 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.

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## Power of Nature










### ? BIG QUESTION

How do we relate to nature?



### READING SKILLS

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

# Classroom Management

## Whole Group Time

### TEACHER

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

### STUDENT

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

## Small Group Reading Time

### TEACHER

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

### STUDENT

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

## Learning Station Time

### TEACHER

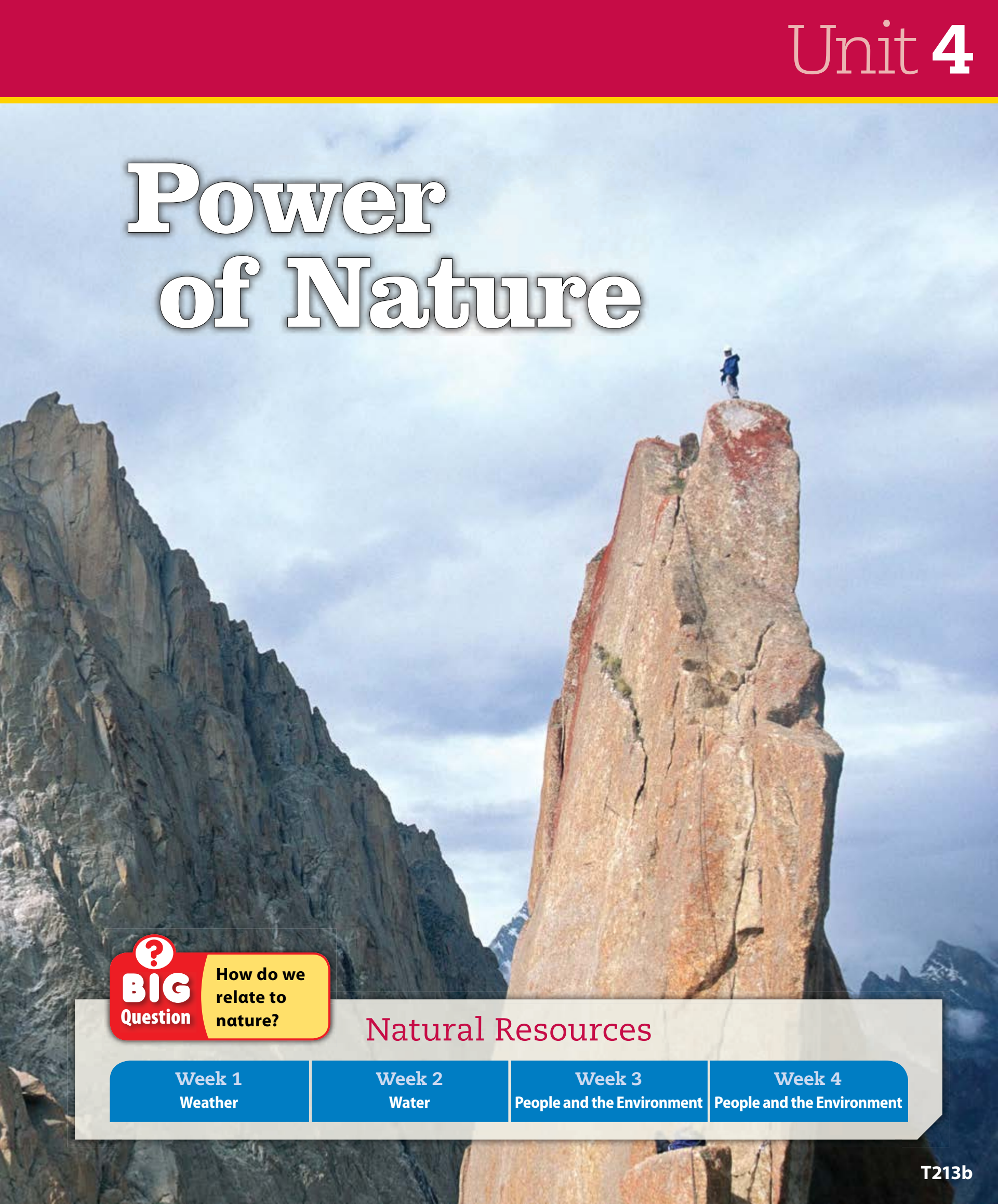
- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

### STUDENT

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



# Power of Nature



**?**  
**BIG**  
Question

How do we relate to nature?

## Natural Resources

Week 1 Weather	Week 2 Water	Week 3 People and the Environment	Week 4 People and the Environment
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# Unit 4 Program Resources

## WHOLE GROUP TIME



### Student Technology

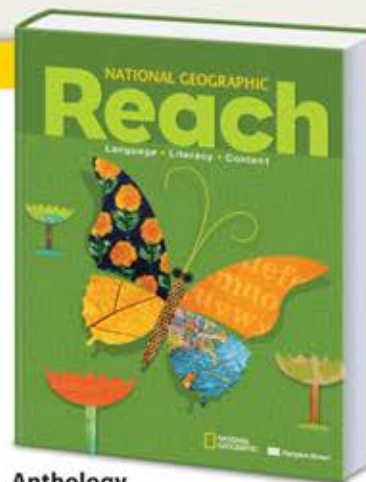
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard

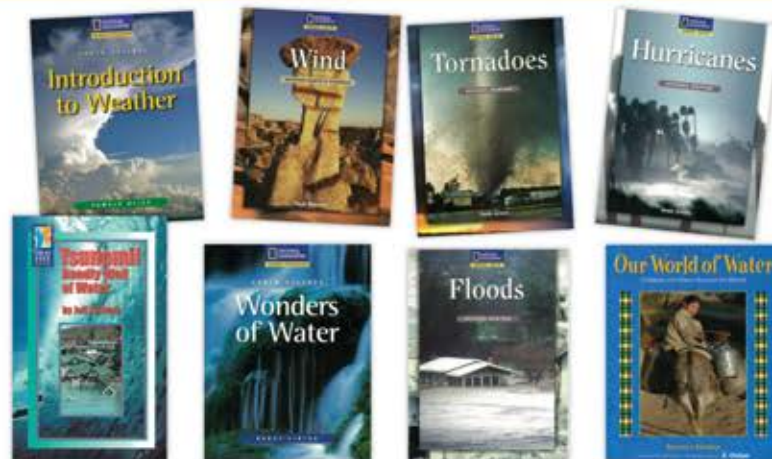


Mark-Up Models 4.1, 4.2

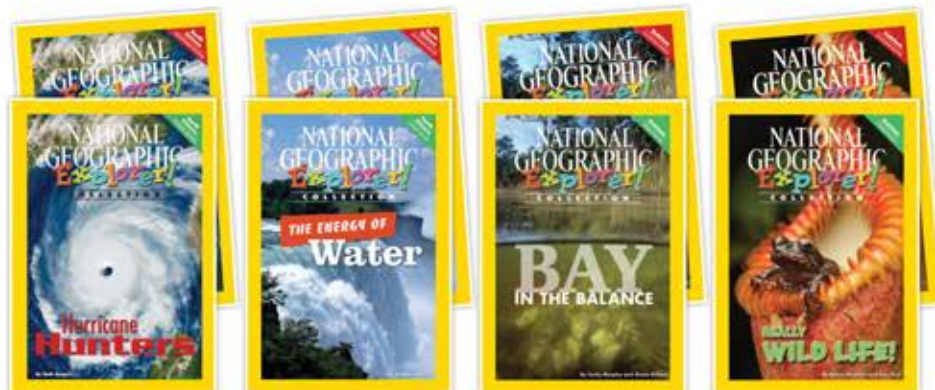
## SMALL GROUP READING TIME



Fiction Books



Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters  
SG4.1–SG4.32



## LEARNING STATION TIME



NGReach.com

### Student Technology

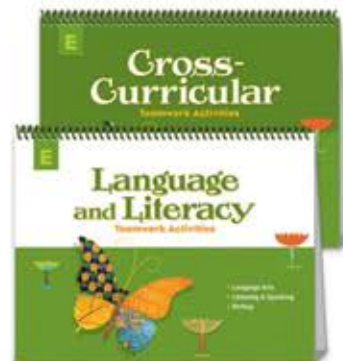
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



**Practice Book**  
PM4.1–PM4.39



**Practice Masters**  
PM4.1–PM4.39



**Teamwork Activities**

ESL Kit



**Reach into Phonics Kit**



**Comprehension Coach**



**Digital Library**



**My Vocabulary Notebook**

## PLANNING RESOURCES



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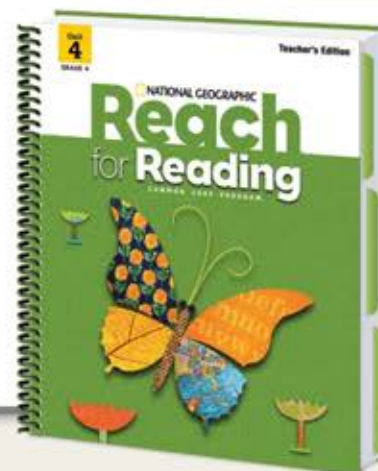
### Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 4.1–4.35
- 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®**




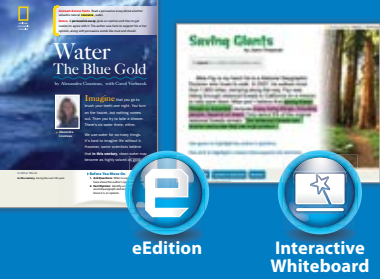
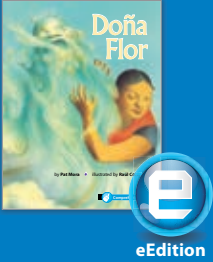
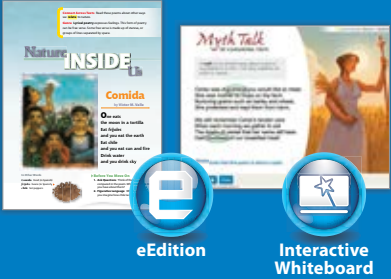
**Assessment Masters**  
A4.1–A4.44



**Reteaching Masters**  
RT4.1–RT4.11

# Unit 4 Skills at a Glance

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

Introduce Unit 4	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
<b>Week 1</b> 	Make Comparisons Connect Causes and Effects	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with Long <i>a</i>: <i>ai</i>, <i>ay</i>, and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Present Tense; Subject-Verb Agreement</li> <li>✓ Science Vocabulary  <b>convert electricity generate power renewable scarce</b></li> <li>✓ Academic Vocabulary  <b>available conservation cause current effect flow resource</b></li> </ul>	Read and Comprehend a Science Article <ul style="list-style-type: none"> <li>✓ Determine Cause and Effect</li> <li>✓ Learn to Ask Questions</li> <li>✓ Fluency: Practice Intonation, Accuracy, and Rate</li> </ul>
<b>Week 2</b> 	Discuss Opinions Relate the Readings to the Big Question	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with Long <i>e</i>: <i>ee</i>, <i>ea</i>; Words with Long <i>o</i>: <i>oa</i>, <i>ow</i>, and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Present Progressive; Action Verbs</li> <li>✓ Context Clues</li> </ul>	Read and Comprehend a Persuasive Essay <ul style="list-style-type: none"> <li>✓ Explain Uses of Reasons and Evidence</li> <li>✓ Learn to Ask Questions</li> </ul> Read and Comprehend a Persuasive Article <ul style="list-style-type: none"> <li>✓ Explain Uses of Reasons and Evidence</li> <li>✓ Fluency: Practice Phrasing, Accuracy, and Rate</li> </ul>
<b>Week 3</b> 	Express Needs and Wants Discuss a Problem	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Verbs Ending in <i>-ed</i> and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Linking Verbs; Helping Verbs</li> <li>✓ Science Vocabulary  <b>atmosphere element landscape material natural</b></li> <li>✓ Academic Vocabulary  <b>benefit force interact modify relate hyperbole</b></li> </ul>	Read and Comprehend a Tall Tale <ul style="list-style-type: none"> <li>✓ Determine Problem and Solution</li> <li>✓ Ask Questions</li> <li>✓ Fluency: Practice Expression, Accuracy, and Rate</li> </ul>
<b>Week 4</b> 	Discuss Mythic Words Relate the Readings to the Big Question	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Verbs Ending in <i>-ing</i> and Commonly Misspelled Words</li> <li>✓ Daily Grammar: More Helping Verbs; Forms of <i>be</i> and <i>have</i></li> <li>✓ Multiple-Meaning Words</li> <li>✓ Academic Vocabulary  <b>stanza</b></li> </ul>	Read and Comprehend Lyrical Poetry <ul style="list-style-type: none"> <li>✓ Identify Figurative Language</li> <li>✓ Ask Questions</li> </ul> Read and Comprehend Poems <ul style="list-style-type: none"> <li>Explain Mythical Word Origins</li> <li>Compare Poetic Elements</li> </ul> ✓ Fluency: Practice Expression, Accuracy, and Rate
<b>Unit 4 Wrap-Up</b>	ANSWER THE BIG QUESTION	UNIT PROJECTS	



**BIG Question** How do we relate to nature?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Cause and Effect Write About Asking Questions Write Questions Write About Diagrams Write About a Windy Day</p> <p>Daily Writing Skills: Finding Information in Sources Research Project: Natural Energy</p>	<p> <i>Hurricane Hunters</i></p> <p> <i>Introduction to Weather</i></p> <p> <i>Wind</i></p> <p> <i>Tornadoes</i></p> <p> <i>Hurricanes</i></p>	<p><b>Speaking and Listening</b> Compare Resources; Talk About Wind Power</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Write About Winds; Write About Wind Power</p> <p><b>Cross-Curricular</b> Tornado in a Bottle; Hurricane Winds</p> <p><b>Reading and Intervention</b> Comprehension Coach; Author Study; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Ask Questions</li> <li> Cause and Effect</li> <li> Fluency: Intonation, Accuracy, and Rate</li> <li> Science and Academic Vocabulary</li> <li> Spelling: Words with Long <i>a: ai, ay</i> and Commonly Misspelled Words</li> <li> Grammar: Present Tense; Subject Verb Agreement</li> <li> Writing: Support Opinions</li> <li> Writing: Finding Information in Sources</li> </ul>
<p>Power Writing Write an Opinion Write a Response Write to Reinforce Grammar Write About Opinions Write a Persuasive Paragraph</p> <p>Daily Writing Skills: Support Opinions Writing Project: Persuasive Article</p>	<p> <i>The Energy of Water</i></p> <p> <i>Tsunami! Deadly Wall of Weather</i></p> <p> <i>Wonders of Water</i></p> <p> <i>Floods</i></p> <p> <i>Our World of Water: Children and Water Around the World</i></p>	<p><b>Speaking and Listening</b> Explain Weather; Water Creature</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Email About Blue Legacy; Family Water Use</p> <p><b>Cross-Curricular</b> Bodies of Water; Measure Your Water Footprint</p> <p><b>Reading and Intervention</b> Dust in the Wind; Take a Water Quiz; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Ask Questions</li> <li> Explain Uses of Reasons and Evidence</li> <li> Fluency: Phrasing, Accuracy, and Rate</li> <li> Context Clues</li> <li> Spelling: Words with Long <i>e: ee, ea</i>; Words with Long <i>o: oa, ow</i> and Commonly Misspelled Words</li> <li> Grammar: Present Progressive; Action Verbs</li> <li> Writing: Support Opinions</li> <li> Writing Trait: Ideas</li> </ul>
<p>Power Writing Write About a Problem Write Questions Write with Hyperbole Writer's Craft: Personification Write About Doña Flor</p> <p>Daily Writing Skills: Introductory Sentences Writing Project: Problem-and-Solution Story</p>	<p> <i>Bay in the Balance</i></p> <p> <i>Rain Forest Discovery</i></p> <p> <i>There's an Owl in the Shower (Part 1)</i></p> <p> <i>Tuck Everlasting (Part 1)</i></p> <p> <i>My Side of the Mountain (Part 1)</i></p>	<p><b>Speaking and Listening</b> Compare Sizes; Talk About Lions</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Know Your Nouns; Describe a Puma</p> <p><b>Cross-Curricular</b> Make a Sound Bigger; Tall Tale Estimates</p> <p><b>Reading and Intervention</b> Comprehension Coach; Author Study; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Ask Questions</li> <li> Problem and Solution</li> <li> Fluency: Expression, Accuracy, and Rate</li> <li> Science and Academic Vocabulary</li> <li> Spelling: Verbs ending in <i>-ed</i> and Commonly Misspelled Words</li> <li> Grammar: Linking Verbs; Helping Verbs</li> <li> Writing: Introductory Sentences</li> <li> Writing Trait: Organization</li> </ul>
<p>Power Writing Write with Figurative Language Write a Response Write to Reinforce Grammar Write Word Histories Write About Poetic Elements</p> <p>Daily Writing Skills: Use Figurative Language Writing Project: Tall Tale</p>	<p> <i>Really Wild Life!</i></p> <p> <i>Turtle Beach Mystery</i></p> <p> <i>There's an Owl in the Shower (Part 2)</i></p> <p> <i>Tuck Everlasting (Part 2)</i></p> <p> <i>My Side of the Mountain (Part 2)</i></p>	<p><b>Speaking and Listening</b> Talk About Nature; Poem Partner Reading</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> A Poem That's Naturally You; My Favorite State Park</p> <p><b>Cross-Curricular</b> Plant a Landform Model; Research an Animal</p> <p><b>Reading and Intervention</b> Additional Reading; Reread for Figurative Language; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li> Ask Questions</li> <li> Figurative Language</li> <li> Fluency: Expression, Accuracy, and Rate</li> <li> Multiple-Meaning Words</li> <li> Spelling: Verbs Ending in <i>-ing</i> and Commonly Misspelled Words</li> <li> Grammar: More Helping Verbs; Forms of <i>be</i> and <i>have</i></li> <li> Writing: Use Figurative Language</li> <li> Writing Trait: Word Choice</li> </ul>

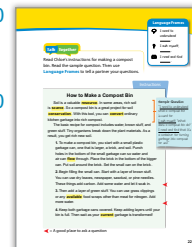
# Week 1 Planner



Online Lesson Planner  
NGReach.com



☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Listen and Comprehend</b> <b>Science Background</b> CC.4.Rinf.7; CC.4.SL.2 Introduce the Big Question; Preview Unit Projects T214–T215 <b>Academic Talk</b> CC.4.SL.1.b Make Comparisons T216	<b>Read and Comprehend</b> <b>Academic Talk</b> CC.4.SL.1.b Connect Causes and Effects T218a
	<b>Language and Vocabulary</b> 🕒 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; ☑ Pretest: Long <i>a</i> : <i>ai</i> , <i>ay</i> and CC.4.Rfou.3.a; CC.4.L.1.g; Commonly Misspelled Words T213k CC.4.L.2; CC.4.L.2.d <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Present Tense T213m <b>Science Vocabulary</b> CC.4.L.6 ☑ Learn Key Words T216 <b>cause convert effect electricity</b> <b>generate power renewable scarce</b>	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T213k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Subject-Verb Agreement T213m <b>Academic Vocabulary</b> CC.4.L.6 ☑ Learn More Key Words T218a–T219 <b>available conservation current flow resource</b>
	<b>Reading</b> 🕒 20–40 minutes	<b>Reading</b> Read Aloud: Realistic Fiction T217a <b>Comprehension</b> CC.4.Rinf.5 ☑ Explain Cause and Effect T217a <b>Fluency</b> ☑ Model Intonation T217a CC.4.Rfou.4	<b>Reading</b> CC.4.Rinf.10 Read Instructions T221 <b>Comprehension</b> CC.4.Rinf.10 ☑ Learn to Ask Questions T220 <b>Fluency</b> CC.4.Rfou.4 ☑ Practice Intonation T220
<b>Writing</b> 🕒 15–45 minutes	<b>Power Writing</b> T216 CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213o <b>Writing</b> CC.4.W.9; CC.4.W.9.b; CC.4.W.10 Write About Cause and Effect T218 <b>Research Project: Natural Energy</b> CC.4.W.8 Plan T237a	<b>Power Writing</b> T218a CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213o <b>Writing</b> CC.4.W.10 Write About Asking Questions T220 <b>Research Project: Natural Energy</b> CC.4.W.7; Research T237a CC.4.W.8; CC.4.W.9	



