, T293, T294, T297, T300, T301, T302, T302a, SG8, SG9, SG14, SG15; Unit 6: T356a, T357, T358, T359, T362–363, T364–365, T366–367, T368–369, T378, T378a, T379j; Unit 7: T475b, T476, T476a, T477, T481a, T482, SG20, SG21; Unit 8: T499, T500–501, T502–503, T504–505, T506–507, T509, T510–511, T512, T513, T513a, T514, T514a, T515, T559g
	CC.4.Rlit.2	(2) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Unit 1: T52, T57b, T58, T58a, T59, SG20, SG21, SG27; Unit 2: SG9, SG15; Unit 3: T143j, T147a, T148, T153, T158, T160, T161, T164, T166a, T167, T170, T173f, T173g, T173h, SG8, SG9, SG12, SG13, SG14, SG15; Unit 4: T260, T262–263, T268, T269, SG21, SG27; Unit 5: T284, T285, T285a, T286, T296, T297, T300, T301, T302, T302a, T303, SG8, SG9, SG14, SG15; Unit 6: T358, T359, T372, T373, T376, T377, SG9, SG14, SG15; Unit 7: T470, T475, T476, T476a, SG21, SG27; Unit 8: T508, T509, T514, T514a, SG9, SG14, SG15
	CC.4.Rlit.3	(3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Unit 1: T36, T37, T37a, T38, T38a, T48–49, T50–51, T53, T56, T65a, T65b, T65f, T65g, T65h; Unit 2: T71i, T71o, T71p, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T95b, T96, T96a, T97, T97a, T97b, T97c, T97q, T98a, T98b, T98c, T99, T100, T101, T102, T103, T103a, T104, T105, SG8; Unit 3: T143i; Unit 4: T252, T253, T254–255, T256–257, T258, T259; Unit 5: T296, T298–299, T301a; Unit 6: T355a, T356, T356a, T357, T374–375, T376, T377a, T378, T378a, T385g, SG8, SG9; Unit 7: SG26; Unit 8: T500–501, T506–507, T508, T509, T510–511, T512, SG14
Craft and Structure	CC.4.Rlit.4	(4) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	Unit 1: T4, T5, T5a, T6a, T7, T8, T36, T38a; Unit 2: T72, T74, T75, T75a, T76, T106, T107, T108, T108a, T109; Unit 3: SG15; Unit 4: T216, T217, T217a, T218, T218a, T219, T237o, T238, T238c, T240, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T273a, T275a, T275b, T275c, T275d, T275e, T275f, T275g, T270c, T271, T272; Unit 5: T284, T285, T285a, T288, T289, T314, T315, T316a, T317; Unit 6: T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; Unit 7: T426, T427, T428a, T429, T454, T455, T455a, T456a, T457, T458; Unit 8: T492, T493, T494a, T495, T526, T527, T528a, T529, T530, T531
	CC.4.Rlit.5	(5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Unit 3: T173a, T173b, T173d; Unit 4: T272, T273; Unit 6: T361, T362–363, T364–365, T366–367, T368–369, T374–375, T383a
	CC.4.Rlit.6	(6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Unit 5: T292, T295; Unit 7: T478a, T478b; Unit 8: T540–541, T546–T547, T557a
Integration of Knowledge and Ideas	CC.4.Rlit.7	(7) Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Unit 3: T153, T156–157, T159, T198a, T198b; Unit 4: T260, T261, T267
	CC.4.Rlit.9	(9) Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g the quest) in stories, myths, and traditional literature from different cultures.	Unit 2: T90, T91, T92–93, T94, T95, T95a, T97j, T98a, T98b, T99, T100, T102, T103a, T104, T105a, T105b, T105d, T105g, T105h; Unit 6: T379j, T385f, T385g, T385h; Unit 7: T481a, T482; Unit 8: T523a, T559g
Range and Level of Text Complexity	CC.4.Rlit.10	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: T35r, T37a, T43, T44–45, T46–47, T48–49, T50–51, T53, T54–55, T56, T57, T63a, T64a, T65, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 2: T71j, T91, T92–93, T94, T95, T97j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 3: T143j, T153, T154–155, T156–157, T158, T159, T160, T161, T162–163, T164, T165, T165a, T167j, T168c, T169, T170, T173r, SG6, SG7, SG8, SG9; Unit 4: T245r, T247, T247a, T248a, T249, T250, T251, T269j, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 5: T281j, T284, T285a, T286, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 6: T351j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 7: T453r, T454, T455, T455a, T456, T456a, T457, T458, T459, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 8: T489j, T493a, T494, T494a, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T549h, T550a, T550b, T551, T552–553, T554–555, T556, T557, T557a, T558, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngrach.com)



Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Informational Text			