<b>SMALL GROUP READING TIME</b>		Read Science Articles	Read Nonfiction Books
<b>Fiction &amp; Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Science Vocabulary SG5 <b>Reading</b> CC.4.Rinf.7 Comprehend Visual Information SG4 Build Comprehension CC.4.Rinf.1; CC.4.Rinf.10 	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG6–SG7 <b>Reading</b> Introduce SG6–SG7 Read SG8–SG9 CC.4.Rinf.10 ☑ Ask Questions to CC.4.Rinf.10 Comprehend Text SG8–SG9 ☑ Explain Text Structure: CC.4.Rinf.5 Cause and Effect SG8–SG9 

<b>LEARNING STATION TIME</b>		
🕒 20 minutes		<b>Speaking and Listening</b> CC.4.SL.1; CC.4.SL.1.a; T213i CC.4.SL.4 <b>Language and Vocabulary</b> T213i CC.4.L.6 <b>Writing</b> T213i CC.4.Rinf.7; CC.4.W.2; CC.4.W.2.b; CC.4.W.7 <b>Cross-Curricular</b> T213j CC.4.Rinf.3; CC.4.W.8; CC.4.SL.4 <b>Reading and Intervention</b> T213j; SG68 CC.4.Rinf.10 CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b



**BIG Question** How do we relate to nature?

**Day 3**

**Read and Comprehend**

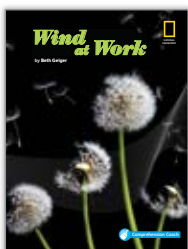
**Academic Talk** CC.4.Rinf.1; CC.4.SL.1.b  
Preview and Predict T222

**Daily Spelling and Word Work** CC.4.Rfou.3; CC.4.Rfou.3.a;  
✓ Practice T213l CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

**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

**Reading** CC.4.Rinf.2; CC.4.Rinf.7;  
Read a Science Article T223–T231 CC.4.Rinf.10



**Comprehension** CC.4.Rinf.5  
✓ Explain Text Structure: Cause and Effect T224–225; T228–229  
✓ Ask Questions T224–225–T230–231 CC.4.Rinf.10

**Fluency** CC.4.Rfou.4.a  
✓ Practice Intonation, Accuracy, and Rate T224–225

**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;  
Research T237a CC.4.W.8; CC.4.W.9

**Day 4**

**Read and Comprehend**

**Academic Talk** CC.4.SL.1.b; CC.4.SL.2  
Paraphrase Reading T232

**Daily Spelling and Word Work** CC.4.Rfou.3; CC.4.Rfou.3.a;  
✓ Practice T213l CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

**Daily Grammar** CC.4.W.5; CC.4.L.1;  
✓ Grammar and Writing T213n CC.4.L.1.b; CC.4.L.3

**Vocabulary Practice** CC.4.L.6  
✓ Share Word Knowledge T232

**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 CC.4.Rinf.10  
Explain Diagrams T234 CC.4.Rinf.7

**Fluency** CC.4.Rfou.4.a  
✓ Practice Intonation, Accuracy, and Rate T233

**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

**Day 5**

**Review and Apply**

**Academic Talk** CC.4.Rinf.1; CC.4.SL.1.b  
Talk About “Wind at Work” T236

**Daily Grammar** CC.4.L.1; CC.4.L.1.b; CC.4.L.3  
✓ Review T213n

**Vocabulary Review** CC.4.L.6  
✓ Apply Word Knowledge T235a

**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** 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**

**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 CC.4.Rinf.10

✓ Explain Text Structure: Cause and Effect SG8–SG9 CC.4.Rinf.5



**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 CC.4.Rinf.10

✓ Explain Text Structure: Cause and Effect SG8–SG9 CC.4.Rinf.5



**Read Nonfiction Books**

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG8–SG9

**Reading** CC.4.Rinf.3; CC.4.Rinf.10;  
Connect Across Texts SG9 CC.4.SL.1.a

**Writing** CC.4.W.2  
Choose a Writing Option SG9



**ASSESSMENT & RETEACHING**

**Assessment and Reteaching** T237c–T237d

✓ Reading Comprehension Test A4.4–A4.5 CC.4.Rinf.5  
Reading Strategy Assessment SG4.30–SG4.31 CC.4.Rinf.10

✓ Oral Reading Assessment A4.1–A4.3 CC.4.Rfou.4

✓ Vocabulary Test A4.6–A4.7 CC.4.L.6

✓ Spelling Test: Words with Long *a*: *ai*, *ay*, and Commonly Misspelled Words T213k 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 A4.8–A4.10 CC.4.W.5; CC.4.W.7–10; CC.4.L.1–1.b; CC.4.L.3

Reteaching Masters RT4.1–RT4.2 CC.4.Rinf.5; CC.4.Rinf.10



# Week 1 Learning Stations

## Speaking and Listening

### Option 1: Compare Resources



**Compare Resources**

- Look at the **Language Builder Picture Cards**. Find out about renewable and nonrenewable resources. Take notes.
- Compare renewable and nonrenewable resources. Organize your ideas and practice stating them in complete sentences.

**Talk Together**  
Share your comparisons.  
\_\_\_\_\_ is renewable because \_\_\_\_\_  
\_\_\_\_\_ is nonrenewable because \_\_\_\_\_  
Both are \_\_\_\_\_

*Wind is renewable because it cannot be used up. Oil is nonrenewable because we cannot make any more of it.*

### PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 24

Digital Library: Language Builder Picture Cards E40–E46

Student Resources Directory

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

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

### Option 2: Talk About Wind Power



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

Have students talk about a video about wind power. To view the video, have students go to Resources > Unit 4 > Learning Stations > Week 1 > Iowa Wind Power Video on [NGReach.com](http://NGReach.com).

Have students work in pairs to name ways that the people in the video use wind power. Have partners take turns speaking and writing down each other's ideas.

Report on a Topic CC.4.SL.4

## Language and Vocabulary

### Key Words

available · cause · conservation · convert · current  
effect · electricity · flow · generate · power  
renewable · resource · scarce

### Option 1: Vocabulary Games



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

Have students focus on their word knowledge. Under Add More Information > Rate This Word, have students rate their knowledge of each word.

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

## Writing

### Option 1: Write About Winds

Display the writing prompt:

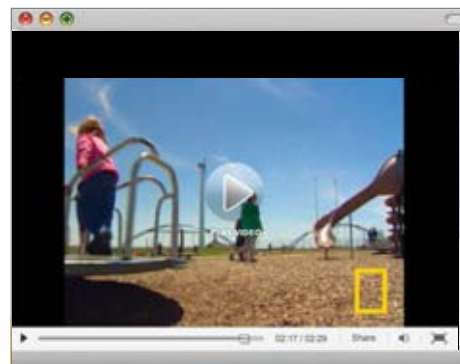
Write about the kinds of winds you experience where you live. Discuss how those winds affect people's lives.

Provide an example:

I live right along the lake. Winds off the lake can blow so strong that it is hard for older people to walk their dogs or go to the store.

Interpret Information Presented Visually CC.4.Rinf.7  
Write Informative/Explanatory Text to Convey Ideas and Information CC.4.W.2

### Option 2: Write About Wind Power



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

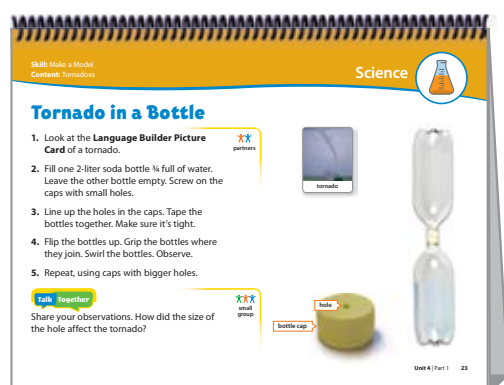
Have students write about a video about wind power. To view the video, have students go to Resources > Unit 4 > Learning Stations > Week 1 > Iowa Wind Power Video on [NGReach.com](http://NGReach.com).

Have students write a description of how the people in the video use wind as a renewable resource.

Develop the Topic CC.4.W.2.b  
Conduct Research CC.4.W.7

## Cross-Curricular

### Option 1: Tornado in a Bottle



**Tornado in a Bottle**

- Look at the Language Builder Picture Card of a tornado.
- Fill one 2-liter soda bottle  $\frac{1}{4}$  full of water. Leave the other bottle empty. Screw on the caps with small holes.
- Line up the holes in the caps. Tape the bottles together. Make sure it's tight.
- Flip the bottles up. Grip the bottles where they join. Swirl the bottles. Observe.
- Repeat, using caps with bigger holes.

**Talk Together**  
Share your observations. How did the size of the hole affect the tornado?

## PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 23

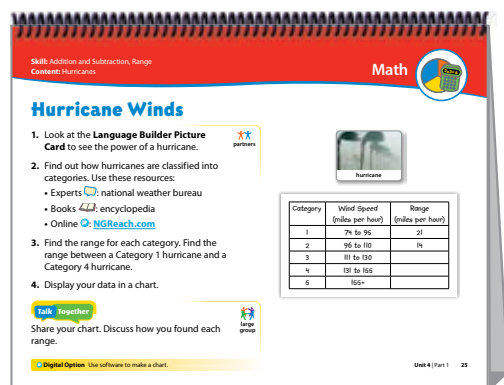
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Digital Library: Language Builder Picture Card E47

two 2-liter plastic soda bottles • two soda bottle caps with small holes punched in the center • 2 soda bottle caps with larger holes punched in the center • water • duct tape

Recount an Experience CC.4.SL.4

### Option 2: Hurricane Winds



**Hurricane Winds**

- Look at the Language Builder Picture Card to see the power of a hurricane.
- Find out how hurricanes are classified into categories. Use these resources:
  - Experts: national weather bureau
  - Books: encyclopedia
  - Online: [NGReach.com](https://www.ncreach.com)
- Find the range for each category. Find the range between a Category 1 hurricane and a Category 4 hurricane.
- Display your data in a chart.

Category	Wind Speed (miles per hour)	Range (miles per hour)
1	74 to 95	21
2	96 to 110	14
3	111 to 130	19
4	131 to 155	24
5	156+	

## PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 25

Digital Library: Language Builder Picture Card E48

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

encyclopedia • books about weather

Explain Ideas CC.4.Rinf.3  
Gather Information CC.4.W.8

## Reading

### Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) Comprehension Coach

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: Author Study

Beth Geiger

#### Comparison Chart

	Similarities	Differences
Author's Purpose		
Topic		
Genre		
Visuals		

Have students compare the Unit 3 selection "Extreme Earth" with the Unit 4 selection "Wind at Work" using the comparison chart. Remind students to focus on how the articles are both similar and different in each category.

Have partners use their charts to write an answer to this prompt:

What does Beth Geiger write about, and how does she present her work?

Students may also wish to select books from **Independent Reading** on page SG68.

Read and Comprehend Informational Texts CC.4.Rinf.10

## Intervention

### Option 1: Phonics Games



[NGReach.com](https://www.ncreach.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 RT4.1–RT4.2.

## Additional Resources

### Reach into Phonics



Lesson 48

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

### ESL Kit



ESL Teacher's Edition pages T214–T237



# Week 1 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Weather**

- ✔ Spell Words with Long *a: ai, ay*
- ✔ 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 Long *a: ai, ay*

1. betray	I would never <b>betray</b> my friend's trust by lying about the weather.
2. daily	The <b>daily</b> weather forecast helps me decide what to wear each day.
3. decay	That dead fish began to <b>decay</b> in the hot sun.
4. display	The museum will <b>display</b> an exhibit about weather patterns in our region.
5. entertain	That exciting movie about dangerous lightning storms will <b>entertain</b> you and keep your interest.
6. hail	During the storm, it began to <b>hail</b> , showering me with small balls of ice.
7. maintain	It was hard to <b>maintain</b> our footing on the icy road.
8. mermaid	I read a book about a <b>mermaid</b> who had the torso of a woman and the tail of a fish.
9. praise	Forecasters receive a lot of <b>praise</b> when they predict the weather accurately.
10. relay	Please <b>relay</b> the weather report to the community so that everyone knows a storm is coming.
11. remain	We must <b>remain</b> inside until the storm passes.
12. sustain	Remember to <b>sustain</b> yourself by drinking plenty of water on hot, dry days.
13. traitor	The <b>traitor</b> lied to the ship's captain about the weather forecast.
14. waterway	Is that <b>waterway</b> a natural river or an artificial canal?
15. yesterday	<b>Yesterday</b> was rainy, but today is sunny.

### Watch-Out Words

16. toe	During the flood, my <b>toe</b> got stuck under a heavy boulder.
17. tow	The rescuers used a rope to <b>tow</b> the boulder away.
18. real	Those rescuers were <b>real</b> heroes.
19. really	I was <b>really</b> happy to be free from that heavy rock!

### CVVC Pattern

Day 2



Option 1

### MATERIALS

index cards, 9 per pair of students • scissors

### Teach

Display the word *entertain*. Circle the letters *ai* and pronounce the word. Explain: *When a and i are together between consonants, the letters make the long a sound.*

### Prepare

- Have partners print each *ai* spelling word on a separate index card, leaving spaces between the letters.
- Have students cut apart their words into separate letters, keeping the letters for each word together.



### Play a Game

- Have each student mix up the letters for one word and exchange them with his or her partner.
- Have each partner unscramble the letters to make a spelling word and read the word aloud.
- Ask partners to play until they 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

### Compose a Dialogue

Day 2



Option 2

### Write a Dialogue

Invite small groups to write a dialogue using as many spelling words as possible. Tell students to underline the spelling words in their dialogue. Have groups perform their dialogues for the class.

Bob: (breathless) Yesterday I found a mermaid in the waterway! She's on display at my house!  
 Ana: (with disbelief) You have new tricks daily, Bob.  
 Terence: I remain unconvinced.  
 Bob: It's really true! I wouldn't betray your trust.  
 Ana: (wondering) It might entertain us to take a look.  
 Sandra: (entering) She's not real! I saw Bob tow in a doll with a tail. Everyone knows mermaids don't live in Kansas!

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

CC.4.Rfou.3.a

### Watch Out!

Day 2



Option 3

### Play a Game

Have students write silly sentences to help them understand the Watch-Out Words. Provide an example: I stub my toe as I tow the toy sub.

Use Frequently Confused Words

CC.4.L.1.g



CVV Pattern

Day 3



Option 1

MATERIALS

index cards, 1 per student • scissors

Teach

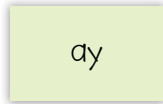
Display the word betray, circle the letters ay, and pronounce the word. Explain: When the letters ay follow a consonant, they make the long a vowel sound.

Prepare

Have each student write ay on his or her index card and the headings ay and ai on a sheet of paper.

Play a Game

- Tell students to take turns saying a spelling word aloud. Explain that students should hold up the ay card if they hear a spelling word in which the long a sound is spelled with ay.
• Then have students write the spelling word on their papers under the appropriate heading: ai or ay.
• Have students continue until each of the first 15 spelling words are recorded under the correct heading.



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

Word Play

Day 3



Option 2

Prepare

- Divide students into groups of two.
• Have partners choose two rhyming words from this list: betray, decay, display, relay; entertain, remain, sustain, maintain.
• Tell each partner to use the words in a simple rhyme. Provide an example:

The snowman and snow woman we can maintain,
If the cold snowy weather would only remain.

Play a Game

- Have one partner read aloud his or her rhyme while the other partner spells each spelling word used in the rhyme.
• Have partners reverse roles.
• Then have pairs exchange rhymes with another team.
• Tell each pair to choose one of the other team's rhymes and replace the spelling words with another two rhyming words. (New words do not need to be spelling words.) Provide an example:
The snowman and snow woman will surely decay,
If the sun melts the snow away today.
• Have students read aloud their new rhymes.

Demonstrate Command of Spelling CC.4.L.2

Use a Dictionary

Day 4



Option 1

MATERIALS

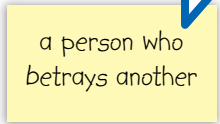
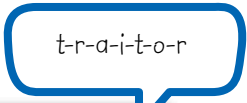
index cards, 19 per pair of students • one dictionary per student

Prepare

- Have partners write each spelling word on a card.
• Then 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 on a desk with the definitions visible.
• Have students take turns picking a definition, then stating and spelling the word that goes with it.
• Explain that if a student states the wrong word or misspells the correct word, the card goes back on the desk.
• Have students continue until all cards are taken.



Consult References CC.4.L.2.d

Oh No!

Day 4



Option 2

MATERIALS

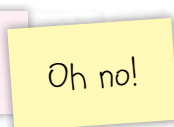
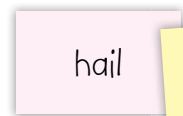
index cards, 21 • timer

Prepare

- Have students work together to write each spelling word on a card.
• Then have students write "Oh no!" on two cards.

Play a Game

- Tell students to shuffle all the cards, including the "Oh no!" cards, and put the cards face down in a pile.
• Have students take turns selecting a card and reading it aloud.
• Explain that the speller then spells the word. If the spelling is correct, the speller keeps the card. If not, the card goes back in the pile.
• Note that if a student draws the "Oh no!" card, all of the cards he or she has gathered go back in the pile.
• Tell students to time themselves. After ten minutes, the player with the most cards wins.



Demonstrate Command of Spelling CC.4.L.2
Spell Grade-Appropriate Words CC.4.L.2.d

# Week 1 Daily Grammar

## OBJECTIVES

**Thematic Connection: Weather**

✔ Grammar: Use Present Tense

✔ Grammar: Use Present Progressive

✔ Grammar: Use Subject-Verb Agreement

## COMMON CORE STANDARDS

Edit Writing

CC.4.W.5

Demonstrate Command of Grammar

CC.4.L.1

Use Progressive Verb Forms

CC.4.L.1.b

## Day 1

### PROGRAM RESOURCES

Present Tense: eVisual 4.2

### Teach the Rules

Use the suggestion on page T218 to introduce present-tense verbs. Use **eVisual 4.2** to teach and provide examples.

#### Present Tense

- A present-tense verb tells about an action that is happening now or that happens regularly.  
A lightning bolt **streaks** across the sky.  
Breezes **cool** hot summer days.
- Add **-s** or **-es** to the verb if the subject tells about one person, place, or thing, with the exception of pronouns / and you.  
Dad **leads** us to the basement.  
The city **braces** for a storm.  
A tornado **approaches**.
- Do not add **-s** or **-es** if the subject is **I, you, we, they,** or a plural noun.  
They **glow** brightly in the sun.  
White clouds **appear**.

[NGReach.com](http://NGReach.com) Present Tense: eVisual 4.2

### Play a Game

Divide students into pairs and display the following sentences:

Children always splashes in puddles. (splash)  
The strong wind blow my kite into a tree. (blows)  
We entertain the baby by catching snowflakes. (correct)

Explain:

- Approve or correct these three sentences with a partner.
- Write three more sentences using present-tense verbs.
- Have your partner check your work.

### Differentiate

#### SN Special Needs

**ISSUE** Students are not sure when verbs need **-s** or **-es**.

**STRATEGY** Provide self-stick notes with “one” and “more than one.” Help students determine the subject, apply the correct self-stick note, and then correct the verb if needed.

## Day 2

### PROGRAM RESOURCES

Subject-Verb Agreement/Forms of *be*: eVisual 4.5

### Teach the Rules

Use the suggestion on page T221 to introduce subject-verb agreement with forms of *be*. Use **eVisual 4.5** to show which forms of the verb *be* agree with each pronoun.

#### Subject-Verb Agreement/Forms of *be*

Subject	Form of <i>be</i>
I	am
you	are
he, she, or it	is
we	are
they	are

[NGReach.com](http://NGReach.com) Subject-Verb Agreement: eVisual 4.5

### Play a Game

Divide students into groups and display the following sentences:

Ana \_\_\_\_\_ under a bright green awning. (is)  
She \_\_\_\_\_ not wet at all! (is)  
I \_\_\_\_\_ happy because the trees need rain. (am)  
Floods \_\_\_\_\_ a result of this storm. (are)

Explain:

- Decide which form of *be* completes each sentence and write it.
- Then take turns changing the subjects of the sentences and challenging a teammate to complete the new sentence correctly.
- Teams get one point for each sentence correctly completed. Play until each teammate has three points.

### Differentiate

#### EL English Learners

**ISSUE** The verb *be* can be omitted with adjectives and prepositional phrases in Chinese, Hmong, Korean, Haitian Creole, and Vietnamese.

**STRATEGY** Before students play the game, help them understand that each sentence will need a form of *be*. Review the forms and agreement.





Use Knowledge of Conventions

CC.4.L.3

## Day 3

### PROGRAM RESOURCES

Game: Practice Master PM4.3

### MATERIALS

beanbags • scissors

### Teach the Rules

Use the suggestion on page T231 to introduce the present progressive, using the verb *be* (*is growing*). Explain: *Present progressive verbs tell about an action as it is happening. They contain a helping verb am, is, or are and a main verb that ends in -ing. The helping verb is a form of the verb be. The helping verb always agrees with the subject.* Review the present forms of *be*.

Subject	Form of <i>be</i>	Example
I	am	I <b>am watching</b> the rain.
he, she, it	is	Right now, it <b>is pouring!</b>
we, you, they	are	We <b>are waiting</b> to play outside.

### Play a Game

Briefly discuss each weather topic before beginning the game. Then distribute **Practice Master PM4.3** and have partners play “Agree with Me.” Tell students to play until each topic word is used at least once.

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

**Grammar Game**  
**Agree with Me**

Topics

SUN	HAIL	SNOW	WIND	RAIN
-----	------	------	------	------

- Cut out the cards and arrange them on a desk or the floor.
- Toss a beanbag onto a gray helping verb card.
- Toss another beanbag onto a subject card.
- Toss a third beanbag onto a main verb card.
- If the first two cards agree, choose topic from the box and orally compose a sentence. Be sure to use the subject, helping verb, and main verb in your sentence. If the subject and helping verb do not agree, choose a different helping verb. Then compose your sentence.

am	are	is		
I	you	we	they	
he	she	it		
slipping	running	flying	pounding	blowing

For use with TE p. T213n **PM4.3** Unit 4 | Power of Nature

[NGReach.com](#) Practice Master PM4.3

### Differentiate

#### BL Below Level

**ISSUE** Students need repeated exposure to correct subject-verb agreement before they can correctly apply the skill on their own.

**STRATEGY** Allow students to pair subject-pronoun cards with the correct forms of *be* cards before tossing the beanbags.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing: Practice Master PM4.4

### Grammar and Writing

Distribute **Practice Master PM4.4**. Have students use editing and proofreading marks to correct errors with present tense, subject-verb agreement with forms of *be*, and present progressive.

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:

- spelling of present-tense verbs
- subject-verb agreement with forms of *be*
- present progressive

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↗	Move to here.
,	Add comma.
.	Add period.

We live in a part of the country with some very intense weather. The mayor <sup>is</sup> scheduling community meetings four times a year to make sure we are ready for anything. She <sup>am</sup> planning one next week. Before the cold weather start, the meeting is about getting ready for winter. The police chief reminds us to check our tires. He tell us to have blankets in our cars, in case we <sup>am</sup> stuck in the snow. In early spring, we hear about tornado safety. <sup>is</sup> always nervous about this time of year because tornadoes are so unpredictable. The summer meeting <sup>are</sup> about using sunscreen and conserving water. Weather affect us every day, so it's important to be prepared. Our town sure is!

For use with TE p. T213n **PM4.4** Unit 4 | Power of Nature

[NGReach.com](#) Practice Master PM4.4

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
Assessment Masters A4.8-A4.10

### Review and Assess

Display the sentences below and have students complete them. Then have students exchange papers to correct. Challenge partners to write sentences with the verbs that were not chosen.

Those thunderclouds \_\_\_\_\_ moving closer. *is/are* (are)  
I \_\_\_\_\_ looking for a safe place to take shelter. *is/am* (am)  
We \_\_\_\_\_ at the waves during the storm. *look/looks* (look)  
Each one \_\_\_\_\_ like an explosion. *sound/sounds* (sounds)  
Jo \_\_\_\_\_ getting her camera ready. *is/are* (is)  
We \_\_\_\_\_ opening our umbrellas. *is/are* (are)

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

# Week 1 Daily Writing Skills

## OBJECTIVE

**Thematic Connection: Weather**

**Find Information in Sources**

## COMMON CORE STANDARDS

Conduct Research  
Recall Relevant Information, Gather Information  
Draw Evidence from Texts

CC.4.W.7  
CC.4.W.8  
CC.4.W.9

### How to Find Information

Day 1



#### PROGRAM RESOURCES

Sources Chart: eVisual 4.3

### Teach the Skill

Display **eVisual 4.3**. Explain: *Use this checklist to help you figure out if the source has the information you need.*

Have volunteers read items on the checklist. Explain each item, using an appropriate source to illustrate as needed.



#### Sources

#### How to Find the Information

books,  
almanacs,  
encyclopedias

- Read the table of contents.
- Skim the back cover.
- Look up specific topics in the index.

magazine,  
newspaper,  
and Web  
articles

- Skim the titles and headings.
- Read the first sentence in each paragraph.
- Scan for key words.
- Read the conclusion.

NGReach.com

Sources Chart: eVisual 4.3



**INTERACTIVE WHITEBOARD TIP:** Cover the bulleted list and have students erase to reveal each bullet.

Display the following table of contents. Ask: *Which pages would you turn to for possible information on hurricanes?* (pages 9–15)

Contents	
What Is a storm?.....	5
Types of Storms .....	9
Storm Chasers .....	16
Getting Caught in a Storm.....	20

Display the paragraph below. Ask: *Do hurricanes cause waves? To find out, skim for the word wave.* (yes)

Hurricanes are large, spiral-shaped storms that occur over oceans. They can have wind speeds of over 160 miles per hour. When they reach land, hurricanes can bring 20-foot waves along with their strong winds and heavy rainfall.

### Find Information in Books

Day 2



Option 1

#### PROGRAM RESOURCES

Small Group

Reading books for Unit 4 Week 1

#### MATERIALS

self-stick notes

### Introduce

Provide the **Small Group Reading** books for the week. Have students open each book to the table of contents page. Display the questions.

1. How do we read a weather map?
2. What can clouds tell us about the weather?
3. Can wind cause a lot of damage?

### Practice

Have groups write each question on a self-stick note. Explain that they will use the table of contents to figure out where the book gives information about the each question. Ask students to place each self-stick note in the appropriate section of the book.

### Find Information in Books

Day 2



Option 2

#### PROGRAM RESOURCES

Small Group

Reading books for Unit 4 Week 1

#### MATERIALS

self-stick notes

### Introduce

Provide **Small Group Reading** books. Display the questions.

1. How do scientists measure the speed of wind?
2. Did the Dust Bowl have serious effects on people's health?
3. What do meteorologists do?
4. What causes air pressure?

### Practice

Have groups write each question on a self-stick note. Explain that students will use the table of contents, indexes, text, and headings in the books to find information about each question. Ask students to place each self-stick note in the appropriate section of the book.





## SUGGESTED PACING

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

### Skim Web Articles

Day 3 Option 1



NGReach.com Student Resources

### Practice

Print the article from Resource Directory > Student Resources > Unit 4 > Daily Writing Skills > Ten Cool Archaeological Sites. Have groups skim the article and determine which of the following questions it answers.

1. Has anyone ever found treasure in an Egyptian tomb?
2. Why do people erect snow fences?
3. Are there countries made up of small islands?

### Skim Web Articles

Day 3 Option 2



NGReach.com Student Resources

### Practice

Print the article from Resource Directory > Student Resources > Unit 4 > Daily Writing Skills > Ten Forces of Nature. Have partners skim the article and determine which of the following questions it answers.

1. Do animals ever fall from the sky?
2. How does an avalanche occur?

### Stick It On!

Day 4

#### PROGRAM RESOURCES

Explorer Books: Hurricane Hunters

#### MATERIALS

self-stick notes

### Practice

Provide *Hurricane Hunters*. Display the following questions:

1. What do storm chasers do, and why do they do it?
2. What is the difference between the eye wall and the eye of a hurricane?
3. How were Hurricane Lili and Hurricane Katrina different?

Have groups write each question on a self-stick note. Ask students to place the self-stick note in the section where they are likely to find the answer.

### Assess Finding Information

Day 5

#### PROGRAM RESOURCES

Sources Check Chart: eVisual 4.4

Writing, Revising, and Editing Test: Assessment Masters A4.8-A4.10

### Review the Skill

Display eVisual 4.4 and have partners complete the right column.

Sources	How to Find the Information
books, almanacs, encyclopedias	<ul style="list-style-type: none"> <li>• Read the table of contents.</li> <li>• Skim the back cover.</li> <li>• Look up specific topics in the index.</li> </ul>
magazine, newspaper, and Web articles	<ul style="list-style-type: none"> <li>• Skim the titles and headings.</li> <li>• Read the first sentence in each paragraph.</li> <li>• Scan for key words.</li> <li>• Read the conclusion.</li> </ul>

NGReach.com Sources Check Chart: eVisual 4.4

**INTERACTIVE WHITEBOARD TIP:** Have students write in answers.

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

# Day 1 Introduce Unit 4

## OBJECTIVES

### Thematic Connection: Weather

Preview Content by Paraphrasing Information

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 4

Unit Concept Map: Practice Master PM4.1

### TECHNOLOGY ONLY

Unit 4 Build Background Video



## WARM-UP

Ask: *What are some places in nature that you enjoy?* Invite students to describe a favorite place and tell about activities they enjoy doing there.

## Science Background

### 1 Big Question Anthology page 214

Have a volunteer read the Big Question. Explain that in this unit, students will be reading and talking about how the natural world affects humans and how humans affect the natural world. Distribute **Family Newsletter 4**.

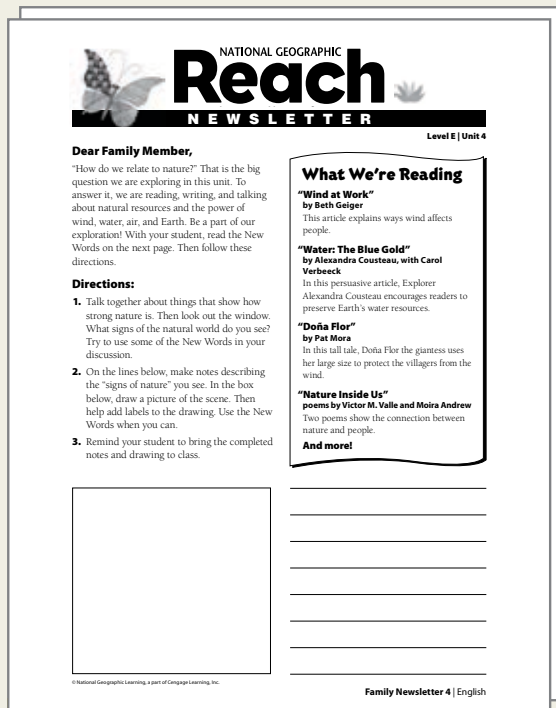
### 2 Share What You Know Anthology page 215

Have students look at the picture on pp. 214–215. Ask: *Which looks strong and mighty in this picture, the man or the mountain?* Encourage students to support and elaborate on their responses. Then review the instructions and have students work in small groups. Provide time for students to share their drawings.

### 3 Build Background Video

Set a purpose for viewing: *Watch to learn about natural resources.* After viewing, discuss the following questions with students:

*What are natural resources?* (Natural **resources** are things we depend on that come from the natural world.) *What is the difference between renewable and nonrenewable resources?* (We can use up nonrenewable **resources**, but not **renewable resources**.) *What are some examples of each?* (trees, oil)



NGReach.com Family Newsletter 4  
in seven languages

## COMMON CORE STANDARDS

### Reading

Interpret Information Presented Visually CC.4.Rinf.7

### Speaking and Listening

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

## Mini Lesson

### Describe Production Components: Editing

Explain: *When you edit, you make changes to make your writing clearer and more interesting. Filmmakers do the same thing with their films.* Rerun the first 50 seconds of the video and then stop it.

Think aloud: *The filmmaker shows a forest and then cuts to show houses being built. This gives viewers an example of how trees are used.*

Introduce editing terms, such as: *cut* (one shot instantly replaces another), *fade* (shot fades to black), and *montage* (a series of images). Discuss reasons for edits, such as to focus on important details or to show how one thing (forest) relates to another (houses). Then, as you rerun the video, have students paraphrase its information to determine if they understand the content and can suggest reasons for the edits.

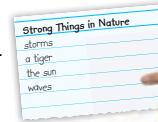


# Power of Nature

**Big Question** How do we relate to nature?

**Share What You Know**

- 1 **Make** a list of things in nature that are strong and mighty.
- 2 **Sort** your ideas into a class list.
- 3 **Draw** a picture of something from the list. Show its strength.



Build Background: Watch a video about natural resources.  
[NGReach.com](http://NGReach.com)

**STUDENT TECHNOLOGY**



Student eEdition



Video



Resources

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

**Anthology**  
pages 214–215

## Unit Projects

### 4 Introduce the Unit Concept Map

Review the Big Question. Have students flip through the unit and predict how the readings will help them answer the question.

Display the unit concept map using **Student eEdition** page 280, 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 PM4.1** and model how to fill in the concept map. Ask: *Think about the video. 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 281. 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 (T213o-T213p)
- ✓ Power Writing (T216, T218a, T222, T232, T235a)
- ✓ Writing (T218, T220–T221, T230–T231, T235, T236)
- ✓ Writing Project (T276-T279)

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

**Unit Concept Map**  
**Power of Nature**  
 Make a concept map with the answers to the Big Question:  
 How do we relate to nature?

© Houghton Mifflin Harcourt Learning Technology, Inc.  
 For use with TE p. T215 **PM4.1** Unit 4 | Power of Nature

[NGReach.com](http://NGReach.com) **Practice Master PM4.1**

## OBJECTIVES

**Thematic Connection: Weather**

- Use Domain-Specific Words
- Explain Text Structure: Cause and Effect

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 4

Cause-and-Effect Chart: Practice Master PM4.2

### TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 4.1

## MATERIALS

timer

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Determine Meanings of Domain-Specific Words	CC.4.Rinf.4
Describe Text Structure	CC.4.Rinf.5
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

Follow Rules for Discussions	CC.4.SL.1.b
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### Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.4.L.6
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## Academic Talk

### 1 Make Comparisons Anthology page 216

Explain: *When we make comparisons, we think about how things are alike or different. Words such as both, same, and similar signal things that are alike. Words such as different and but signal differences.* Provide examples:

- *Carrots and beets both grow underground.*
- *Carrots are orange, but beets are red.*

Play the **Sing with Me Language Song**: "A Good Place for a Garden."

Then explain that students will discuss and compare different places to grow a garden. (Examples: indoors, outdoors, on a hill, in a desert, on a windowsill) They will decide which places are best.

Point out that in a discussion, people may disagree. Emphasize that effective speakers disagree politely and give a reason. Give an example: *I disagree that outdoor gardens are better than indoor gardens. An indoor garden needs less soil.*

Have small groups compare different places to grow gardens, including what each place is like. Remind students to share their ideas about what place is best. Tell them to respond by agreeing or disagreeing with their classmates' ideas. Remind them to include reasons for their responses.

## Science Vocabulary

### 2 Key Words Anthology page 217

Explain and model using **Vocabulary Routine 1** and the images on **Student eEdition** page 217 to teach the Key Words.

- **Pronounce the word** and point to the image: **convert**.
- **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 **convert** is to change one thing into another thing.
- **Elaborate**. Relate the words to your experience: The sun can **convert** ice into water.

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

For more images of the Key Words, use the

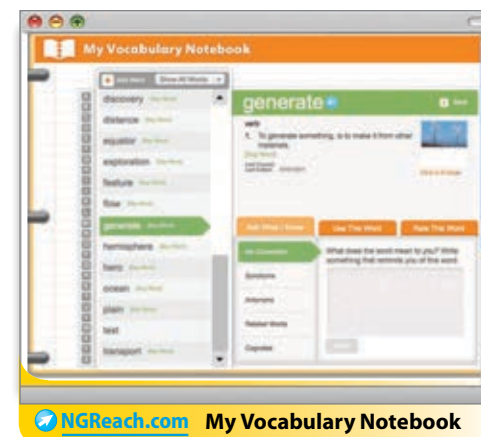
**Digital Library**.

Have partners take turns repeating the routine for each word using page 217. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

### Key Words

convert · electricity  
generate · power  
renewable · scarce





## Make Comparisons

Listen to Chloe's song. Then use **Language Frames** to talk about different ways people need soil.

### Language Frames

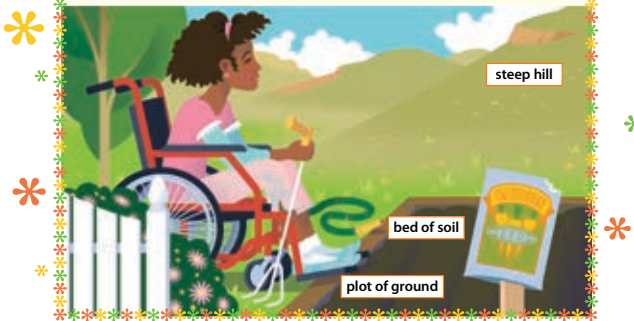
- \_\_\_\_\_ is \_\_\_\_\_.
- But \_\_\_\_\_ is \_\_\_\_\_.
- \_\_\_\_\_ need \_\_\_\_\_.
- And so do \_\_\_\_\_.

Song (MP3)

### A Good Place for a Garden

I could plant my garden on a hilly plot.  
It is filled with sunshine. What a lovely spot!  
But the hill is high, and the soil is not so deep.  
Rain will wash the soil away because the hill's too steep.  
So I'll plant my garden somewhere else instead:  
A place that's flat to plant my seedlings in a bed.  
Carrots need good soil. And so do other plants.  
If the soil is rich enough, my garden stands a chance.

Tune: "Sing a Song of Sixpence"



216

## Key Words

Look at the pictures. Use **Key Words** and other words to talk about energy resources.

### Key Words

convert  
electricity  
generate  
power  
renewable  
scarce



Wind is a **renewable** resource. It will not run out. It will not become **scarce**, or hard to find.



We use wind's **power**. Windmills **convert** it for our use.



Windmills can **generate** electricity. The electricity is sent to homes.

### Talk Together

How do you use power that comes from nature? Talk with a partner. Make comparisons about how you use power. Try to use **Language Frames** from page 216 and **Key Words**.