Key Ideas and Details	CC.4.Rinf.1	(1) Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.	Unit 1: T1i, TT4, T5, T5a, T6, T10, T12–13, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T28a, T28b, T29, T30, T31, T32, T59j, T60, T60a, T60b, SG14; Unit 2: T106, T107, T107a, T108, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T128, T128a, T129, T129f, T129g, T130a, T130b, SG4, SG5, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 3: T199, T202–203, T205a, T205b, T205d, T205f, T205g, SG10, SG11; Unit 4: T223, T224–225, T226–227, T228–229, T230–231, T236, T236a, T237, T237a, T238, T238a, T238b, T245a, T245b, T245d, SG14, SG15; Unit 5: T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T315a, T316, T318, T319, T321, T322–323, T324–325, T326–327, T330, T331, T332–333, T334–335, T336, T336a, T339, T340, T341, T342, T343, T345a, T345b, T345d, SG10, SG11, SG20, SG21, SG22, SG23, SG26, SG27; Unit 6: T380a, T380b, T381, T382, T383, T385d, T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T404, T405, T406, T407, T408, T409o, T410a, T410b, T410c, T411, T412–413, T417a, T417b, T417f, T417g, T417h, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 7: T432, T433, T434–435, T436–437, T438, T439, T444a, T445, T446a, T446b, T446c, T447, T450, T451, T451a, T452, T453a, T453b, T462–463, T464–465, T466–467, T468–469, T480, T481, T481a, T482, SG10, SG11, SG14; Unit 8: T499, T500–501, T502–503, T504–505, T506–507, T516a, T516b, T516c, T518–519, T520–521, T522, T523, T525a, T525b, T525g, T527a, T528, T533, T534–535, T536–537, T548, T548a, T549, T551, T552–553, T554–555, T556, T557, T559g
	CC.4.Rinf.2	(2) Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Unit 1: T5, T5a, T6, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T29, T30, T60, T60a, T60b, SG8, SG9, SG10, SG11, SG14, SG15; Unit 2: T107a, T108, T113, T116–117, T118–119, T120–121, T124–125, T126–127, T128a, SG16, SG17, SG20, SG21, SG27; Unit 3: T174, T175a, T176, T181, T182–183, T184–185, T186–187, T188–189, T190, T192–193, T194–195, T196, T197, T205a, T205b, T205d, T205f, T205g, SG20, SG21, SG27; Unit 4: SG9, SG15; Unit 5: T324–325, T326–327, T328–329, T330, T336a, T341, T342, T343, SG21, SG27; Unit 6: T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T406, T408, SG18, SG19, SG20, SG21, SG22, SG23, SG27; Unit 7: T440, T441, T442, T453f, T453g, SG9, SG15; Unit 8: T525a, T525b, T538, SG16, SG17, SG21, SG26, SG27
	CC.4.Rinf.3	(3) Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	Unit 1: T1i; Unit 2: T105r, T129f, SG22, SG23; Unit 3: SG16, SG17; Unit 4: T213j; Unit 5: T306–307, T310, T311, T313d, T313f, T313g, T313h, T337o, T338a, T338b, T345a, T345d, T345f, T345g, SG26, SG27; Unit 6: T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409h; Unit 7: T446a, T446b, T477j, SG14, SG22, SG23
Craft and Structure	CC.4.Rinf.4	(4) Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.	Unit 1: T4, T5, T5a, T6, T6a, T7, T36, T38a, T39, T40, T41, SG16, SG17; Unit 2: T74, T75, T76, T97q, T98, T98c, T99, T105c, T105e, T106, T107, T108, T108a, T109, SG10, SG11; Unit 3: T174, T175, T175a, T176, T176a, T177, T190, T191, T205d, T205e; Unit 4: T216, T217, T218a, T219, T237o, T238, T238c, T245a, T245b, T245c, T245e, T245h, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T270c, T271, SG16, SG17; Unit 5: T284, T285, T285a, T286, T287, T314, T315, T316a, T317, T344; Unit 6: T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; Unit 7: T426, T427, T428a, T429, T453d, T453h, T454, T455, T456a, T458, SG4, SG5; Unit 8: T492, T493, T494a, T495, T496, T526, T527, T528a, T529, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559f, T559h
	CC.4.Rinf.5	(5) Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Unit 1: T35a, T35b, T35d, T35f, T35g, SG4, SG5, SG22, SG23; Unit 2: T137a, T137b, T137d; Unit 4: T217, T217a, T223, T224–225, T226–227, T228–229, T230–231, T233, T234, T236a, SG8, SG14, SG20, SG22, SG23; Unit 5: T305, T306–307, T308–309, T310, T311, T315a, T316, T336a, T343a, T345, T345a, T345b, T345d, T345f, T345g, T345h, SG20; Unit 6: T383a, T387a, T388, SG17, SG20; Unit 7: T427a, SG8; Unit 8: T540–541, T546–547, SG4, SG5, SG8, SG10, SG11
	CC.4.Rinf.6	(6) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	Unit 6: SG4, SG5; Unit 7: T483a, T483b, T483f, T483g
Integration of Knowledge and Ideas	CC.4.Rinf.7	(7) Interpret information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding a print or digital text.	Unit 1: T1i, T2, T3, T27h, T59i, T59j; Unit 2: T72, T73, T113, T114–115, T116–117, T120–121, T122; Unit 3: T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T198a, T198b, T200–201, T203a, T204a, SG22, SG23, SG26; Unit 4: T213i, T214, T215, T223, T224–225, T226–227, T232, T233, T234, T235, T236a, T237, T237h, T245r, SG4, SG5, SG10, SG11; Unit 5: T281j, T282, T283, T303i, T313r, T338c, T340, T341, T342, SG16, SG17; Unit 6: T351j, T380c, T382, T383, T385a, T385b, T385r, T390, T392, T394–395, T396–397, T398–399, T402, T415a, SG10, SG11; Unit 7: T432, T433, T434–435, T436–437, T438, T439, T441, T442, T443, SG16, SG17; Unit 8: T490, T491, SG22, SG23
	CC.4.Rinf.8	(8) Explain how an author uses reasons and evidence to support particular points in a text.	Unit 2: T137a, T137b, T137d, T137f, T137g, T137h; Unit 3: SG4, SG5; Unit 4: T238a, T238b, T240, T241, T242, T243a, T244, T245a, T245b, T245d, T245f, T245g, T245h; Unit 5: T313a, T313b; Unit 7: T448, T449, T453a, T453b, T453d, T453g; Unit 8: T516a, T516b
	CC.4.Rinf.9	(9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Unit 2: T135a, T136; Unit 5: T303j, SG4, SG5; Unit 6: T385r, T409, T417f, T417g, T417h; Unit 7: T423o, T423p, T445a, T445b, T445h, T478b; Unit 8: T523a, T525d, T525g, T549a, T549b, T559f, T559g

Grade 4 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Range and Level of Text Complexity	CC.4.Rinf.10	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: T1i, T7, T8, T11, T14–15, T16–17, T18–19, T27h, T27o, T28a, T28b, T29, T30, T31, T32, T33, T33a, T34, T34a, T40, T41, T59j, T60c, T61, T62, T63a, T64a, T65, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 2: T97j, T105r, T109, T110, T111, T129f, T130c, T131, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 3: T167j, T173r, T177, T178, T181, T182–183, T184–185, T186–187, T188–189, T191, T192–193, T194–195, T197h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 4: T213j, T219, T220, T221, T223, T224–225, T226–227, T228–229, T230–231, T232, T233, T234, T235, T236, T236a, T237, T245r, SG4, SG5, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 5: T303j, T303q, T304, T305, T306–307, T308–309, T310, T311, T311a, T312, T312a, T313, T313r, T337h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 6: T381, T382, T383, T385r, T409h, T410c, T411, T412–413, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 7: T423j, T428a, T429, T430, T431, T443a, T444, T444a, T445, T445h, T477j, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 8: T515j, T517, T518–519, T520–521, T522, T523, T525r, T530, T531, T533, T534–535, T536–537, T539, T540–541, T542–543, T544–545, T546–547, T549h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27
Foundational Skills			
Phonics and Word Recognition	CC.4.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T27h, T27i, T27j, T27o, T28, T28c, T35d, T35e, T35r, T35s, T59j, T59k, T59l; Unit 2: T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130, T130c, T137c, T137e; Unit 3: T143j, T143k, T143l, T167j, T173r, T197h, T197j; Unit 4: T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T269j, T269k, T269l; Unit 5: T281j, T281k, T303j, T303k, T313r, T313s, T337h; Unit 6: T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385s, T385t, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; Unit 7: T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; Unit 8: T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
	CC.4.Rfou.3.a	(a) Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Unit 1: T1i, T1j, T27h, T27i, T27j, T27o, T28, T28c, T35c, T35e, T35r, T35s, T35t, T37a, T40, T59j, T59k, T59l; Unit 2: T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130c, T137c, T137e; Unit 3: T143j, T143k, T167j, T167k, T167l, T173r, T173s, T173t, T197h, T197i, T205c; Unit 4: T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T245t, T269j, T269k, T269l; Unit 5: T281j, T281k, T281l, T303j, T303k, T313r, T313s, T337h; Unit 6: T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385e, T385r, T385s, T385t, T409h, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; Unit 7: T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; Unit 8: T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
Fluency	CC.4.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T5a, T8, T14–15, T21, T27h, T28a, T29, T34, T35b, T35r, T37a, T40, T44–45, T53, T61, T64, T65b; Unit 2: T71j, T75a, T81, T82–83, T99, T104, T104a, T105a, T105b, T105r, T107a, T110, T129o, T130a, T131, T136, T137b; Unit 3: T147a, T154–155, T161, T169, T173r, T175a, T178, T182–183, T198a, T199, T203a, T205b; Unit 4: T213j, T217, T217a, T220, T223, T224–225, T232, T233, T234, T235, T236, T236a, T237, T238a, T239, T241, T243a, T245b, T245r, T247a, T250, T253, T254–255, T270a, T270b, T271, T273a, T275b; Unit 5: T281j, T285a, T288, T292, T297, T304a, T305, T312, T313b, T313r, T315a, T318, T322–323, T331, T338a, T339, T345b; Unit 6: T351j, T355a, T358, T361, T362–363, T364–365, T374–375, T376, T380a, T380b, T381, T384, T385b, T385r, T387a, T390, T393, T394–395, T405, T410a, T410b, T411, T416, T417b; Unit 7: T423j, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T453r, T455a, T458, T462–463, T471, T478a, T479, T482, T483b; Unit 8: T489j, T493a, T496, T500–501, T509, T516a, T517, T524, T525b, T525r, T527a, T530, T534–535, T539, T549o, T550, T550a, T551, T558, T559b