217

### STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology  
pages 216–217

### 3 Talk Together Anthology page 217

Read aloud the instructions on page 217. Have students list sources of power from nature. (Possible responses: wind, sun, oil)

Beside each source of power, have students list at least one way we use that source for human needs. Then have them tell if the source of power is renewable or nonrenewable.

Have partners meet to share and compare their ideas. Circulate and encourage students to think of other uses of power from nature as they converse.

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words

As students discuss sources of power, ask questions that call for correct usage of Key Words: *Which **renewable** resource did you talk about?* (Possible response: We talked about the **renewable** resource wind.)

If students use words incorrectly, work with small groups and provide sentence frames for them to complete orally:

- *Water is a source of **power** that can be \_\_\_\_\_ into **electricity**. (**converted**)*
- *Like wind, sun does not run out, so it is considered a \_\_\_\_\_ resource. (**renewable**)*
- *Today, most **electricity** and fuel for cars comes from \_\_\_\_\_. (oil)*

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 4** for translations in seven languages. Use cognates for Spanish speakers:

*convert/convertir      electricity/electricidad*  
*generate/generar      power/poder*  
*renewable/renovable      scarce/escaso(a)*

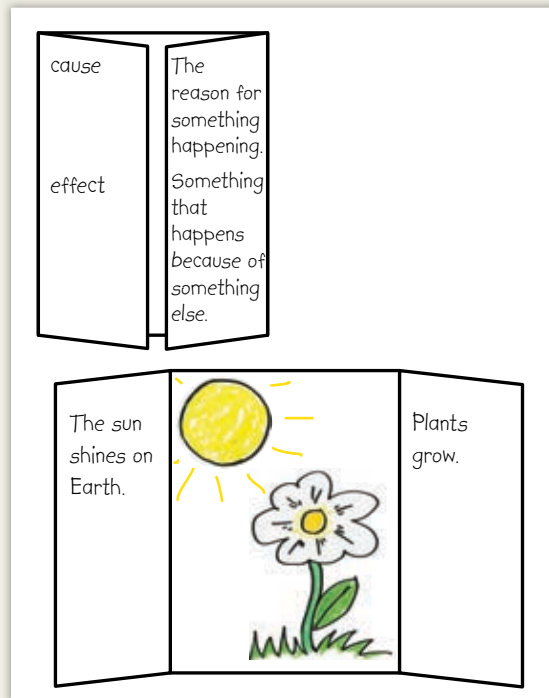
### BL Below Level

**ISSUE** Students have difficulty pronouncing the multisyllable words *renewable* and *electricity*.

**STRATEGY** Write *renewable*. Help students identify the word part *new* and circle it. Then underline the affixes, *re-* and *-able*. Help students pronounce the parts and then blend them. Repeat the process with *electricity*.



## Window Graphic



## Comprehension

## 4 Cause and Effect Anthology page 218

Read the first paragraph on page 218. Use a Window Graphic to teach the terms **cause** and **effect**. Then display **eVisual 4.1** and read aloud “Chloe’s Garden.” Explain: *You can identify **effects** by asking yourself “What happened?” You can find the **cause** by asking, “Why did it happen?”*



## Read Aloud

Realistic Fiction

## Chloe’s Garden

Chloe wants to **convert** a sunny slope to a garden. At first, the plants grow tall and strong, but one day she notices the garden is no longer doing well. What a mess! Chloe decides it is because of all the weeds, so she spends an afternoon pulling out weeds and dead plants. This leaves just a few healthy plants. For a while the garden looks better, but then a heavy rainstorm comes.

After the storm, Chloe checks on her garden. Since there are not many plants on the hill, much of the soil is washed away. Some of the remaining plants have their roots showing, while others are washed right out of the soil. As a result, many plants are dying! Chloe looks for healthy plants but they are **scarce**. “I’ll have to replant,” she thinks. “To prevent rain from flowing freely down the hill and washing away the plants, I need to build terraces, or steps, up my hillside.”

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 4.1



**INTERACTIVE WHITEBOARD TIP:** Draw arrows from causes to their effects.

## Fluency

**Model Intonation** Explain the concept: *Fluent readers raise and lower their voices as they read text. When you read a statement, your voice rises and then falls at the end. When you read an exclamation, your voice rises at the end.* Model intonation with sentences from “Chloe’s Garden.” Have students practice intonation by reading aloud the first verse of “A Good Place for a Garden.”

## 5 Map and Talk Anthology page 218

Guide students in charting causes and effects from “Chloe’s Garden.” Explain: *Sometimes, there can be more than one **effect**. What two **effects** to the plants were caused by the storm?* (The rain uncovered the roots of some plants and washed other plants out of the soil.) *Sometimes, there can be more than one **cause**. What **caused** Chloe’s plants to die?* (weeds, roots showing, rain washing plants out of the soil) Continue guiding students in adding causes and effects to the chart.

## 6 Talk Together Anthology page 218

Have students use **Practice Master PM4.2** and the song to make a cause-and-effect chart about something that happens to, or because of, the soil.

## Check &amp; Reteach

**OBJECTIVE:** Explain Text Structure: Cause and Effect

Review the questions to ask and the signal words to identify effects and causes. Then ask: *Does this sentence tell a **cause** or **effect**: Some of the roots are showing. How do you know?* (Effect. It answers “What happened?”) *Find the **cause** by asking, “Why did it happen?” Then choose a signal word that helps you identify the **cause**.* (Since there are not many plants on the hill, much of the soil is washed away. The signal word is *since*.)



## Cause and Effect

When something happens, you often look for the reason, or cause. What happens is the effect. When you talk about **cause and effect**:

- tell how the events relate
- use words such as *because*, *since*, *so*, and *as a result* to connect the cause and the effect.

Look at the pictures of Chloe's hill. Read the captions.



Chloe pulls the weeds.

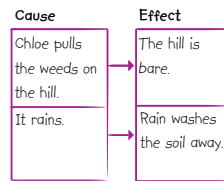
The hill is bare.

Rain washes the soil away.

### Map and Talk

You can use a cause-and-effect chart to keep track of how causes and effects are related. Here's how you make one. Write the cause in the first box. Write the effect in the second box.

#### Cause-and-Effect Chart



### Talk Together

Tell your partner something that happens to soil. Have your partner make a cause-and-effect chart.

218

Anthology page 218

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T213k

### Daily Grammar ✓

Have students revisit the first paragraph of "Chloe's Garden" to identify present-tense verbs. (*converts*, *grow*, *notices*) Use page T213m to teach present tense.

### Daily Writing Skills ✓

Ask students where they might find more details about taking care of plants. Then use page T213o to teach about finding information in sources.

# Writing

## 7 Write About Cause and Effect

Introduce: *We are going to write a paragraph explaining causes and effects to help us understand what happened to Chloe's garden. Model the process.*

### Think Aloud

*I read that Chloe pulled the weeds so the hillside was bare.*

*Then I read that, because the hillside was bare, the soil washed away when it rained.*

### Write

Chloe pulled all the weeds in the garden. As a result, the hillside was bare.

Then a rainstorm came. Since the hillside was bare, rain washed away the soil. Some plants had their roots uncovered. Other plants were washed out of the soil.

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

Have students refer to the charts they prepared in **Talk Together** and then write and share their paragraphs. Add the paragraphs to their Weekly Writing folders.

## WRAP-UP

Have partners use signal words to combine two of the following sentences: The wind blew hard./The food broke down./The soil became richer./The sun shone./The windmill turned./The plant grew.

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

### Cause-and-Effect Chart

#### What Happens to Soil?

Make a cause-and-effect chart to tell what can happen to soil and why.

Cause	Effect
Responses will vary. Possible responses: Rain falls on a hillside.	Responses will vary. Possible responses: Soil on the hillside washes away.
Soil is rich and good.	Garden plants grow well.
Soil is rich and good.	Weeds grow well.

Tell a partner about a cause-and-effect relationship. Use signal words such as *because*, *since*, *so*, and *as a result*.

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For use with TE p. T217a

PM4.2

Unit 4 | Power of Nature

## OBJECTIVES

### Thematic Connection: Weather

- Use Academic Words
- Ask Questions to Comprehend Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Family Newsletter 4
- Unit Concept Map: Practice Master PM4.1

### TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook

## MATERIALS

timer • large sheets of paper • colored markers

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Determine Meanings of Academic Words	CC.4.Rinf.4
Read and Comprehend Informational Texts	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

Follow Rules for Discussions	CC.4.SL.1.b
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### Language and Vocabulary

Acquire and Use Academic Words	CC.4.L.6
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## WARM-UP

Have several volunteers act out an activity they like to do in their favorite kind of weather. (Possible response: swimming on hot, sunny days) Have classmates guess the activity and weather. Give students a chance to discuss what they do in various kinds of weather.

## Academic Talk

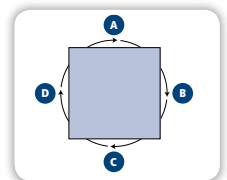
### 1 Connect Causes and Effects

Review that one cause can have many effects. Explain: *A snowstorm can make it necessary for schools to close. What other effects can a snowstorm have?* (Possible responses: people building snowmen, people shoveling sidewalks)

Then have students form teams for a **Team Word Webbing** exercise.

- Provide each team with a large sheet of paper. Give each student a different colored marker.
- Assign each team a weather event, such as wind, rain, or a thunderstorm, to write in the center of the Word Web.
- Have each student add an effect of the weather event to the part of the web nearest to him or her. Have the team discuss the effects. As students discuss, encourage them to follow the rules of discussion they learned.
- At the signal, have students rotate their web. Have students add more effects.
- Have teams share their completed webs with the class.

For **Team Word Webbing**, see page BP46.



Team Word Webbing

## Academic Vocabulary

### 2 More Key Words Anthology page 219

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:** **available**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** When something is **available**, it is ready to take.
- **Elaborate.** We can make sauce if enough tomatoes are **available**.

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

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

### Key Words

available · conservation  
current · flow  
resource



## More Key Words

Use these words to talk about "Wind at Work" and "Water: The Blue Gold."

### available

(u-vā-lu-bul) adjective



When something is **available**, it is ready to take. Fresh fruit is **available** in summer.

### conservation

(kon-sir-vā-shun) noun



**Conservation** means saving or protecting something.

### current

(kir-unt) adjective



When something is **current**, it is happening now. You can see **current** news stories on TV.

### flow

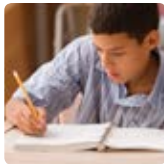
(flō) verb



To **flow** is to move freely. Water **flows** from a fountain without stopping.

### resource

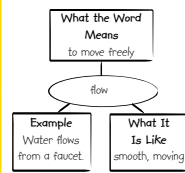
(rē-sors) noun



A **resource** is something that people need and use. School supplies are **resources** for students.

### Talk Together

Work with a partner to complete a Meaning Map for each **Key Word**.



Add words to My Vocabulary Notebook.  
NGReach.com

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

## Best Practices

**Link to Experience** As students elaborate, encourage them to link Key Words to personal experience. Model: *I have noticed that when we get a lot of rain, some of the soil in my yard **flows** away with the rainwater.*

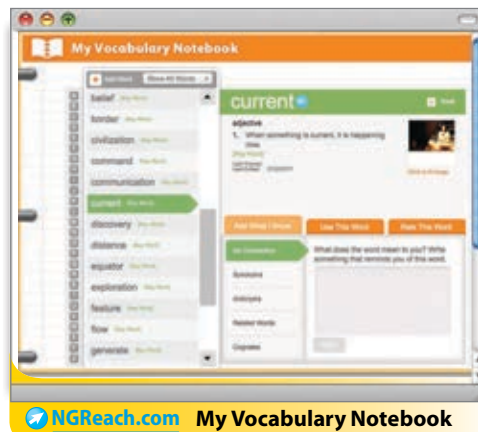
Anthology page 219

Have partners use page 219 to take turns repeating the routine for each word. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

### 3 Talk Together Anthology page 219

In preparation for creating each Meaning Map, encourage partners to talk about why each photo was chosen to represent its associated word.



NGReach.com My Vocabulary Notebook

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

Provide time for pairs to present their Meaning Maps. Listen for correct usage of the Key Words during these presentations. If necessary, ask questions to clarify understanding:

- *What kinds of research **resources** are **available** at our school?* (Possible response: the books, the Internet)
- *Is water or ice more likely to **flow**?* (water)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 4** for translations in seven languages. Use cognates for Spanish speakers:

*conservation/conservación*

*current/corriente*

*flow/fluir*

*resource/recurso*

### AL Above Level

**ISSUE** Students are not applying the Key Words in discussion.

**STRATEGY** Guide students to develop a deeper understanding of the words. Have students create a synonym-and-antonym chart to get a fuller understanding of each word's meaning. Have students give example sentences that apply the words to situations in their lives.

## Comprehension

### 4 Learn to Ask Questions Anthology pages 220-221

Project **Student eEdition** page 220 and read aloud the instructions. Model steps that Chloe might follow:

- *I need to understand what supplies to buy for my garden.*
- *I ask myself, "What is bone meal, and how will it help my soil?"*
- *I read the label on the package to find the answer.*

### 5 Talk Together Anthology page 221

Read aloud the instructions on page 221. Have partners chorally read the first paragraph of "How to Make a Compost Bin." Ask: *What do you need to understand?* (Possible response: What is compost?) Have students read on to find the answers to their questions. Ask: *How does the skill of asking questions help you understand the text?* (Possible response: It helps me focus on what I want to understand.)

Have partners take turns reading alternate paragraphs. After each paragraph, tell students to pause and ask at least one question, using the language frames. Circulate and provide examples, if needed.

## Fluency

**Practice Intonation** As partners read aloud "How to Make a Compost Bin," circulate and listen for correct intonation.

### Check & Reteach

**OBJECTIVE:** Ask Questions to Comprehend Text 

Ask: *What is a question that "How to Make a Compost Bin" helped you to answer?*

If students cannot ask questions, use the funnel questioning technique: *What do you wonder about gardening? How does your question connect to making a compost bin? What can you ask about making a compost bin that will help you with your question about gardening?*

## Writing

### 6 Write About Asking Questions

Introduce: *We are going to write a paragraph about how asking questions helped us understand how to make a compost bin.* Model the process.

Think Aloud	Write
<i>First, I will explain how asking questions helped me understand what I was reading.</i>	I don't know much about composting, so as I read I thought about questions I had. Then I read on to find the answers.
<i>Then, I'll include some examples of how I used questions to help me understand.</i>	In the first paragraph, I wondered "What does a compost bin look like?" I read on and found out that it looks like a garbage can full of brown and green plant materials.

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

## Learn to Ask Questions

Look at the cartoon. Chloe wants to buy something for her garden, but she doesn't understand what she sees. When you want information at a store, you can **ask questions**.



You can **ask questions** when you read, too. What type of information will help you understand? Look for answers in the text.

### How to Ask Questions

1. As you read, think about what you need to understand better. I need to understand \_\_\_\_\_.
2. Think about the text. Ask yourself questions that begin with *who*, *what*, *when*, *where*, *why*, and *how*. I ask myself, \_\_\_\_\_.
3. Reread the text or read on to find the answers. I read and find \_\_\_\_\_.

220

### Language Frames

- I need to understand \_\_\_\_\_.
- I ask myself, \_\_\_\_\_.
- I read and find \_\_\_\_\_.

### Talk Together

Read Chloe's instructions for making a compost bin. Read the sample question. Then use **Language Frames** to tell a partner your questions.

### Instructions

#### How to Make a Compost Bin

Soil is a valuable **resource**. In some areas, rich soil is **scarce**. So a compost bin is a great project for soil **conservation**. With this tool, you can **convert** ordinary kitchen garbage into rich compost.

The basic recipe for compost includes water, brown stuff, and green stuff. Tiny organisms break down the plant materials. As a result, you get rich new soil.

1. To make a compost bin, you start with a small plastic garbage can, one that is larger, a brick, and soil. Punch holes in the bottom of the small garbage can so water and air can **flow** through. Place the brick in the bottom of the bigger can. Put soil around the brick. Set the small can on the brick.
2. Begin filling the small can. Start with a layer of brown stuff. You can use dry leaves, newspaper, sawdust, or pine needles. These things add carbon. Add some water and let it soak in.
3. Then add a layer of green stuff. You can use grass clippings or any **available** food scraps other than meat for nitrogen. Add more water.
4. Keep both garbage cans covered. Keep adding layers until your bin is full. Then wait as your **current** garbage is transformed!

#### Sample Question

"I need to understand what a compost bin is used for.  
I ask myself, 'What does a compost bin do?'  
I read and find that it's a container for turning garbage into compost for soil."

← A good place to ask a question

221

Anthology  
pages 220–221

In their paragraphs, have students identify two questions they asked while reading, and explain how that helped them understand the selection.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

## Daily Language Arts

### Daily Spelling and Word Work

Practice page T213k

### Daily Grammar

Point out the subject-verb agreement in the first sentence of "How to Make a Compost Bin" on **Anthology** page 221. Then use page T213m to teach subject-verb agreement with forms of *be*.

### Daily Writing Skills

Say: *Imagine that you are going to research more about composting. Why would it be a good idea to list questions about the topic before you begin your research?* Then use pages T213o to practice finding information in sources.

## WRAP-UP

Have students interview each other to find out what they learned about gardening. Remind students to ask questions that elicit factual answers, using words such as *what*, *where*, *when*, and *why*. Then poll the class: *Does what you learned about gardening make you more or less likely to grow a garden of your own?* Have volunteers explain their responses. Then encourage students to add their ideas to their unit concept maps.

## Differentiate

### SN Special Needs

**ISSUE** Students cannot focus on the text long enough to formulate a question about it.

**STRATEGY** Tell students to turn the title and the first sentence of each numbered paragraph into a question.



### OBJECTIVES

Thematic Connection: Weather

- Explain Text Structure: Cause and Effect
- Ask Questions to Comprehend Text

### PROGRAM RESOURCES

#### TECHNOLOGY ONLY


My Vocabulary Notebook

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

Comprehension Coach

### MATERIALS

timer • sand



## WARM-UP

Ask students to talk about what they notice on windy days. (Possible responses: tree branches falling, flags fluttering, boats sailing) Explain: *Today, you will read a science article about wind and the work it does.*

## Power Writing

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

For *Writing Routine 1*, see page BP47.

## Vocabulary Practice

### 1 Expand Word Knowledge

Students will practice Key Words by creating Example Charts. Use **Vocabulary Routine 2** to model how to make an Example Chart.

- 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

available · cause  
conservation · convert  
current · effect · electricity  
flow · generate · power  
renewable · resource · scarce

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

## Academic Talk

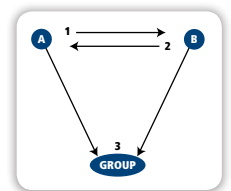
### 2 Preview and Predict

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

Have students preview **Anthology** pages 222–231. Then use a **Three-Step Interview**.

- Have students use the Key Words in predictions about what kinds of information these pages will cover.
- Have partners interview each other to share their predictions.
- Have partners present each other's predictions to the class.