	CC.4.Rfou.4.a	(a) Read on-level text with purpose and understanding.	Unit 1: T14–15, T21, T29, T44–45, T53, T60a, T61; Unit 2: T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T98, T98a, T99, T100, T101, T102, T103, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T131, T132–133, T134–135; Unit 3: T154–155, T161, T182–183, T191, T198a, T199; Unit 4: T223, T224–225, T226–227, T228–229, T230–231, T238c, T239, T240, T241, T253, T254–255, T260, T261, T262–263, T264–265, T266, T267, T270c, T271, T272, T273; Unit 5: T292, T297, T305, T322–323, T331, T339; Unit 6: T361, T364–365, T368–369, T374–375, T376, T381, T393, T394–395, T396–397, T398–399, T400–401, T402, T404, T405, T406, T410c, T411, T412–413, T414–415; Unit 7: T434–435, T441, T447, T462–463, T471, T479, T482; Unit 8: T500–501, T509, T517, T534–535, T539, T551
	CC.4.Rfou.4.b	(b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T1i, T14–15, T21, T26a, T35r, T44–45, T53, T59; Unit 2: T71j, T81, T82–83, T90, T91, T97, T105r, T112, T114–115, T129; Unit 3: T143j, T167, T171a, T173b, T182–183, T197; Unit 4: T213j, T236a, T245r, T269i, T268a, T269; Unit 5: T281j, T292, T297, T302a, T313r, T322–323, T331, T337; Unit 6: T351i, T362–363, T364–365, T368–369, T374–375, T376, T379, T385r, T393, T394–395, T405, T409; Unit 7: T423j, T434–435, T441, T445, T453r, T462–463, T471, T477; Unit 8: T489j, T500–501, T509, T515, T525r, T534–535, T539, T549
	CC.4.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1: T1i, T35r, T59j; Unit 2: T71j, T97j, T105r, T129f; Unit 3: T143j, T167j, T173r, T173t, T197h; Unit 4: T213j, T237h, T245r, T269j; Unit 5: T281j, T303j, T337h; Unit 6: T351j, T379j, T385r, T409h; Unit 7: T423j, T445h, T453r, T477j; Unit 8: T489j, T515j, T525r, T549h

Writing

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations	
Text Types and Purposes	CC.4.W.1	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Unit 1: T35r, T58; Unit 2: T96, T97, T105d, T137d; Unit 3: T166, T171, T202–203; Unit 4: T237m, T237n, T238b, T245j, T245k, T281; Unit 5: T313q, T337m, T337n, T346, T347, T348, T349; Unit 7: T445g; Unit 8: T515i, T515o, T515p, T525i, T525j, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.a	(2) Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Unit 1: T35q; Unit 2: T137d; Unit 4: T237m, T237n, T245j, T245k; Unit 5: T337m, T337n, T346, T347, T348, T349; Unit 7: T445g; Unit 8: T525i, T525j, T525k, T525l, T560, T561	
	CC.4.W.1.b	(b) Provide reasons that are supported by facts and details.	Unit 1: T35q; Unit 2: T96, T97, T105d, T137d; Unit 3: T171, T202–203; Unit 4: T237m, T237n, T245i, T245j, T245k; Unit 5: T346, T347, T348, T349; Unit 8: T515o, T515p, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.c	(c) Link opinions and reasons using words and phrases (e.g. for instance, in order to, in addition).	Unit 1: T35q; Unit 2: T137d; Unit 4: T237m, T237n, T245i, T245j, T245k; Unit 5: T346, T347, T348, T349; Unit 8: T515i, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.d	(d) Provide a concluding statement or section related to the opinion presented.	Unit 5: T337m, T337n, T347, T348; Unit 8: T562, T563	
	CC.4.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Unit 1: T27g, T27m, T27n, T35, T35i, T35j, T35k, T35l, T35q, T35w, T35x, T59i, T66, T67, T68, T69; Unit 2: T71i, T105q, T129e, T139; Unit 3: T148, T176, T178, T179, T197m, T197n; Unit 4: T213i, T237g, T245q; Unit 5: T303i, T303j, T313i, T313j, T313k, T313l, T337g, T345; Unit 6: T379i; Unit 7: T423i, T423o, T423p, T445a, T445b, T453i, T453j, T453k, T453l; Unit 8: T525q, T549g	
	CC.4.W.2.a	(a) Introduce a topic clearly and group related information together in paragraphs and sections; include formatting (e.g headings), illustrations, and multimedia when useful to aiding comprehension.	Unit 1: T59j; Unit 2: T129m, T129n, T138; Unit 3: T206–207, T208; Unit 4: T237g, T269i; Unit 5: T303o, T303p, T313j, T313k, T313l, T346, T347; Unit 7: T423o, T423p, T445a, T445b, T453j, T453k, T453l	
	CC.4.W.2.b	(b) Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Unit 1: T35i, T35j, T35k, T35l, T35q, T35w, T35x, T66, T67, T68, T69; Unit 2: T138, T139, T140, T141; Unit 3: T197m, T197n, T208; Unit 4: T213i; Unit 5: T303o, T303p, T313i, T313j, T313q; Unit 6: T379i; Unit 7: T445a, T453j;	
	CC.4.W.2.c	(c) Link ideas within categories of information using words or phrases (e.g. another, for example, also, because).	Unit 1: T35w, T35x; Unit 3: T143o, T143p	