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



**Three-Step Interview**

### COMMON CORE STANDARDS

#### Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Describe Text Structure	CC.4.Rinf.5
Interpret Information Presented Visually	CC.4.Rinf.7
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

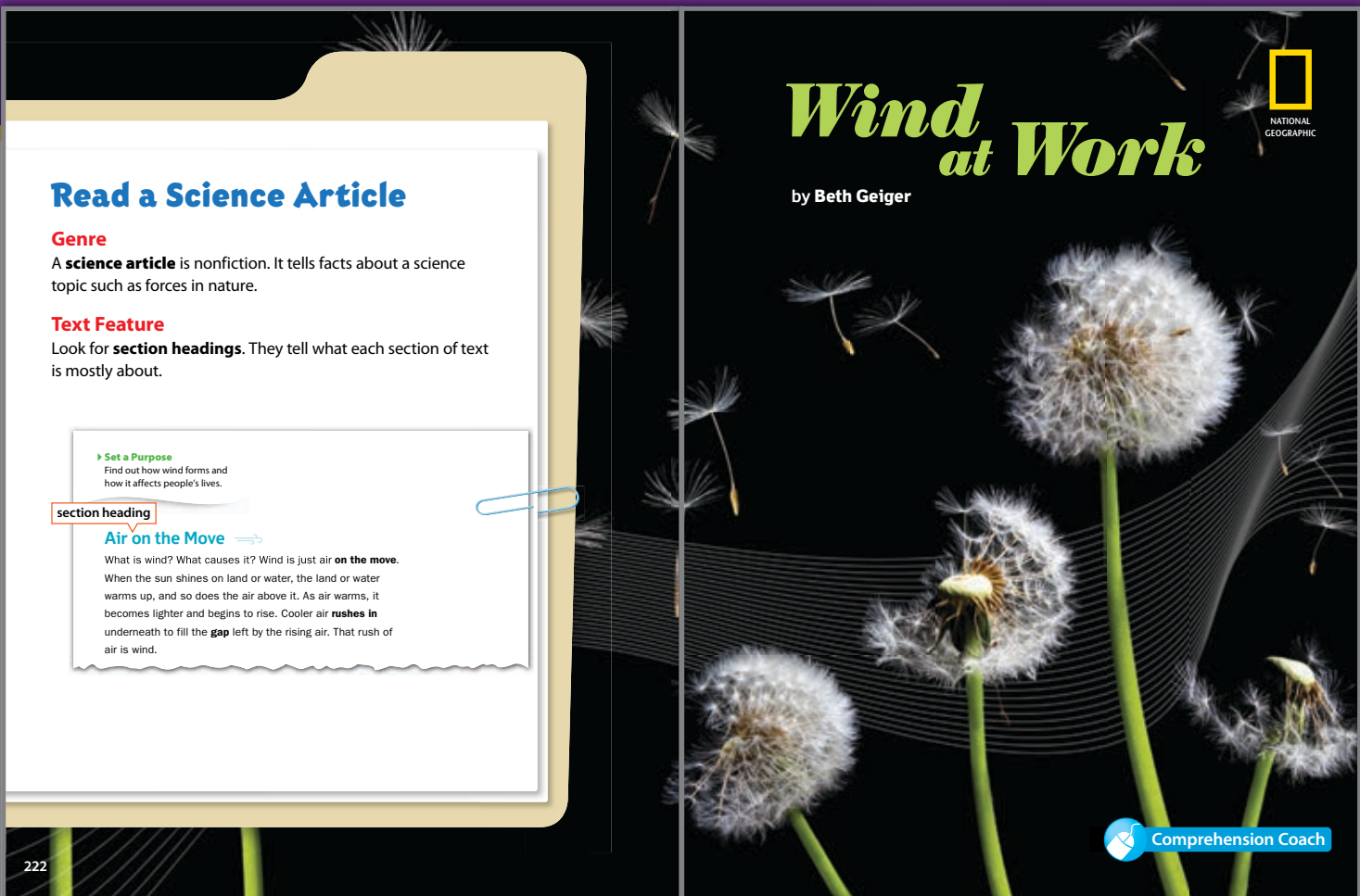
Write Over Shorter Time for Specific Audiences	CC.4.W.10
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#### Speaking and Listening

Follow Rules for Discussions	CC.4.SL.1.b
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#### Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.4.L.6
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Anthology  
pages 222–223

## Reading

### 3 Read a Science Article Anthology pages 222–223

**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

### BL 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.

### OL 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.

### AL Above Level

**READ INDEPENDENTLY** As students read silently, have them use self-stick notes to add one new caption or label to each diagram, based on what they read.

## Best Practices

**Encourage Elaboration** As students preview and predict, use general prompts:

- *What information did you notice that supports your predictions?*
- *Can you add more details?*
- *Why do you think so?*
- *What makes you say that?*

## 1 Set a Purpose

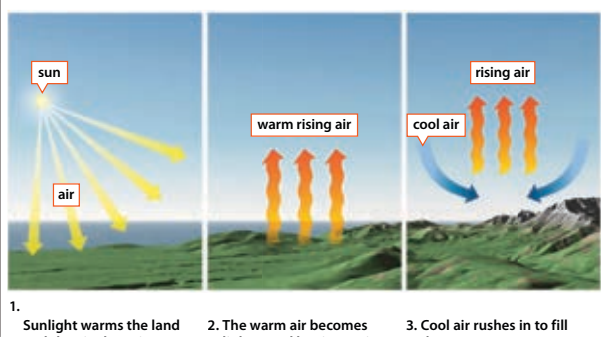
Find out how wind forms and how it affects people's lives.

### Air on the Move

What is wind? What causes it? Wind is just **air on the move**.

When the sun shines on land or water, the land or water warms up, and so does the air above it. As air warms, it becomes lighter and begins to rise. Cooler air **rushes in** underneath to fill the **gap** left by the rising air. That rush of air is wind.

#### What Causes Wind?



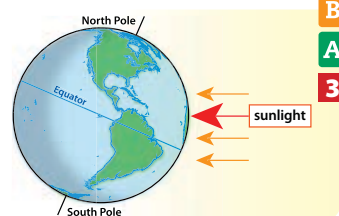
**In Other Words**  
**on the move** that is moving  
**rushes in** moves quickly  
**gap** space

224

Anthology  
pages 224–225

Wind is always **swirling** around Earth because the planet's surface heats unevenly. For example, water takes longer to heat and cool than land. So air is always rushing between water and land. That's why beaches are often **breezy**!

Different types of places, such as forests, deserts, and prairies, also soak up the sun's heat differently. They cool down at different **rates**, too. Don't forget about the cold places at Earth's North and South Poles and the warm area around the equator, the imaginary line around the planet's middle. Air moves constantly between all these hot and cold spots.



▲ Sunlight usually hits most directly the area near the equator, heating it more than other regions.

**In Other Words**  
**swirling** moving  
**breezy** windy  
**rates** speeds



forest



desert



prairie

Forests, deserts, prairies, and other types of places soak up heat differently.

#### Before You Move On

- 1. Use Text Features** How does the section heading help you understand the text?
- 2. Ask Questions** Choose a photo or diagram on page 224 or 225. What else would you like to know about it?

225

## Fluency

**Practice Intonation, Accuracy, Rate** As students read, monitor their intonation, accuracy, and rate.

## Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement on page 224 and talk about what the class might learn about wind and its effects.
- 2 Explain Text Structure: Cause and Effect** ✓ *What is one **cause-and-effect** relationship explained in the text on page 225? What is the **cause**, and what is the **effect**?* (Possible response: The **cause** is that the surface of planet Earth heats unevenly. The **effect** is that wind is always moving between hot and cold spots on Earth.)
- 3 Ask Questions** ✓ *What questions do you still have after reading page 225?* (Possible response: Why is the equator warmer than the poles?) *What answer do you find?* (Sunlight hits the equator more directly than other regions.)

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty identifying cause-and-effect relationships in a text.

**STRATEGY** Review the words that signal a cause-and-effect relationship: *because, since, so, and as a result*. Have students identify these words in the first paragraph. Then ask: *What happens?* (Wind swirls around Earth.) *That is the **effect**.* *Why does it happen?* (The planet's surface heats unevenly.) *That is the **cause**.*

### AL Above Level

**ISSUE** Students easily identify cause-and-effect relationships.

**STRATEGY** Encourage students to explore cause/effect interconnections. For example, have students identify examples of an effect of one cause becoming the cause of another effect.

## Answers Before You Move On

- 1. Use Text Features** Possible response: The heading tells what that section will be about and helps me know that I will learn how air moves.
- 2. Ask Questions** ✓ Accept all questions that relate logically to the content of the photos or diagrams.



## Different Kinds of Winds

Some winds blow in regular patterns across thousands of miles. Other winds, such as gusts in a thunderstorm, are sudden and **local**. Mountains, islands, and even tall buildings affect how wind moves. **No wonder** wind comes in so many varieties. Gales, gusts, breezes, and puffs are just a few kinds of wind. **4**

## A Force You Can't See

You can't see wind, but you can see its **handiwork**. Have you seen a tree branch swaying? That's wind. Have you ever watched an umbrella blow inside out? That's wind again. **5**



▲ Tall buildings can change the direction of wind.

In Other Words  
**local** stay in one area  
**No wonder** It's not surprising that  
**handiwork** effect

226

Wind does more than just **play with** umbrellas. It **sculpts** rocks and landscapes by tearing away tiny pieces off rocks.

**EL** Piece by tiny piece, wind can erase a whole mountain. This process of wearing away is called erosion.

**6** Bit by bit, over millions of years, wind carves rock into cool new shapes. What happens to all those loose pieces? Wind piles them into graceful sand **dunes**. That's a lot of **power** for something you can't see.

**SN**



Wind has helped to slowly wear away rocks and cliffs in Monument Valley, Arizona.

In Other Words  
**play with** make trouble for  
**sculpts** shapes; carves  
**dunes** hills ▶



## Before You Move On

- 1. Cause/Effect** How does the photo on this page show the wind's effect?
- 2. Ask Questions** What is one thing you learned about erosion? What do you still want to know?

227

Anthology  
pages 226–227

- 4 Make Inferences** *How do you think mountains and islands affect how the wind moves?* (Possible response: They block wind; wind moves around them.)
- 5 Explain Text Structure: Cause and Effect** ✓ *Have students identify a **cause**-and-**effect** relationship in the text on page 226 and restate it, using a signal word or words to connect the **cause** and the **effect**.* (Possible response: An umbrella can blow inside out as a result of the wind blowing.)
- 6 Ask Questions** ✓ *What questions do you have about what you have read so far?* (Responses will vary, depending on students' comprehension skills, science background, and overall ability to think critically.)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand the meaning of the word *erase* on page 227.

**STRATEGY** If students think *erase* means “to rub something out,” like when you erase pencil marks, explain that here, the word means “to get rid of.” Provide a restatement: *By removing the mountain piece by piece, the wind makes it so small that it disappears.*

### SN Special Needs

**ISSUE** Students do not understand the process by which wind sculpts landscapes.

**STRATEGY** Provide students with clay. Have students use their hands to stand for the wind and slowly tear the clay away bit by bit and move it to form a new sculpture.

## Answers Before You Move On

- 1. Cause/Effect** ✓ The photo shows how wind wore away the sides of the mountains and left tall rock towers behind.
- 2. Ask Questions** ✓ Possible response: I learned that erosion is the process of wearing away. Some other things I would like to understand about erosion are how long it would take to erode an entire mountain and how big the pieces of rock are that the wind carves away.

## The Wind in Their Sails ⇨

Long ago, people discovered that they could use the wind to go places. Ancient Egyptians **hoisted** sails to travel up and down the Nile River. The Polynesians set sail across the Pacific Ocean at least 3,000 years ago. Wind blew the Vikings on their famous **raids**.

These early sailors were smart. They noticed that Earth's major winds blew in **predictable** patterns. Studying these patterns helped sailors plan their voyages.



Egyptian sailboats



Polynesian longboat



Viking ship

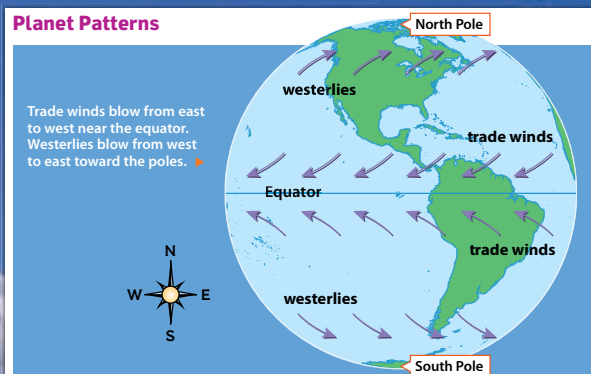
**In Other Words**  
**hoisted** raised; put up  
**raids** attacks  
**predictable** expected

228

Some of Earth's most predictable winds blow west near the equator. Trading ships used them to take **goods** around the world. These helpful winds are called trade winds. You could call trade winds the **original fast lanes**. **1**

Other predictable winds called westerlies blow from west to east. These winds are found farther from the equator than trade winds.

People still sail boats today. Modern sailing, however, is mostly for **sport**. Even so, today's sailors still depend on the same wind patterns that pushed trade ships hundreds of years ago.



**In Other Words**  
**goods** things to trade  
**original fast lanes** first highways  
**sport** fun

### ▶ Before You Move On

- Cause/Effect** How did wind patterns help sailors decide on the course they would travel?
- Ask Questions** Look at the diagram on this page. What questions do you have about trade winds?

229

**Anthology**  
 pages 228–229

## Read and Build Comprehension

- 1 Explain Text Structure: Cause and Effect** ✓ Describe the **cause-and-effect** relationship between trade winds and ships. (Possible response: Because trade winds are predictable, trading ships used them.)
- 2 Draw Conclusions** Why do you think the number of wind farms is growing? (Possible response: Because wind energy is clean and **renewable**, using it is a good way to generate **electricity**.)

## Check & Reteach

**OBJECTIVE: Explain Text Structure: Cause and Effect** ✓

Check that students can consistently identify cause-and-effect relationships.

If students cannot identify cause-and-effect relationships, remind them that certain words signal such relationships, including *because*, *since*, *so*, and *as a result*. Ask: *What are some signal words you see at the top of page 225? (because, So) What is the cause-and-effect relationship explained there?* (Possible response: Water takes longer to change temperature than land, so air rushes between water and land.)

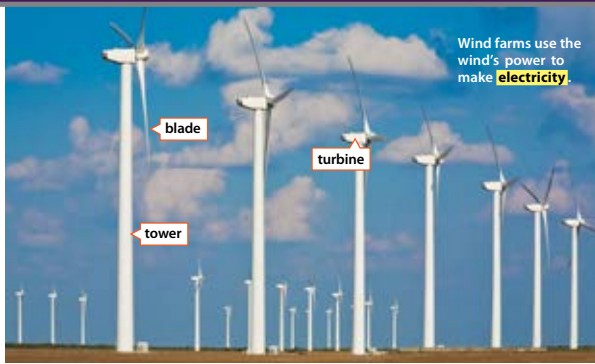
**OBJECTIVE: Ask Questions to Comprehend Text** ✓

Listen as students ask questions to comprehend text.

If students need guidance in asking questions, offer suggestions: *How hard does wind have to blow to erode rocks? Where are most wind farms located? Are there any wind farms near our town?*

## Answers Before You Move On

- 1. Cause/Effect** ✓ Because some wind patterns are predictable, sailors used them to chart the best routes to sail.
- 2. Ask Questions** ✓ Possible responses: Do winds change directions suddenly or gradually? Are wind directions always the same? Would sailors want to sail near the North and South Poles?



## Wind Power

People no longer need wind to cross the ocean. They have airplanes for that. Still, wind helps people in other ways. One way is by making electricity.

The Horse Hollow wind farm in Texas doesn't grow wheat or corn. Instead, it has hundreds of steel wind turbines. Each tower is taller than a twenty-story building. If you stood near the towers, you would hear a weird **hum**. That's the sound of the blades spinning in the steady wind.

Wind, after all, is energy. It's clean and **renewable** energy, too. Wind makes the turbines spin. The spinning motion turns a **generator**. Then the generator makes electricity.

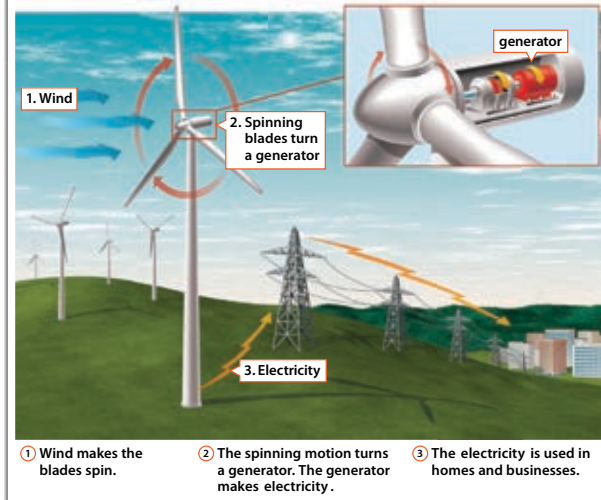
In Other Words  
**hum** noise  
**generator** machine

230

Wind farms work best in open places where nothing gets in the wind's way. So far, wind farms in the United States capture enough wind to power about 4.5 million homes. That's only about one percent of the electricity we need. Slowly, though, the role of wind power is growing. More wind farms seem to

**2 crop up** every year.

### How a Wind Turbine Works



- ① Wind makes the blades spin.
- ② The spinning motion turns a generator. The generator makes electricity.
- ③ The electricity is used in homes and businesses.

In Other Words  
**crop up** appear

#### Before You Move On

1. **Ask Questions** Think of the way **electricity** is made from wind. What questions do you have about the process?
2. **Cause/Effect** How is wind **converted** into **electricity**? Explain.

231

Anthology  
 pages 230–231

# Writing

## 4 Write Questions

Remind students that they can use the section headings in a text to preview it. Explain that as students preview any text, they can do the following:

- Think about what they need to understand better.
- Ask themselves *who, what, when, where, why, and how* questions.

Model the skill: *I see that the first section heading on page 232 is "Tornado Terror." I might ask myself, "What causes a tornado?"*

Have partners preview the section headings on pages 232–235 and then brainstorm a list of questions to keep in mind when reading.

Have students add their questions to their Weekly Writing folders. After they finish reading pages 232–235, have students check their questions to see if they can answer them.

## Daily Language Arts

### Daily Spelling and Word Work

Practice page T213l

### Daily Grammar

Show the phrase "air is always rushing" from **Anthology** page 225. Then use page T213n to teach rules for present progressive verbs.

### Daily Writing Skills

Point out the section headings on **Anthology** pages 225–230 and note the different topics covered. Then use page T213p to practice finding information on these and other topics.

## Answers Before You Move On

1. **Ask Questions** Possible response: How fast do the blades have to spin to make **electricity**?
2. **Cause/Effect** First, the wind makes the turbine blades spin. Then, the spinning turbine blades turn a generator, which makes **electricity**.

## WRAP-UP

Ask students to decide which they liked better: "Wind at Work" or one of the **Small Group Reading** books that they have read for the unit. Ask students to list reasons for their choices. Have partners share their opinions.



### OBJECTIVES

#### Thematic Connection: Weather

- ✓ Explain Text Structure: Cause and Effect
- ✓ Ask Questions to Comprehend Text

### PROGRAM RESOURCES

#### TECHNOLOGY ONLY

#### My Vocabulary Notebook

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

#### Comprehension Coach

### MATERIALS

large sheets of paper • 4 different colored markers per group • timer

### Power Writing

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

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

### COMMON CORE STANDARDS

#### Reading

Describe Text Structure	CC.4.Rinf.5
Interpret Information Presented Visually and Orally	CC.4.Rinf.7
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Purpose and Understanding	CC.4.Rfou.4.a

#### Writing

Apply Grade 4 Reading Standards CC.4.W.9.b

#### Speaking and Listening

Follow Rules for Discussions	CC.4.SL.1.b
Paraphrase Visual Information	CC.4.SL.2

#### Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.4.L.6
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## WARM-UP

Ask students to join one of two groups—tornadoes or hurricanes. Provide each group with a piece of paper. Then set a timer for two minutes. Have each group list what they know about their kind of weather and its effects, using Key Words whenever possible. Invite groups to share their information.