	CC.4.W.2.d	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 1: T35r; Unit 2: T71j; Unit 4: T267a, T268, T268a, T269; Unit 8: T489o, T489p, T525q, T549h	
	CC.4.W.2.e	(e) Provide a concluding statement or section related to the information or explanation offered.	Unit 5: T303i, T313q, T313r; Unit 7: T445b	
	CC.4.W.3	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit 1: T27g, T59a, T59b, T59c, T59d; Unit 2: T71i, T71o, T71p, T97i; Unit 3: T143i, T167a, T167b, T167c, T167d, T196; Unit 5: T337i, T337j; Unit 6: T351i, T385q; Unit 7: T423i, T445g, T477a, T477b, T477c, T477d, T477i, T477o, T477p, T484, T485, T486, T487; Unit 8: T489j, T515a, T515b, T515c, T515d	
	CC.4.W.3.a	(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Unit 1: T35w, T35x; Unit 2: T71i, T97i, T97o, T97p, T105i, T105j, T105k, T105l; Unit 4: T245w, T245x, T269a, T269c; Unit 5: T337i; Unit 6: T351i, T385q; Unit 7: T423i, T445g, T477a, T477b, T477c	
	CC.4.W.3.b	(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Unit 2: T105i, T105j, T105k, T105l; Unit 5: T281o, T281p, T303b, T303c, T303d; Unit 6: T385q; Unit 7: T453q, T477i	
	CC.4.W.3.c	(c) Use a variety of transitional words and phrases to manage the sequence of events.	Unit 2: T105i, T105j, T105k, T105l	
	CC.4.W.3.d	(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	Unit 3: T167o, T167p, T173i, T173j, T173k, T173l; Unit 4: T276, T277, T278, T279; Unit 8: T515a, T515b, T515c, T515d	
	CC.4.W.3.e	(e) Provide a conclusion that follows from the narrated experiences or events.	Unit 7: T453w, T453x, T477a, T477b, T477c;	
	Production and Distribution of Writing	CC.4.W.4	(4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Unit 2: T71o, T71p, T97a, T97b; Unit 3: T167a, T167b, T167c, T167d, T197g; Unit 5: T281i, T303i, T313q; Unit 6: T385q, T409g; Unit 7: T477j; Unit 8: T489i, T515i, T525q
		CC.4.W.5	(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)	Unit 1: T1m, T27l, T35i, T35j, T35v, T59a, T59b, T59c, T59d, T59n, T66, T67, T68, T69; Unit 2: T71i, T71m, T71n, T97a, T97b, T97c, T97d, T97n, T105v, T129l, T138, T139, T140; Unit 3: T143p, T167a, T167b, T167c, T167d, T173i, T173j, T173k, T173l, T206–207, T208, T208a, T209, T210, T211; Unit 4: T213m, T213n, T237k, T237l, T245i, T245j, T245k, T245l, T245v, T269a, T269b, T269c, T269n, T276, T277, T278, T279; Unit 5: T281n, T303a, T303b, T303c, T303d, T303n, T313i, T313j, T313k, T313l, T313v, T337l, T346, T347, T348, T349; Unit 6: T351n, T379a, T379b, T379c, T379d, T379n, T385i, T385j, T385k, T385l, T385v, T409l, T418, T419, T420, T421; Unit 7: T423n, T445l, T453i, T453j, T453k, T453l, T453v, T477a, T477b, T477c, T477d, T477n, T484, T485, T486, T487; Unit 8: T489n, T525v, T549l, T515a, T515b, T515c, T515d, T525i, T525j, T525k, T525l, T560, T561, T562, T563

Grade 4 Common Core Standards

Writing, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Production and Distribution of Writing	CC.4.W.6	(6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Unit 2: T129e; Unit 3: T143j, T167a, T167b, T167c, T167d, T173r; Unit 6: T379o, T379p, T385j, T385k, T385l; Unit 8: T525j, T525k, T525l
Research to Build Knowledge	CC.4.W.7	(7) Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Unit 1: T1i, T1n, T1o, T27a, T27b, T27h, T35q, T59j; Unit 2: T71j, T97i, T97j, T105r, T105w, T105x, T129a, T129e, T129f; Unit 3: T173w, T173x, T197a, T197b, T208, T208a; Unit 4: T213i, T213o, T213p, T237a, T237b, T237g, T237h; Unit 5: T281j, T303j, T313q, T313r, T337a, T337b, T337g, T337h; Unit 6: T351j, T379j, T409a; Unit 7: T423j, T453r, T477j, T445a; Unit 8: T489j, T515j, T525r, T525w, T525x, T549a, T549b
	CC.4.W.8	(8) Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize evidence, and provide a list of sources.	Unit 1: T1h, T1i, T27h, T35q; Unit 2: T71i, T71j, T97i, T97j, T105r, T129a, T129b; Unit 3: T173w, T173x, T197a, T197b, T197h, T208a, T209; Unit 4: T213j, T213o, T213p, T237a, T237b; Unit 5: T313r, T313w, T313x, T337a, T337b, T337g, T337h; Unit 6: T385q, T385w, T385x, T409a, T409b, T409g, T409h; Unit 7: T423o, T423p, T445a, T445b, T453r; Unit 8: T489i, T515j, T525w, T525x, T549a, T549b
	CC.4.W.9	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit 1: T6, T33, T35r, T38, T60b, T60c; Unit 2: T97j, T98a, T98b, T98c, T99, T126–127, T130b, T130, T131; Unit 3: T167j, T173r, T197h; Unit 4: T213o, T213p, T218, T237a, T237b, T243, T245a, T245d, T248, T273, T275a, T275d; Unit 5: T286, T304b, T311, T313w, T313x, T316, T337h, T338b, T343; Unit 6: T356, T381, T382, T385d, T385w, T385x, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409a, T409b, T409m, T409n, T409o, T410a, T410b, T410c, T411, T414–415, T418, T419, T420; Unit 7: T439, T443, T446b, T481, T483d; Unit 8: T506–507, T523, T525d, T525g, T528, T536–537, T549m, T549n, T550b, T557, T559d, T559g