## Vocabulary Practice

### 1 Share Word Knowledge ✓

**REVIEW** Have students use the Example Charts they made on Day 3. Review the charts.

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

#### Vocabulary Routine 3.

- Have partners take turns sharing their Charts.
- Have them discuss how the example of the word in the right column shows the meaning of the Key Word.
- Have partners create sentences using both Key Words.
- Have students add the sentences to **My Vocabulary Notebook**.

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

#### Key Words

available	cause	conservation
convert	current	effect
electricity	flow	generate
power	renewable	resource
scarce		

## Academic Talk

### 2 Paraphrase Reading

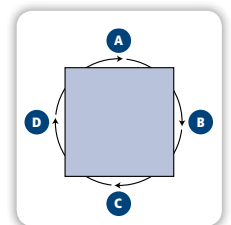
**REVIEW** *When you paraphrase the information in a text, you say it in a different way.* Explain that students will use Key Words to paraphrase Part 1 of “Wind at Work.”

Write these Key Words: *available, convert, current, electricity, flow, generate, power, renewable, resource.* Have students use

#### Team Word Webbing.

- Divide students into groups of four and provide each group with a large piece of paper and four markers of different colors.
- In the middle of the paper, have students write and circle the following phrase: *Causes and Effects of Wind.*
- Then have each student use one color of marker to write and circle a cause or effect of wind, using the Key Words when possible.
- Rotate the paper and have each student add a new cause or effect of wind, or a detail to a cause or effect that has already been written.
- Have students use their final web to take turns paraphrasing the article.

For **Team Word Webbing**, see page BP46.



Team Word Webbing

## Tornado Terror

Wind isn't always helpful. It can also be terrifying. Just ask anyone who has seen a tornado. A tornado is a **vertical column** of spinning air. **1**

Tornadoes form in **severe** thunderstorms. They can start when wind above the ground moves faster than wind at ground level. The air in between rolls into a spinning tube.

Sometimes air rising inside a thunderstorm **tilts** the spinning tube **upright**. The result is a tornado.



▲ Tornadoes form in powerful thunderstorms.

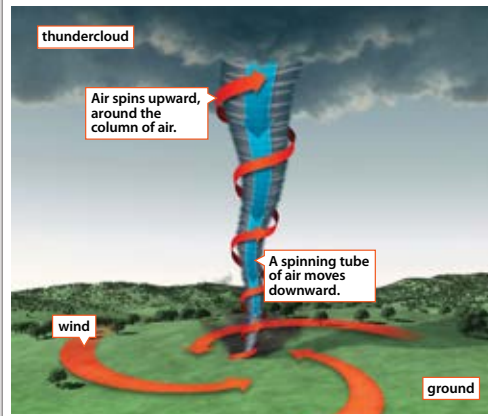
In Other Words  
**vertical column** tall tube  
**severe** very strong  
**tilts** pushes  
**upright** until it stands up

232

Most tornadoes last only a few minutes, but their violent winds do lots of damage. Tornadoes can tear apart cars, houses, and anything else in their way.

On May 3, 1999, a series of deadly tornadoes ripped across Oklahoma. Weather scientists followed one of the **twisters** in a truck. Using **radar**, the scientists **clocked** the tornado's winds at 484 kilometers (301 miles) an hour. It was the fastest tornado ever recorded. **2** **BL**

### SN The Structure of a Tornado



◀ A tornado's power increases as it spins faster.

In Other Words  
**twisters** tornadoes  
**radar** special technology  
**clocked** measured

#### ▶ Before You Move On

- 1. Cause/Effect** What is one of the reasons tornadoes form? Which sentences tell you?
- 2. Details** Which sentences tell you what weather scientists discovered about the Oklahoma tornado?

233

## STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
pages 232–233

## Reading

### 3 Read and Build Comprehension

- 1 Ask Questions** ✓ After reading the first paragraph, what question do you have about how tornadoes form? (Possible response: What **causes** the spinning tubes to tilt upright?) Have students identify the answer they find after reading.
- 2 Explain Text Structure: Cause and Effect** ✓ Have students identify a cause-and-effect relationship in the text on page 233 and restate it, using signal words to connect the cause and the effect. (Possible response: Because the winds of tornadoes are so violent, they can tear apart cars, houses, and anything else in their way.)

## Differentiate

### BL Below Level

**ISSUE** Students cannot infer cause-and-effect relationships that do not include explicit signal words.

**STRATEGY** Remind students to use the questions “What happened?” and “Why did it happen?” Model with the first paragraph on page 233.

### SN Special Needs

**ISSUE** Students have difficulty understanding the diagram of the structure of a tornado.

**STRATEGY** Read aloud the labels on the diagram on page 233 and the caption to the right of the diagram. Have students point to the parts of the diagram and trace the spiral movements of the tornado with their fingers when the labels describe the movement of air in a tornado.

## Fluency

**Practice Intonation, Accuracy, Rate** Model correct intonation, accuracy, and rate while reading the first paragraph on page 232.

## Answers Before You Move On

- 1. Cause/Effect** ✓ Possible responses: Tornadoes start when the wind above ground moves faster than the wind near ground level. The air in between rolls into a spinning tube. Sometimes the air rising inside a thunderstorm tilts the spinning tube upright. The second and third paragraphs on page 232 give this information.
- 2. Details** The third and fourth sentences in the second paragraph on page 233 tells what weather scientists discovered.

## Mini Lesson

## Explain Diagrams

Explain: *Authors of informational texts often use diagrams to show things work. Diagrams help readers understand information that might be difficult to understand if described only in written text.*

Display **Student eEdition** page 229. Model analyzing the diagram:

- *First, I look at the image and see that this is about Earth. The arrows make me think of movement across Earth.*
- *Next, I read the title, labels, and caption and learn more.*
- *I then paraphrase the content of the diagram: This diagram is about wind patterns across Earth—trade winds go from east to west, and westerlies go from west to east.*

Ask partners to paraphrase the information found the diagram on page 233, reminding them to pay attention to each element: title, caption, labels, and illustration. To check understanding, ask students what they have learned from this diagram. (Possible response: It shows how and why tornados form. It helps me visualize the process described in the text.)

## Read and Build Comprehension

- 1 Explain Text Structure: Cause and Effect** ✓ *Describe a **cause-and-effect** relationship about Earth's rotation.* (Possible response: Earth's rotation **causes** the clouds to spin, which, in turn, can become a hurricane.)
- 2 Summarize** *Summarize the paragraphs on page 235.* (Possible response: Wind is everywhere. It has many **effects** on the world.)

## Check &amp; Reteach

**OBJECTIVE:** Explain Text Structure: Cause and Effect ✓

Check for accurate responses to the questions about cause and effect.

Remind students that they can search for words that signal cause-and-effect relationships:

*What is a signal word in the caption for the diagram on page 233?* (as) *What is a **cause-and-effect** relationship you can identify here?* (As a result of a tornado spinning faster, its **power** increases.)

**OBJECTIVE:** Ask Questions to Comprehend Text ✓

If students are not asking questions to aid comprehension, model this technique again.

Have students reread the second paragraph on page 232. Then ask: *What confuses you in this description?* (Possible response: thunderstorm tilting the spinning tube upright) *How can you turn this into a question?* (What would **cause** a thunderstorm to tilt a spinning tube of air upright?) *What answers do you find when you reread?* (The air rising inside the thunderstorm tilts the spinning tube upright to form a tornado.)



## Hurricane Force

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.

- 1** 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.



▲ As the earth rotates, clouds that gather over the ocean may start to spin, too. Sometimes the spinning clouds become a hurricane.

In Other Words  
**pack a major punch** are very strong  
**moist** wet  
**rotation** motion  
**mass** group

234

## A World of Wind

- 2** From gentle breezes to strong gusts, wind is everywhere. It can **sculpt** mountains and tear apart houses. Long ago, wind carried explorers to new places. Now it **helps light** cities.

The next time you are just **shooting the breeze**, think about the many ways that wind changes our world. ❖



In the strongest hurricanes, winds can race at more than 249 kilometers (155 miles) an hour.

In Other Words  
**sculpt** shape  
**helps light** provides **electricity** for  
**shooting the breeze** relaxing and having fun

### Before You Move On

- 1. Cause/Effect** How does Earth's motion cause hurricanes?
- 2. Use Text Features** What does the section heading tell you about the text on this page?

235

Anthology  
pages 234–235

# Writing

## 3 Write About Diagrams

Introduce: *Now you will paraphrase the information in another diagram.* Review the steps in explaining a diagram. (See **Mini Lesson** on page T234.) Then display the diagram on **Student eEdition** page 231 and model paraphrasing the information: *The wind spins the turbine blades. This motion turns a generator to make **electricity**.*

Read aloud as you write how the diagram helps your understanding: *The labels, captions, arrows, and smaller picture clarify that there are three main steps in how a turbine works to **generate electricity**.*

Have students paraphrase the information in the diagram on page 224 and then explain in writing how the diagram helps them understand the topic. Have students add their work to their Weekly Writing folders.



## Daily Language Arts

### Spelling and Word Work

Practice page T213l

### Daily Grammar

Have students find present-tense and present-progressive verbs on **Anthology** page 235 (*helps, are shooting*). Then use page T213n to practice verb tenses and subject-verb agreement.

### Daily Writing Skills

Ask: *What is one place in this article where you could find information about how the wind in a tornado moves?* (Possible response: the diagram on page 233) Use page T213p to practice finding information about tornadoes and other topics.

## WRAP-UP

As a class, brainstorm a list of weather events that involve wind and write them on the board. Then have partners discuss the role of wind in the weather event of their choice.

## Answers Before You Move On

- 1. Cause/Effect** Earth's rotation **causes** the mass of clouds over the ocean to spin.
- 2. Use Text Features** Wind is everywhere and affects the whole world.

# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: Weather

- ✓ Explain Text Structure: Cause and Effect
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM4.5
- Cause-and-Effect Chart: Practice Master PM4.6
- Fluency Practice: Practice Master PM4.7

### TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 7

## MATERIALS

timer • index cards

## Power Writing

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

For *Writing Routine 1*, see page BP47.

## COMMON CORE STANDARDS

### Reading

- |   |               |
|---|---------------|
| Refer to Details and Examples<br>When Explaining Text | CC.4.Rinf.1   |
| Describe Text Structure                               | CC.4.Rinf.5   |
| Interpret Information<br>Presented Visually           | CC.4.Rinf.7   |
| Read and Comprehend<br>Informational Texts            | CC.4.Rinf.10  |
| Read with Purpose and<br>Understanding                | CC.4.Rfou.4   |
| Read Orally with Expression<br>on Successive Readings | CC.4.Rfou.4.b |

### Writing

- |  |           |
|--|-----------|
| Write Over Shorter Time<br>for Specific Purposes | CC.4.W.10 |
|--|-----------|

### Speaking and Listening

- |   |             |
|---|-------------|
| Follow Rules for Discussions                          | CC.4.SL.1.b |
| Acquire and Use Academic and<br>Domain-Specific Words | CC.4.L.6    |

## WARM-UP

Ask: *What are some ways weather affects humans? Are there some ways humans affect weather?* Engage students in discussing these questions. Then have one or more volunteers summarize the discussion.

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write: **cause**, **effect**. Display **Student eEdition** page 236 and call students' attention to the Key Words.

Then have students apply their knowledge of the Key Words to play a game called Vocabulary Concentration.

- Have students form groups. Have each group create a set of cards with each Key Word on one card and each Key Word definition on another.
- Have them spread all the cards face down on a table.
- Have each group member take turns turning over two cards looking for matches. When a student turns over two cards, with a matching word and definition, he or she says the word and its definition and keeps the cards.
- Explain that the student with the most cards at the end is the winner.

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

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

### Key Words

available • cause  
conservation • convert  
current • effect • electricity  
flow • generate • power  
renewable • resource • scarce



**Key Words**

available	generate
conservation	power
convert	renewable
current	resource
electricity	scarce
flow	

**Talk About It**

1. How can you tell that this is a **science article**? Name two features.

I can tell this is a science article because \_\_\_\_\_.

It includes \_\_\_\_\_ and \_\_\_\_\_.

2. **Make a comparison** between a tornado and a hurricane.

A tornado is \_\_\_\_\_. But a hurricane is \_\_\_\_\_.

3. Choose three section headings from "Wind at Work." Change each heading into a question that the section answers. Look for the answers. How does this help you understand the text better?

Learn test-taking strategies.  
NGReach.com

**Write About It**

Write a paragraph to describe a very windy day. Use **Key Words** and describing words to tell what it is like. Then revise your draft to include describing words that are even more exact.

The day was \_\_\_\_\_. The wind \_\_\_\_\_.  
It was \_\_\_\_\_ and \_\_\_\_\_.



**STUDENT TECHNOLOGY**



Student eEdition



Comprehension Coach



Fluency Model



Assessment

## Academic Talk

### 2 Talk About It Anthology page 236

Display **Student eEdition** page 236. Point out that the first sentence frame in number one has the cause-and-effect signal word *because*. Also, encourage students to create at least one cause-and-effect question for number three.

Encourage students to use examples from the text and Key Words as they discuss the questions. Remind them to observe the rules for discussion.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM4.5** to ask more questions about the selection.

## Writing

### 3 Write About It Anthology page 236

Read aloud the directions on page 236. Make a class sensory chart. Write one of the five senses as a heading for each column. Engage students in brainstorming things they might see, hear, feel, taste, and smell on a windy day.

Encourage students to use Key Words as they write. Read an example: *The day was windy. The wind howled around the city. It was cold and the power was out.* Have students add their paragraphs to their Weekly Writing folders.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Test page T213k

### Daily Grammar ✓

Point out the use of present progressive ("is swirling") on **Anthology** page 225. Have students find another example in that paragraph ("is rushing"). Then use page T213n to review and assess present progressive.

### Daily Writing Skills ✓

Ask students to think of questions they could research about the wind. Then use page T213p to assess students' understanding of finding information in sources.

## Answers Talk About It

- Science Article** Possible response: I can tell this is a science article because it gives facts about topics in nature. It includes diagrams and photographs.
- Make Comparisons** Possible response: A tornado is windy. But a hurricane is windy and rainy.
- Ask Questions** Responses will vary depending on the headings chosen. Possible response: "A Force You Can't See" = What makes wind a force?

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

**Test-Taking Strategy Practice**

**Understand the Question**

**Directions:** Read each question. Choose the best answer.

**Sample**

- 1 All of the following are caused by wind except \_\_\_\_\_?
- Ⓐ hurricanes
  - Ⓑ rain
  - Ⓒ tornadoes
  - Ⓓ erosion

2 Where do wind farms work best?

- Ⓐ in wide-open spaces
- Ⓑ near a city
- Ⓒ in a forest
- Ⓓ in a thunderstorm

3 What are the most predictable winds that sailors used?

- Ⓐ warm rising air
- Ⓑ trade winds
- Ⓒ twisters
- Ⓓ hurricane winds

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



Differentiate

**BL** Below Level

**ISSUE** Students are having trouble identifying causes and effects.

**STRATEGY** Guide students in finding specific causes and effects in the selection. For example, have students revisit page 225. Say: *The wind swirls around Earth. That is an effect. Read the first paragraph to find the cause.* (The planet’s surface heats unevenly.) Have students revisit the second paragraph on page 226. Say: *The wind is the cause. What effects does this paragraph tell about?* (Branches sway. Umbrellas turn inside out.) Ask students to record these ideas on their charts.

Comprehension

**4 Cause and Effect** Anthology page 237

**REVIEW** Display **Student eEdition** page 237. Read aloud the instructions and the cause-and-effect chart. Explain that students will use the cause-and-effect chart to record the ideas in each section of the selection.

Discuss the first pair of entries on the chart and then direct attention to the second cause. Explain: *Let’s look back to find out what sunlight hitting directly at the equator causes. Look at the diagram on page 225. The diagram shows and tells that the direct hit of sunlight causes the equator to be hotter than other places. The effect is that the equator is hotter.*

Have partners work together to complete **Practice Master PM4.6**. As you circulate, remind students to look for signal words, such as *and, but, because, so,* and *since*.

See **Differentiate**

**Check & Reteach**

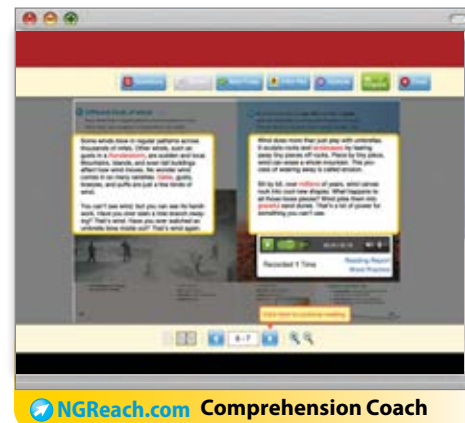
**OBJECTIVE:** Explain Text Structure: Cause and Effect

Have students summarize what they learned in the article by sharing ideas from their cause-and-effect charts. Encourage students to add to their charts other ideas their classmates included.

If students have difficulty identifying cause-and-effect text structure, help them identify the effect by asking *What happens?* and identify the cause by asking *Why does it happen?*

**5 Fluency** Anthology page 237

Have students read aloud the passage on **Practice Master PM4.7** or use the Comprehension Coach to practice fluency.



**Check & Reteach**

**OBJECTIVE:** Read with Fluency

Monitor students’ oral reading.

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

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

**Cause-and-Effect Chart**  
**“Wind at Work”**  
 Make a cause-and-effect chart for “Wind at Work.”

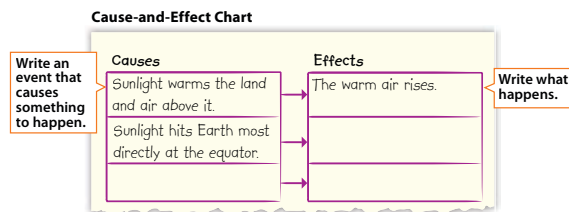
Causes	Effects
Sunlight warms the land and the air above it.	The warm air rises.
Sunlight hits Earth most directly at the equator.	Possible responses: The area near the equator is heated more than other areas.
Possible responses: Wind blows pieces of rock from landscapes.	Landscapes slowly wear away.
Wind blows in predictable patterns.	People used predictable winds to sail trade ships around the world.
Wind makes windmills spin.	The spinning motion creates energy.
Wind causes tornadoes.	Tornado winds can do a lot of damage.
Wind causes hurricanes.	Hurricanes can do a lot of damage.

Share your cause-and-effect chart with a partner. Work together to write sentences with the words *because, since, so,* and *as a result* to tell about each cause-and-effect relationship.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T236a **PM4.6** Unit 4 | Power of Nature

### Cause and Effect

Make a cause-and-effect chart for "Wind at Work."



Now use your cause-and-effect chart as you explain the important ideas in "Wind at Work" to a partner. Use **Key Words** and words that connect each cause and effect.

\_\_\_\_\_ happens because \_\_\_\_\_.  
As a result of \_\_\_\_\_, \_\_\_\_\_.

### Fluency Comprehension Coach

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




### Talk Together

How does wind affect you? Draw pictures to show different ways. Use **Key Words** as labels. Share your ideas with the class.

### 6 Talk Together Anthology page 237

Encourage students to think of both good and bad effects of the wind. Say: *More and more, we are using the wind to generate electricity. However, the wind can cause power outages when it blows trees down on top of power lines.* Post the Key Words for students to use as labels for their drawings. Provide time for students to share and explain their drawings.



## WRAP-UP

Have students share what they have learned from this week's readings about the effects caused by different kinds of weather. Ask them to add ideas from the discussion to their unit concept maps.

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. 9  
18  
25  
Hurricanes form over tropical oceans. Warm, moist air rises. 34  
More air moves in underneath and then rises. Big, wet clouds 45  
start to gather. 48  
Over a few days, Earth's rotation causes the growing mass 58  
of clouds to spin. When winds reach 119 kilometers (74 miles) 69  
an hour, the storm becomes a hurricane. 76  
Once hurricanes hit land, they can do extreme damage. 85  
The winds can destroy trees and buildings, and huge waves 95  
flood coasts. 97

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.

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

# Week 1 Research Project

## OBJECTIVES

### Thematic Connection: Weather

- ✓ Research Sources of Natural Energy
- ✓ Find Information in Print and Digital Sources
- ✓ Paraphrase Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Research Rubric: Assessment Master A4.40

### TECHNOLOGY ONLY

Digital Library

Project Checklist: eVisual 4.6

## MATERIALS

index cards • print and online magazines, newspapers, journals, and other reference materials about natural energy • Web page software or word processor

## SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

## COMMON CORE STANDARDS

### Writing

Conduct Research	CC.4.W.7
Recall Relevant Information and Gather Information	CC.4.W.8
Draw Evidence from Texts	CC.4.W.9

### Speaking and Listening

Paraphrase Text	CC.4.SL.2
-----------------	-----------

## Research Natural Energy

Display and read aloud the prompt.

The Department of Energy is running a contest! You can help create a Web site for the public about renewable energy. Choose solar energy, hydropower, or wind power. Find three facts about how people use that form of energy. Use one print source and one digital source. Present your findings in a sample Web page.

## Plan

### Choose a Topic

**REVIEW** Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

**Role:** Web site creator

**Audience:** Public

**Form:** Sample Web page

**REVIEW** Remind students: *A good research topic should not be too broad or too narrow. The topic “energy” is too broad. The topic “installing a solar panel” is too narrow.*

Encourage students to review information about wind as a renewable natural resource (see **Anthology** pages 230–231) and to use the U.S. Department of Energy Web site to conduct a preliminary search for information about other renewable natural energy sources. Model selecting a topic: *I’m interested in solar energy. I think solar lamps would be a good topic.* Have each individual student choose a topic and complete a RAFT.

### Develop Research Questions

**REVIEW** Remind students: *To guide your research, write questions about your topic on index cards.*

How do solar lamps work?

## Research

### Gather Information

Have students recall information they already know and record it on the appropriate note cards. Review how to find information in various kinds of sources. Then have students conduct research and paraphrase on the back of the corresponding index card the information that answers each question.

See **Differentiate**



## Organize

### Arrange Information

Suggest that students order the facts by starting with more general information and ending with more specific information. Have students consider including a visual from the **Digital Library** that represents the topic and write a caption. Students may wish to list their research questions as links to the answers. Display and read **eVisual 4.6**.



### Project Checklist

- Title the Web page.
- Order the facts from general to specific. Include links (optional).
- Include a photo or other visual to represent your topic. Write a caption.
- Cite the sources of facts and visuals at the bottom of the Web page.

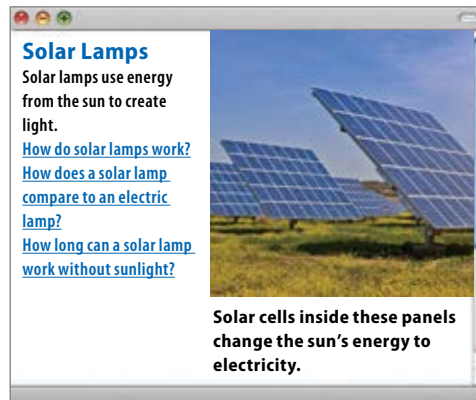
NGReach.com Project Checklist: eVisual 4.6



**INTERACTIVE WHITEBOARD TIP:** Have students place a check mark after each completed item.

### Draft Ideas

Have students create their sample Web pages with Web page or word processing software. Explain that a Web page is most effective when it is clear and concise. Encourage students to add color and use interesting fonts. Check their source citations to verify that they have used at least one online source and one printed source for their research.



## Present

### Practice Speaking Skills

Explain the concept: *When you present your Web page to the class, don't read it word for word. Paraphrase the content instead.* Write the following sentences:

A critical component of a solar lamp is the solar cell. It converts energy from the sun into direct-current electricity.

Then have students help you paraphrase the text: *A solar cell inside a solar lamp changes the sun's energy into electricity.* Have students work with partners to rehearse their presentations.

### Share with Others

Display the students' sample Web pages and have them take turns delivering their presentations. Remind students to use their own words when they refer to information in their Web pages. Encourage students to discuss the sources they used in their research.

Use the **Research Rubric** to evaluate students' presentations.

## Differentiate

### EL English Learners

**ISSUE** Students do not understand original sources well enough to paraphrase them.

**STRATEGY** Have students focus on diagrams and simple text within the sources. Explain that students can repeat key technical phrases in their paraphrases, but they need to put the overall ideas in their own words.

### BL Below Level

**ISSUE** Students' paraphrased material does not convey intended meaning of source material.

**STRATEGY** Have students use a different reliable source to verify each paraphrased statement. Then have them adjust their statements, if necessary.

### Research Rubric

Unit 4, Week 1

Scale	Content	Speaking
4	<ul style="list-style-type: none"> <li>• Uses print and digital sources to find three facts.</li> <li>• Identifies all sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases all content.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses either print or digital sources to find two or three facts.</li> <li>• Identifies most sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases most content.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses one print or digital source to find two facts.</li> <li>• Identifies source.</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases some content.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Uses one print or digital source to find one fact.</li> <li>• Does not identify source.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not paraphrase.</li> </ul>

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Grade 4 Assessment

A4.40

Unit 4 | Power of Nature

NGReach.com

Assessment Master A4.40

# Week 1 Assessment & Reteaching

✓ = TESTED

## Assess

### OBJECTIVES

#### Reading

- ✓ Explain Text Structure: Cause and Effect
- ✓ Ask Questions to Comprehend Text

### ASSESSMENTS

**Reading Comprehension Test** (Unit 4, Week 1)

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

**The Mill City**

Rivers are beautiful to look at. People write songs and poems about them, and artists paint pictures of them. But beyond their beauty, rivers play an important role in the lives of people who live near them.

Of all the rivers in the United States, the Mississippi River is one of the most well-loved and famous. Saint Anthony Falls is the only big waterfall on the Mississippi. In the middle of the 1800s, people who moved to this area saw the falls. The people saw that the falls were beautiful, but they also knew that the falls could be useful.

When water falls, it has a lot of power. This power can be used to move machine parts. At Saint Anthony Falls, the power was used mostly for machines that could turn wheat into flour. These machines, called mills, could do this work a lot faster than people could.

Soon, a lot of flour was being made in the mills at Saint Anthony Falls. It was sold all over the United States. People moved to the area to work at the mills, and the city grew. By 1880, there were 27 mills.

Today, the falls don't power mills. But because they do make electricity, which the city uses. The city's real name is Minneapolis, but some people still call it the "Mill City."

Grade 4 Assessment **A4.4** Unit 4 | Flower of Nature

**Reading Comprehension Test** (Unit 4, Week 1)

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

**Why did Saint Anthony Falls cause the city to grow?**

People moved there to work at the mills.  
People traveled there to look at the falls.  
People went there to paint pictures of the falls.

**What effect does the waterfall have on the city of Minneapolis today?**

It makes power for electricity.  
It turns other grains into flour.  
It makes people move to the area.

Grade 4 Assessment **A4.5** Unit 4 | Flower of Nature

**Reading Strategy Assessment** (Unit 4, Week 1)

Check the reading strategies the student used and add the strategies that the student used but 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 know what you are reading? How do you know what you are reading?*

Plan and Monitor	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1
1. I plan and monitor my reading.	1. I make connections between what I am reading and what I know.	1. I visualize what I am reading.
2. I plan and monitor my reading.	2. I make connections between what I am reading and what I know.	2. I visualize what I am reading.
3. I plan and monitor my reading.	3. I make connections between what I am reading and what I know.	3. I visualize what I am reading.
4. I plan and monitor my reading.	4. I make connections between what I am reading and what I know.	4. I visualize what I am reading.

Grade 4 Assessment **SG4.30** Unit 4 | Flower of Nature

Reading Comprehension Test  
A4.4–A4.5

Reading Strategy Assessment  
SG4.30–SG4.31

#### Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

**Oral Reading Assessment** (Unit 4, Week 1)

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

**Mr. Brock**

The city bus stopped at Roosevelt High School at 7:30 a.m. It was right on time, as usual. And, as usual, Mr. Brock climbed off, adjusted his glasses, and straightened his bow tie. He did not seem to notice that he was the only one to get off the bus each morning. He just passed and then walked, with purpose, toward his classroom.

Mr. Brock was the Roosevelt high chemistry teacher. He kept to himself most of the time, but his class was very popular. He was best known for the tiny explosion that happened in class one day when a student mixed the materials in the wrong order for the experiment. He did not get upset. He just said, very seriously, that even a small accident could have a big effect.

The other teachers knew Mr. Brock rode the bus each day, but no one ever asked him why. They thought that he might not have a car or did not like to drive or was trying to save money.

One day, Mr. Brock, the English teacher, decided to ask about riding the bus. Mr. Brock explained that he rode the bus to help the planet. Every time you drive a car, he said, you add bad gases to the air. The buildup of gases prevents the heat of the Earth from escaping. As a result, the Earth is getting warmer and warmer. Mr. Brock knew this, but something about the way he explained the facts made her realize that she, too, should be helping.

The next day, at 7:30 a.m., Mr. Brock stopped down from the bus, as usual. This day, however, he was not the only one to get off. Right behind him was Ms. Clark. Then, ten more teachers came out of the bus. Mr. Brock turned to all of them, nodded, and smiled. He kept smiling all the way to his classroom.

Grade 4 Assessment **A4.1** Unit 4 | Flower of Nature

**Oral Reading Assessment** (Unit 4, Week 1)

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

**Mr. Brock**

The city bus stopped at Roosevelt High School at 7:30 a.m. It was right on time, as usual. And, as usual, Mr. Brock climbed off, adjusted his glasses, and straightened his bow tie. He did not seem to notice that he was the only one to get off the bus each morning. He just passed and then walked, with purpose, toward his classroom.

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Grade 4 Assessment **A4.2** Unit 4 | Flower of Nature

**Oral Reading Assessment** (Unit 4, Week 1)

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

**Mr. Brock**

The city bus stopped at Roosevelt High School at 7:30 a.m. It was right on time, as usual. And, as usual, Mr. Brock climbed off, adjusted his glasses, and straightened his bow tie. He did not seem to notice that he was the only one to get off the bus each morning. He just passed and then walked, with purpose, toward his classroom.

Mr. Brock was the Roosevelt high chemistry teacher. He kept to himself most of the time, but his class was very popular. He was best known for the tiny explosion that happened in class one day when a student mixed the materials in the wrong order for the experiment. He did not get upset. He just said, very seriously, that even a small accident could have a big effect.

The other teachers knew Mr. Brock rode the bus each day, but no one ever asked him why. They thought that he might not have a car or did not like to drive or was trying to save money.

One day, Mr. Brock, the English teacher, decided to ask about riding the bus. Mr. Brock explained that he rode the bus to help the planet. Every time you drive a car, he said, you add bad gases to the air. The buildup of gases prevents the heat of the Earth from escaping. As a result, the Earth is getting warmer and warmer. Mr. Brock knew this, but something about the way he explained the facts made her realize that she, too, should be helping.

The next day, at 7:30 a.m., Mr. Brock stopped down from the bus, as usual. This day, however, he was not the only one to get off. Right behind him was Ms. Clark. Then, ten more teachers came out of the bus. Mr. Brock turned to all of them, nodded, and smiled. He kept smiling all the way to his classroom.

Grade 4 Assessment **A4.3** Unit 4 | Flower of Nature

Oral Reading Assessment  
A4.1–A4.3

Use these passages throughout Unit 4. Work with Below Level students this week.

#### Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Long a: ai, ay
- ✓ Use Commonly Misspelled Words Correctly

**Vocabulary Test** (Unit 4, Week 1)

Directions: Choose the answer that completes the sentence correctly.

1. This is how we get \_\_\_\_\_.

primary  
secondary  
tertiary  
quaternary

2. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

3. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

4. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

Grade 4 Assessment **A4.6** Unit 4 | Flower of Nature

**Vocabulary Test** (Unit 4, Week 1)

Directions: Choose the answer that completes the sentence correctly.

1. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

2. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

3. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

4. \_\_\_\_\_ is a type of energy.

potential  
kinetic  
thermal  
mechanical

Grade 4 Assessment **A4.7** Unit 4 | Flower of Nature

**Spelling Words**

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

Words with Long a: ai, ay

1. betray I would never **betray** my friend's trust by lying about the accident.

2. daily The **daily** weather forecast helps me decide what to wear each day.

3. decay That dead fish began to **decay** in the hot sun.

4. display The museum will **display** an exhibit about weather patterns in our region.

5. entertain That exciting movie about dangerous lightning storms will **entertain** you and keep your interest.

6. hail During the storm, it began to **hail**, showering me with small balls of ice.

7. maintain It was hard to **maintain** our footing on the icy road.

8. mammal I read a book about a **mammal** who had the torso of a woman and the tail of a fish.

9. praise Forecasters receive a lot of **praise** when they predict the weather accurately.

10. rely Please **rely** the weather report to the community so that everyone knows a storm is coming.

11. remain We must **remain** inside until the storm passes.

12. sustain Remember to **sustain** yourself by drinking plenty of water on hot, dry days.

13. traitor The **traitor** lied to the ship's captain about the weather forecast.

14. waterway Is that **waterway** a natural river or an artificial canal?

15. yesterday **Yesterday** was rainy, but today is sunny.

Watch-Out Words

16. toe During the flood, my **toe** got stuck under a heavy Boulder.

17. tow The rescuers used a rope to **tow** the boulder away.

18. real Those rescuers were **real** heroes.

19. really I was **really** happy to be free from that heavy rock!

Grade 4 Assessment **A4.8** Unit 4 | Flower of Nature

Vocabulary Test  
A4.6–A4.7

Spelling Pretest/  
Spelling Test  
T213k

#### Grammar and Writing

- ✓ Use Present Tense
- ✓ Use Subject-Verb Agreement
- ✓ Find Information in Sources

**Writing, Revising, and Editing Test** (Unit 4, Week 1)

Directions: Read the selection. Choose the answer that completes each sentence correctly.

Scientists who study weather \_\_\_\_\_ called meteorologists. They forecast, or predict, what kind of weather to expect. First, they gather data. They use tools to measure the temperature and moisture in the air. The tools also tell how fast the wind \_\_\_\_\_.

Meteorologists also "read" clouds. For example, when thin, flat clouds \_\_\_\_\_ the sky, it means that rain or snow \_\_\_\_\_ in full soon.

Next, scientists use satellites and radar to look across the continent and the ocean. A computer \_\_\_\_\_ all the data to know weather patterns. For example, when warm and cold air meet, it usually means stormy weather. \_\_\_\_\_ Computers make models, which \_\_\_\_\_ maps with graphics showing different weather features. They \_\_\_\_\_ these computer models during the forecast on the news.

All \_\_\_\_\_ always on the move, and the weather moves with it. Thanks to the meteorologists, I \_\_\_\_\_ always prepared.

1. \_\_\_\_\_  
a. are  
b. am  
c. are

2. \_\_\_\_\_  
a. blow  
b. is blowing  
c. are blowing

Grade 4 Assessment **A4.8** Unit 4 | Flower of Nature

**Writing, Revising, and Editing Test** (Unit 4, Week 1)

Directions: Read the selection. Choose the answer that completes each sentence correctly.

Scientists who study weather \_\_\_\_\_ called meteorologists. They forecast, or predict, what kind of weather to expect. First, they gather data. They use tools to measure the temperature and moisture in the air. The tools also tell how fast the wind \_\_\_\_\_.

Meteorologists also "read" clouds. For example, when thin, flat clouds \_\_\_\_\_ the sky, it means that rain or snow \_\_\_\_\_ in full soon.

Next, scientists use satellites and radar to look across the continent and the ocean. A computer \_\_\_\_\_ all the data to know weather patterns. For example, when warm and cold air meet, it usually means stormy weather. \_\_\_\_\_ Computers make models, which \_\_\_\_\_ maps with graphics showing different weather features. They \_\_\_\_\_ these computer models during the forecast on the news.

All \_\_\_\_\_ always on the move, and the weather moves with it. Thanks to the meteorologists, I \_\_\_\_\_ always prepared.

1. \_\_\_\_\_  
a. are  
b. am  
c. are

2. \_\_\_\_\_  
a. blow  
b. is blowing  
c. are blowing

Grade 4 Assessment **A4.9** Unit 4 | Flower of Nature

**Research Rubric** (Unit 4, Week 1)

Grade	Content	Spelling
4	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.
3	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.
2	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.
1	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.	1. I use the words and sentences for the weekly Spelling Pretest and Spelling Test.