	CC.4.W.9.a	(a) Apply grade 4 reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions.]”).	Unit 1: T50–51; Unit 2: T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T105f, T105g, T105h; Unit 4: T275c, T275d; Unit 5: T284, T286, T286a, T288, T289, T290, T295, T301b, T302; Unit 6: T356, T358, T359, T372, T374–375, T377a, T385d, T385g; Unit 8: T494
	CC.4.W.9.b	(b) Apply grade 4 reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”).	Unit 1: T6, T9, T35d, T35g, T38, T60b, T63, T65c, T65d, T65h; Unit 2: T137f, T137g, T137h; Unit 3: T174, T176, T180, T188–189, T205e, T205g; Unit 4: T216, T218, T235, T245a, T245b, T245d, T248, T275e, T275g, T275h; Unit 5: T314, T316, T316a, T318, T319, T320, T328–329; Unit 6: T390, T391, T396–397, T405, T406, T407, T408, T408a, T409, T417g; Unit 7: T439, T446b, T451, T453d, T478b, T483g; Unit 8: T525d, T525g, T536–537
Range of Writing	CC.4.W.10	(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Unit 1: T4, T6, T6a, T9, T10, T18–19, T20, T24–25, T25a, T27, T35i, T35j, T35k, T35l, T36, T38, T38a, T41, T42, T50–51, T52, T57a, T66, T67, T68, T69, T70, T71, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T74, T76, T80, T84–85, T97b, T97c, T98c, T103, T106, T108, T108a, T110, T111, T112, T120–121, T127a, T128, T137d, T139, T140, T142, T143, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T143i, T146, T148, T152, T159, T160, T165a, T167a, T167b, T167c, T167d, T167o, T167p, T167a, T168b, T173c, T173d, T173e, T173g, T173j, T173k, T173l, T174, T176, T176a, T178, T179, T180, T188–189, T190, T194–195, T197m, T197n, T205c, T205d, T205e, T205g, T206–207, T208, T208a, T209, T210, T211, T212, T213, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T216, T218, T218a, T220, T221, T222, T230–231, T235a, T236, T245e, T245f, T245g, T245j, T245k, T246, T248, T248a, T250, T251, T252, T259, T267a, T268, T269b, T269c, T269i, T269q, T270b, T277, T278, T279, T280, T281, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T284, T286, T286a, T288, T289, T290, T295, T296, T301a, T301b, T302, T303a, T303b, T303c, T303d, T313c, T313d, T313e, T313g, T314, T316, T316a, T318, T319, T320, T328–329, T30, T334–335, T335a, T336, T343a, T345, T345c, T345d, T345e, T345g, T346, T347, T348, T349, T350, T351, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T351i, T354, T356a–359, T360, T371, T372, T377a, T377b, T378, T379a, T379b, T379c, T379d, T379q, T380b, T385g, T385i, T385j, T385k, T385l, T386, T388, T388a, T392, T403, T404, T407, T417d, T418, T419, T420, T421, T422, T423, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T426, T428, T428a, T431, T432, T439, T440, T441, T442, T443, T443a, T444, T453i, T453e, T453g, T453j, T453k, T453l, T454, T456, T456a, T458, T459, T460, T468–469, T470, T475a, T475b, T476, T477a, T477b, T477c, T477d, T484, T485, T486, T487, T488, T489, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T492, T494, T494a, T496, T497, T498, T506–507, T513b, T514, T515a, T515b, T515c, T515d, T515q, T516b, T525i, T525j, T525k, T525l, T526, T527, T528a, T530, T531, T532, T538, T546–T547, T547a, T548, T560, T561, T562, T563, T564, T565, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

Speaking and Listening

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations	
Comprehension and Collaboration	CC.4.SL.1	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Unit 1: T6a, T7, T8, T9, T10, T11, T12–13, T14–15, T16–17, T18–19, T20, T22–23, T24–25, T26a, T27, T57b, T58a, T59, T59j; Unit 2: T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T92–93, T95a, T96, T96a, T97, T105q, T137d, T137h, T142, T143; Unit 3: T152, T153, T154–155, T156–157, T158, T166a, T167, T167q, T168a, T168b, T171a, T172, T173, T176a, T177, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T196, T205f, T205g, T205h; Unit 4: T213i, T245r; Unit 5: T313r; Unit 6: T379j, T385r, T409g; Unit 7: T423i, T423j, T477i, T483h; Unit 8: T515i, T525r, T549g	
	CC.4.SL.1.a	(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Unit 1: T6a, T8, T14–15, T18–19, T20, T24–25, T25a, T26, T27, T35e, T35g, T35h, T57b, T58a, T59, T65e, T65h, T70, T71, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 2: T97i, T105f, T105g, T105h, T130a, T137f, T137h, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 3: T144, T145, T160, T165, T166, T166a, T167, T173e, T173f, T173h, T212, T213, SG7, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 4: T213i, T245f, T245g, T245h, T245r, T275e, T275f, T275g, T280, T281, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 5: T313f, T313g, T313h, T345e, T345g, T345h, T350, T351, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 6: T352, T353, T385h, T417h, T422, T423, SG6, SG7, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 7: T424, T425, T453h, T488, T489, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 8: T525e, T525r, T559h, T564, T565, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25	
	CC.4.SL.1.b	(b) Follow agreed-upon rules for discussions and carry out assigned roles.	Unit 2: T106, T107, T107a, T108a, T109, T110, T112, T128, T143; Unit 3: T152, T153, T154–155, T156–157, T158, T167q, T168a, T168b, T171a, T172, T173b, T197o; Unit 4: T216, T217, T218a, T219, T232, T233, T234, T235, T235a, T236, T236a, T237, T237h; Unit 6: T351i, T385r	
	CC.4.SL.1.c	(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Unit 1: T1h, T36, T37, T37a, T38a, T41, T59i; Unit 2: T90, T92–93, T95a, T96, T96a, T97, T105q, T106, T107, T107a, T129b, T137h, T143; Unit 3: T165b, T166, T166a, T167, T169, T170; Unit 7: T423i, T445g, T454, T455, T456	
	CC.4.SL.1.d	(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Unit 1: T27h, T27o, T28, T28a, T28b, T59q, T60, T60a, T60b; Unit 2: T97q, T98a, T98b, T130a, T130b; Unit 3: T173i, T173j, T173k, T176a, T177, T178, T179, T180, T182–183, T184–185; Unit 4: T248a, T249, T250, T251, T252, T253, T254–255, T256–257, T258, T259, T260, T261, T262–263, T264–265, T267a, T268, T268a, T269, T269q, T270a, T270b, T270c, T271, T272, T273, T273a, T274, T274a, T275, T275a, T275e, T275f, T275g, T275g; Unit 5: T303q, T304, T304a, T304b, T315, T315a, T316, T316a, T318, T319, T337o, T338a, T338b; Unit 6: T380a, T380b, T409g, T409o, T410a, T410b; Unit 7: T445h, T445o, T446, T446a, T446b, T453q, T477q; Unit 8: T515q, T526, T527, T528a, T530, T531, T549g, T549o, T550a, T550b	
	CC.4.SL.2	(2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 1: T2, T3, T59j; Unit 2: T71i, T90, T97i, T105q, T107a, T129e, SG21, SG27; Unit 3: T144, T145, T174, T175a, T181, T182–183, T184–185, T186–187, T188–189, SG21; Unit 4: T214, T232, T233, T234, T235, T237a, T237b, T237g, T245q; Unit 5: T281i, T313q, T337g; Unit 6: T380b, T385q, T409a, T409b, T409g; Unit 7: T424, T425, T432, T433, T434–435, T436–437, T438, T439, T445g, T453q, T477i; Unit 8: T515i, T525q	
	CC.4.SL.3	(3) Identify the reasons and evidence a speaker provides to support particular points.	Unit 4: T245i, T245j, T245k; Unit 5: T337a, T337b	
	Presentation of Knowledge and Ideas	CC.4.SL.4	(4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Unit 1: T27a, T27b, T27g, T33a, T34, T34a, T35, T35d, T37a, T38, T58a, T59i, T63a, T64, T65, SG20, SG21; Unit 2: T97i, T103a, T014, T105, T105a, T105b, T105d, T105r, T129e, T135a, T136, T137, T142, T143, SG14; Unit 3: T171a, T172, T173q, T197a, T197b, T203a, T204, T205e; Unit 4: T213i, T237g, T237h, T243a, T244, T245, T269i, T269j, T273a, T274, T274a, T275, T281; Unit 5: T281i, T281j, T285, T286a, T288, T289, T303i, T303j, T311a, T312, T337a, T337b, T337g, T343a, T344, T345; Unit 6: T351j, T379i, T383a, T384, T385r, T388a, T408, T409g, T409h, T416; Unit 7: T445h, T451a, T452, T453r, T456a, T458, T481a, T482, SG20; Unit 8: T494a, T496, T497, T524, T525, T525r, T549a, T549b, T549h, T557a, T558
		CC.4.SL.5	(5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Unit 3: T205e; Unit 4: T281; Unit 5: T303i; Unit 6: T351j, T379j; Unit 7: T445a, T445b, T477j; Unit 8: T515j
CC.4.SL.6		(6) Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Unit 1: T27g, T59i, T59o, T59p, T66, T67, T68, T69; Unit 2: T108a, T109, T110, T128, T129; Unit 7: T428a, T456a	

Language, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Vocabulary Acquisition and Use	CC.4.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Unit 1: T27o, T28, T28c, T35c, T35e, T35f, T35g, T59q, T60, T60c, T61, T65c, T65d; Unit 2: T97q, T98, T98c, T99, T105c, T105e, T129f, T129o, T130, T130a, T130c, T131, T137a, T137b, T137c, T137e, T137f; Unit 3: T197j, T197o, T198, T198c, T199, T205c, T205d; Unit 4: T237h, T237o, T238, T238c, T240, T245a, T245c, T245e, T245h, T245q, T269q, T270c, T275c, T275d, T275e; Unit 5: T303q, T304, T304a, T304b, T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T339, T340, T345a, T345c, T345d, T345e, T345g; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T412–413, T417c, T417e; Unit 7: T445o, T446, T446c, T453c, T453e, T477q, T478, T478c, T479, T481a, T482a, T483, T483c, T483e; Unit 8: T515q, T516, T516c, T525c, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e
	CC.4.L.4.a	(a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Unit 2: T98c, T105c, T105e; Unit 4: T237o, T238, T238c, T245c, T245e, T269q, T270c, T275e
	CC.4.L.4.b	(b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)	Unit 3: T167q, T168, T168c, T173c, T173e; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417c, T417e
	CC.4.L.4.c	(c) Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Unit 1: T1k, T27o, T28, T35c, T35e; Unit 2: T97l, T129j, T130, T130c, T137a, T137b, T137c, T137e; Unit 3: T143l, T173c, T173e, T197j; Unit 4: T269l; Unit 6: T379l, T409i; Unit 7: T453t; Unit 8: T489l
	CC.4.L.5	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Unit 2: T95a; Unit 3: T162–163, T164, T165a, T168a, T168b, T170, T171a, T173r, T197i, T197o, T198, T198c, T205c, SG14; Unit 4: T252, T253, T254–255, T256–257, T259, T260, T261, T262–263, T264–265, T267, T269o, T269p, T269q, T270a, T270b, T271, T272, T273, T273a, T275f, T276, T277, T278, T279; Unit 5: T281i, T303q, T304, T304b, T305, T306–307, T310, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T345c, T345e; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417e; Unit 7: T423i; Unit 8: T513, T513a, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e
	CC.4.L.5.a	(a) Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.	Unit 3: T168a, T168b, T170, T171a; Unit 4: T270a, T270b, T272, T273, T273a
	CC.4.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	Unit 1: T44–45, T59q, T60, T60c, T61, T65c; Unit 8: T515q, T516, T516c, T525c, T559a, T559b, T559d
	CC.4.L.5.c	(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Unit 3: T143l; Unit 4: SG26; Unit 5: T303q, T304, T304b, T304b, T305, T306–307, T310, T313c, T313e, T337o, T338, T338c, T345c, T345e; Unit 8: T525r
CC.4.L.6	(6) Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).	Unit1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T9, T10, T11, T12–13, T16–17, T18–19, T20, T21, T25a, T26, T27, T27g, T33a, T34, T35, T35q, T36, T37, T37a, T38, T38a, T40, T41, T42, T43, T50–51, T52, T53, T56, T57a, T57b, T58, T58a, T59, T59i, T63a, T64, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG4, SG25, SG26, SG27; Unit 2: T71i, T74, T75, T75a, T76, T80, T81, T82–83, T88–89, T90, T95b, T96, T97i, T103a, T105, T105q, T106, T107, T108, T108a, T109, T112, T122, T127a, T128, T128a, T129e, T135a, T136, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG17, SG18, SG19, SG20, SG21, SG23, SG24, SG25, SG26, SG27; Unit 3: T143i, T146, T147, T147a, T148, T148a, T149, T151, T152, T153, T158, T159, T160, T161, T162–163, T164, T165a, T165b, T166a, T167, T167i, T172a, T172, T173, T173q, T174, T175, T175a, T176, T176a, T177, T178, T179, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T192–193, T194–195, T195a, T196, T196a, T197, T197g, T203a, T204, T205, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 4: T213i, T216, T217, T218a, T219, T222, T223, T224–225, T226–227, T228–229, T232, T233, T234, T235, T235a, T236, T236a, T237, T237g, T243a, T245, T245q, T246, T247, T247a, T248a, T249, T250, T252, T253, T256–257, T259, T260, T261, T264–265, T267a, T269, T269i, T269o, T269p, T270c, T271, T272, T273a, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 5: T281i, T284, T285, T285a, T286a, T287, T288, T289, T290, T291, T292, T293, T294, T295, T296, T297, T298–299, T300, T301a, T301b, T302, T302a, T303, T303i, T311a, T312, T312a, T313, T313q, T314, T315, T315a, T316, T316a, T317, T320, T321, T322–323, T324–325, T326–327, T328–329, T330, T331, T332–333, T334–335, T335a, T336, T336a, T337, T337g, T343a, T344, T345, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 6: T351i, T354, T355, T355a, T356a, T357, T360, T372, T373, T377b, T378, T379i, T383a, T385, T385q, T386, T387, T387a, T388a, T389, T392, T393, T394–395, T396–397, T404, T406, T407a, T408, T408a, T409g, T415a, T416a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T423i, T426, T427, T427a, T428, T428a, T429, T430, T431, T432, T433, T434–435, T436–437, T438, T439, T440, T441, T442, T443, T443a, T444, T444a, T445, T445g, T451a, T452, T453, T453q, T454, T455, T455a, T456, T456a, T457, T458, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, T475b, T476, T476a, T477, T477i, T481a, T482, T483, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 8: T489i, T492, T493, T493a, T494, T494a, T495, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T513b, T514, T514a, T515, T515i, T523a, T524, T525q, T526, T527, T527a, T528, T528a, T529, T532, T533, T534–535, T536–537, T538, T539, T540–541, T542–543, T544–545, T546–547, T547a, T548, T548a, T549, T549g, T557a, T558, T558a, T559, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27	

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