Grade 4 Assessment **A4.40** Unit 4 | Flower of Nature

Writing, Revising, and Editing Test  
A4.8–A4.10

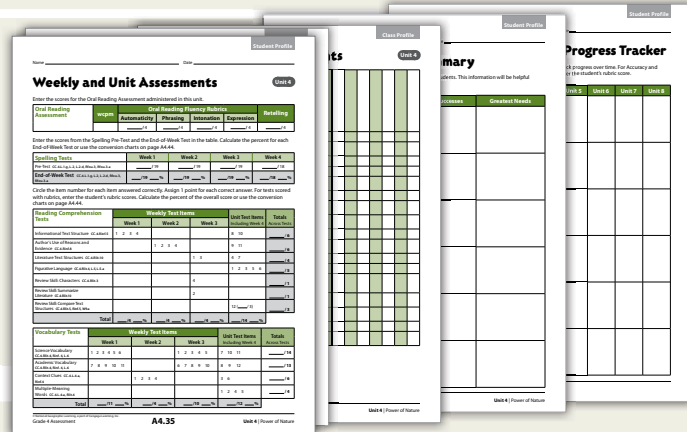
Research Project Rubric  
A4.40



ExamView®

# Reteach and Practice

## REPORTS



## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Cause and Effect Text Structure:**

Reteaching Master RT4.1

**Ask Questions: Reteaching Master RT4.2**

#### ADDITIONAL PRACTICE

Comprehension Coach

## PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A4.35–A4.36
- Class Profile: Weekly and Unit Assessments** A4.37
- Student Profile: Strengths and Needs Summary** A4.38
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

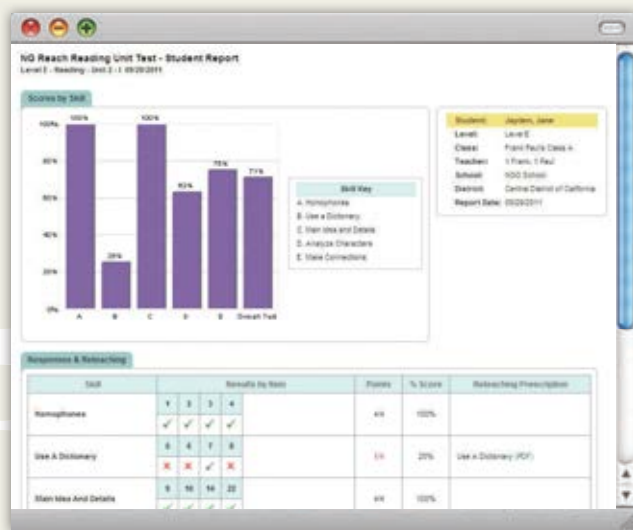
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

## ONLINE ONLY Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

#### ADDITIONAL PRACTICE

Vocabulary Games

Daily Spelling Practice, pages T213k–T213l

### Grammar and Writing

#### RETEACH

**Present Tense: Anthology Handbook**, page 606

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

#### ADDITIONAL PRACTICE

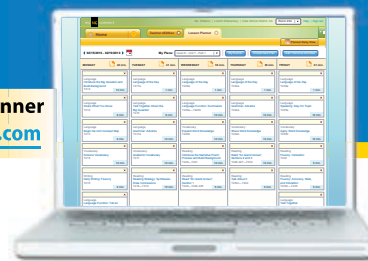
More Grammar Practice PM4.8

Daily Writing Skills Practice, pages T213o–T213p



# Week 2 Planner

Online Lesson Planner  
NGReach.com



✓ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	
<b>Anthology</b>	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Academic Talk</b> Discuss the Big Question T237q	
	<b>Language and Vocabulary</b> ⌚ 20 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ✓ Pretest: Words with Long e: CC.4.L.1.g; CC.4.L.2; ee, ea; Long o: oa, ow, and CC.4.L.2.d Commonly Misspelled Words T237k <b>Daily Grammar</b> CC.4.L.1.b; CC.4.L.3 Review Present Progressive T237m <b>Vocabulary Strategy</b> CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a ✓ Context Clues T237q	
	<b>Reading</b> ⌚ 20–40 minutes	<b>Reading</b> CC.4.Rlit.1; CC.4.Rlit.2; Read Aloud: Persuasive Essay T238a <b>Comprehension</b> CC.4.Rinf.1; CC.4.Rinf.8 ✓ Explain Uses of Reasons and Evidence T238a  <b>Fluency</b> CC.4.Rfou.4 ✓ Model Phrasing T238a	
	<b>Writing</b> ⌚ 15–45 minutes	<b>Power Writing</b> T237q CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.1; CC.4.W.1.a; CC.4.W.1.b; Support Opinions in Writing T237o CC.4.W.1.c <b>Writing</b> CC.4.Rinf.8; CC.4.W.1; CC.4.W.1.b; CC.4.W.10 Write an Opinion T238b <b>Writing Project: Persuasive Article</b> CC.4.W.1; CC.4.W.1.a; C.4.W.1.b; CC.4.W.1.c; CC.4.W.5; C.4.W.10; CC.4.SL.3; CC.4.L.1; CC.4.L.3 Study a Model T245i–T245j	
		<b>Read and Comprehend</b>	
		<b>Academic Talk</b> Preview and Predict T238c	
		<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ✓ Practice T237k CC.4.L.1.g; CC.4.L.2	
		<b>Daily Grammar</b> CC.4.L.3; CC.4.L.6 ✓ Present-Tense Action Verbs T237m <b>Vocabulary Strategy</b> CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a ✓ More Context Clues T238c	
		<b>Reading</b> CC.4.Rlit.1; CC.4.Rlit.2; Read a Persuasive CC.4.Rlit.10 Essay; Read and Build Comprehension T239–T243 ✓ <b>Comprehension</b> CC.4.Rinf.1; Explain Uses of CC.4.Rinf.8 Reasons and Evidence T241, T242 ✓ <b>Ask Questions</b> CC.4.Rinf.10 T239, T240, T241 Identify Author's Point of View CC.4.Rinf.8 T240  <b>Fluency</b> CC.4.Rfou.4 ✓ Practice Phrasing, Accuracy, and Rate T239	
		<b>Power Writing</b> T238c CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.1; CC.4.W.1.a; CC.4.W.1.b; Support Opinions in Writing T237o CC.4.W.1.c <b>Writing</b> CC.4.W.9 Write a Response T243 <b>Writing Project: Persuasive Article</b> Prewrite T245j	



<b>SMALL GROUP READING TIME</b>		<b>Read Science Articles</b>	<b>Read Fiction Books</b>
<b>Fiction &amp; Nonfiction</b>	⌚ 20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Science Vocabulary SG11	
		<b>Reading</b> CC.4.Rinf.7 Comprehend Visual Information SG10 Build Comprehension CC.4.Rinf.1; CC.4.Rinf.10	
		<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG12–SG13	
		<b>Reading</b> Introduce SG12–SG13 Read and Integrate CC.4.Rlit.10 Ideas SG14–SG15 ✓ <b>Ask Questions to</b> CC.4.Rinf.5 Comprehend Text SG14–SG15 Explain Text Structure: CC.4.Rinf.1 Cause and Effect SG14–SG15	



<b>LEARNING STATION TIME</b>			
⌚ 20 minutes			
		<b>Speaking and Listening</b> T237i CC.4.SL.2; CC.4.SL.4	
		<b>Language and Vocabulary</b> T237i CC.4.L.6	
		<b>Writing</b> T237i CC.4.W.2; CC.4.W.2.a; CC.4.W.4; CC.4.W.7	
		<b>Cross-Curricular</b> T237j CC.4.W.7; CC.4.SL.1.b; CC.4.SL.4	
		<b>Reading and Intervention</b> T237j; SG68 CC.4.Rinf.7; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c; CC.4.L.4;	

**BIG Question** How do we relate to nature?

**Day 3**

**Read and Comprehend**

**Academic Talk** CC.4.SL.4  
Talk Together T244

**Daily Spelling and Word Work** CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.2; CC.4.L.2.d  
✓ Practice T237i

**Daily Grammar** CC.4.L.1; CC.4.L.3  
✓ Present-Tense Action Verbs T237n

**Vocabulary Review** CC.4.L.6  
✓ Science and Academic Vocabulary T243a

**Comprehension** CC.4.Rinf.8  
✓ Compare Genres to Comprehend Text T243a



**Fluency** CC.4.Rfou.4  
✓ Practice Phrasing T244

**Power Writing** T243a CC.4.W.10

**Daily Writing Skills** CC.4.W.1; CC.4.W.1.a; CC.4.W.1.b; CC.4.W.1.c  
Support Opinions in Writing T237p

**Writing** CC.4.L.1; CC.4.L.3  
Write to Reinforce Grammar T245

**Writing Project: Persuasive Article**  
Draft T245j

**Day 4**

**Read and Comprehend**

**Academic Talk** CC.4.Rinf.1  
Discuss Opinions T245d

**Daily Spelling and Word Work** CC.4.Rfou.3.a; CC.4.L.2.d  
✓ Practice T237l

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.1.b; CC.4.L.3  
✓ Grammar and Writing T237n

**Vocabulary Practice** CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a  
✓ More Context Clues T245c

**Reading** CC.4.Rinf.8  
✓ Read a Persuasive Article T245a–245b

**Comprehension** CC.4.Rinf.8  
✓ Explain Uses of Reason and Evidence T245a–245b



**Fluency** CC.4.Rfou.4  
✓ Model and Practice Phrasing T245b

**Power Writing** T245a CC.4.W.10

**Daily Writing Skills** CC.4.W.1; CC.4.W.1.a; CC.4.W.1.b; CC.4.W.1.c  
Support Opinions in Writing T237p

**Writing** CC.4.W.9; CC.4.W.9b  
Write About Opinions T245d

**Writing Project: Persuasive Article**  
Revise; Edit and Proofread T245k, T245l

**Day 5**

**Review and Apply**

**Academic Talk** CC.4.SL.1.a  
Relate Readings to the Big Question T245h

**Daily Grammar** CC.4.L.1; CC.4.L.1.b; CC.4.L.3  
✓ Review T237n

**Vocabulary Practice** CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a  
✓ Context Clues T245e

**Reading** CC.4.Rinf.8  
Read a Persuasive Article; Read and Build Comprehension T245a–T245b

**Comprehension** CC.4.Rinf.8  
✓ Determine and Compare Uses of Reason and Evidence T245f–T245g

**Fluency** CC.4.Rfou.4  
✓ Check Phrasing, Accuracy, and Rate T245b

**Power Writing** T245e CC.4.W.10

**Daily Writing Skills** CC.4.W.1; CC.4.W.1.a; CC.4.W.1.b; CC.4.W.1.c  
Support Opinions in Writing T237p

**Writing** CC.4.W.10  
Write a Persuasive Paragraph T245g

**Writing Project: Persuasive Article**  
Publish and Present T245l

**Read Fiction Books**

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG12–SG15

**Reading** CC.4.Rlit.10  
Read and Integrate Ideas SG14–SG15

✓ Ask Questions to Comprehend Text SG14–SG15 CC.4.Rinf.5  
Explain Text Structure: Cause and Effect SG14–SG15 CC.4.Rinf.1



**Read Fiction Books**

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG12–SG15

**Reading** CC.4.Rlit.10  
Read and Integrate Ideas SG14–SG15

✓ Ask Questions to Comprehend Text SG14–SG15 CC.4.Rinf.5  
Explain Text Structure: Cause and Effect SG14–SG15 CC.4.Rinf.1



**Read Fiction Books**

**Vocabulary** 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  
Connect Across Texts SG15

**Writing** CC.4.W.2  
Choose a Writing Option SG15



**ASSESSMENT & RETEACHING**

**Assessment and Reteaching** T245m–T245n  
 ✓ Reading Comprehension Test A4.11–A4.12 CC.4.Rinf.8  
 ✓ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10  
 ✓ Oral Reading Assessment A4.1–A4.3 CC.4.Rfou.4.a  
 ✓ Vocabulary Test A4.13 CC.4.L.4.b; CC.4.L.6

✓ Spelling Test: Words with Long e: ee, ea; Long o: oa, ow CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; and Commonly Misspelled Words T237k CC.4.L.2.d  
 ✓ Writing, Revising, and Editing Test A4.14–A4.15 CC.4.W.10; CC.4.L.1; CC.4.L.3  
 Reteaching Masters RT4.3–RT4.5



# Week 2 Learning Stations

## Speaking and Listening

### Option 1: Explain Weather



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

Have students explain a short video about weather. To view the video, have students go to Resources > Unit 4 > Learning Stations > Week 2 > Weather 101 Video on [NGReach.com](http://NGReach.com).

Have partners take turns orally explaining the content of the video, using Key Words as appropriate. Have the listener write the Key Words. Then have partners compare their lists.

Paraphrase Visual and Oral Information CC.4.SL.2  
Report on a Topic CC.4.SL.4

### Option 2: Learn About a Water Creature



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

Have students paraphrase information about a special fish. To view the Web site, have students go to Resources > Unit 4 > Learning Stations > Week 2 > Clown Anemonefish on [NGReach.com](http://NGReach.com).

Have students choose one fact page to read and paraphrase.

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

## Language and Vocabulary

### Key Words

available · cause · conservation · convert · current  
· effect · electricity · flow · generate · power  
· renewable · resource · scarce

### Option 1: Vocabulary Games



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

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

### Option 2: My Vocabulary Notebook



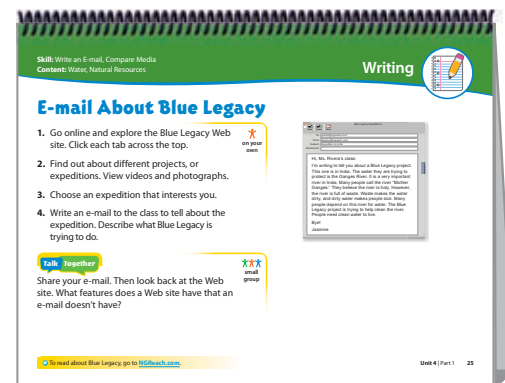
[NGReach.com](http://NGReach.com) My Vocabulary Notebook

Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students write an opinion statement using a Key Word. Have students repeat the process with five other Key Words of their choice.

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

## Writing

### Option 1: E-mail About Blue Legacy



### PROGRAM RESOURCES

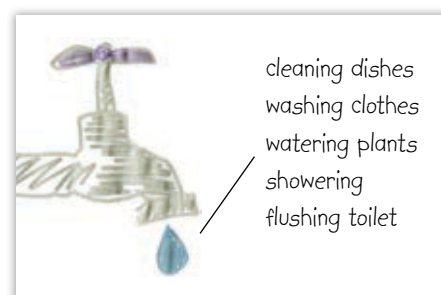
Language and Literacy Teamwork Activities: Card 25

Student Resources Directory

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

Write Informative/Explanatory Text to Convey Information CC.4.W.2  
Use Appropriate Development and Organization CC.4.W.4

### Option 2: Family Water Use



### MATERIALS

colored markers

Have students create an infographic showing their families' water use.

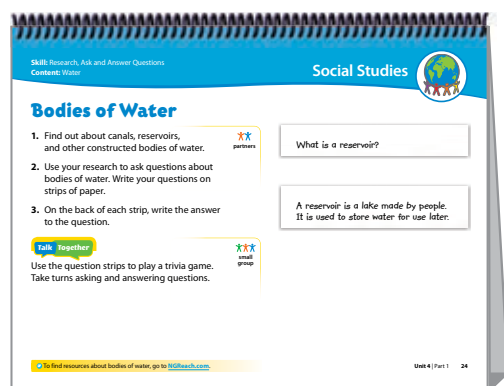
- Have students list all the ways their families use water at home.
- Have students add the information in their lists to a sketch that conveys something about their families' water use.
- Have students display their final infographics.

Include Illustrations CC.4.W.2.a  
Conduct Research CC.4.W.7



## Cross-Curricular

### Option 1: Bodies of Water



#### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:  
Card 24

Student Resources Directory

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

sentence strips

Conduct Research CC.4.W.7  
Follow Rules for Discussions CC.4.SL.1.b

### Option 2: Measure Your Water Footprint



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

#### MATERIALS

calculator

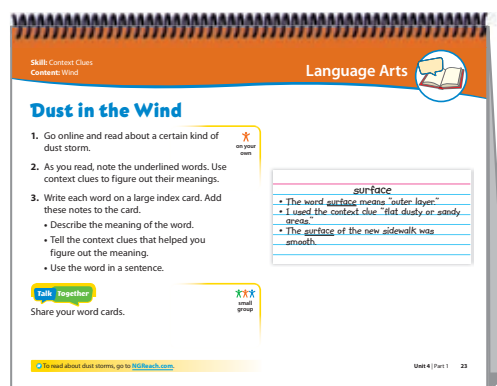
Have each student measure his or her water footprint. To view the activity, have students go to Resources > Unit 4 > Learning Stations > Week 2 > Measure Your Water Footprint on [NGReach.com](https://www.ngreach.com).

Guide students as they follow the steps and answer questions about their daily water usage.

Recount an Experience CC.4.SL.4

## Reading

### Option 1: Dust in the Wind



#### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:  
Card 23

Student Resources Directory

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

index cards

Interpret Information Presented Visually CC.4.Rinf.7

### Option 2: Take a Water Quiz



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

Have students take a short quiz about water. To view the quiz, have students go to Resources > Unit 4 > Learning Stations > Week 2 > Quiz Your Noodle: Water on [NGReach.com](https://www.ngreach.com).

Have students take the quiz independently and share their results with partners. Have partners discuss questions they still have about water.

Use Context Clues CC.4.L.4

## Intervention

### Option 1: Phonics Games



[NGReach.com](https://www.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 RT4.3–RT4.5.

#### Additional Resources

### Reach into Phonics



Lesson 49

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

### ESL Kit



ESL Teacher's Edition pages T238a–T246h

# Week 2 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Water**

- ✔ Spell Words with Long e: ee, ea; and Long o: oa, ow
- ✔ 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 Long e: ee, ea; Long o: oa, ow

1. boast	We <b>boast</b> that our town's lake is the cleanest in the county.
2. defeat	Can I <b>defeat</b> last year's winner in the swimming race?
3. evergreen	The <b>evergreen</b> trees around the lake keep their green leaves all year long.
4. exceed	At its deepest point, the shallow pond did not <b>exceed</b> two feet.
5. feeble	The small fish made a <b>feeble</b> attempt to swim faster than the shark.
6. foamy	When the sea became rough, the top layer of the water looked <b>foamy</b> .
7. keen	The fish found the food because it had a <b>keen</b> sense of smell.
8. minnow	That tiny <b>minnow</b> is a freshwater fish.
9. oath	I took an <b>oath</b> not to pollute the water, and I will keep my promise.
10. overflow	Today's heavy rain caused the river to <b>overflow</b> its banks.
11. plead	I often <b>plead</b> with my parents to take us swimming.
12. reasonable	Asking to swim on a hot day is a <b>reasonable</b> request.
13. release	The fisher helped <b>release</b> the dolphin that was caught in the net.
14. roam	A lost dog might <b>roam</b> the countryside looking for food.
15. shallow	In the <b>shallow</b> part of the pond, the water was only up to her knees.

### Watch-Out Words

16. beside	Sit <b>beside</b> me on the boat as we look for whales.
17. besides	Maybe we will see other creatures <b>besides</b> whales.
18. loose	The rope attached to the anchor came <b>loose</b> .
19. lose	Tighten the rope so that we won't <b>lose</b> the anchor.

### CVVC Pattern

Day 2



Option 1

## Teach

Display the words *defeat*, *evergreen*, and *boast*. Circle *ea* and pronounce the word *defeat*. Circle *ee* and pronounce the word *evergreen*. Circle *oa* and pronounce the word *boast*. Explain: *Often, the combination of two vowels between two consonants makes a long-vowel sound.*

## Prepare

Have partners collaborate to write all the spelling words that contain *ea*, *ee*, or *oa*.

## Practice

- Have partners take turns choosing a spelling word.
- Have students first say each long-vowel sound in the word and identify the letters that make that sound.
- Then have students say the word, emphasizing each long-vowel sound.
- Finally, have partners write the word again.

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

### Promote the Beach!

Day 2



Option 2

## MATERIALS

construction or poster paper

## Make a Poster

- Have partners use as many spelling words as possible in a poster advertising a fun day at the beach.
- Suggest that students add labels and other text to their posters and include as many spelling words as they can.

Demonstrate Command of Spelling

CC.4.L.2

### What's the Story?

Day 2



Option 3

## Play a Game

- Have one partner tell a simple story about a water-related activity, including all four Watch-Out Words.
- As the partner speaks, have the other partner tap on the desk whenever he or she hears a Watch-Out word.
- Explain that the first partner should then pause as the second partner spells the word aloud.
- Have students reverse roles and play again.

Use Frequently Confused Words

CC.4.L.1.g



**CVV Patterns** Day 3 Option 1

**MATERIALS**

construction paper • markers or colored pencils

**Teach**

Display the word *minnow*. Pronounce the word and point out the CVV pattern at the end of *minnow*. Explain: *The letter w sometimes serves as a vowel. So, when o and w appear together at the end of a word, they often make a long o sound.* Write *overflow* and *shallow* and read them chorally.

**Draw Words**

- Have students brainstorm creative ways to depict each *ow* spelling word graphically to show the word’s meaning. For example, a student might show the word *overflow* spilling over the edge of a cup.
- Display students’ word art in the classroom.

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

**Trace Words** Day 3 Option 2

**MATERIALS**

index cards, 19 per pair of students • tracing paper • timer

**Prepare**

- Have partners write each spelling word on a separate card.
- Tell partners to use tracing paper to trace around each word to make a bubble in the exact shape of the word.

**Play a Game**

- 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 check to make sure that the correct spelling word is written in the bubble.
- Explain that if the word is incorrect, the first partner erases the word and starts again.
- Have students take turns until ten minutes are up. The partner who writes the most words correctly, wins.



Demonstrate Command of Spelling CC.4.L.2  
Spell Grade-Appropriate Words CC.4.L.2.d

**Classify Words** Day 4 Option 1

**Sort Words**

- Have partners work together to sort the spelling words into categories.
- Explain that categories might include long e words and long o words, words that begin with a consonant or a vowel, or other categories students devise.
- To extend the activity or if students finish quickly, allow them to choose new categories and sort again.

Long e Words	Long o Words
defeat	boast
evergreen	foamy
exceed	minnow
feeble	oath

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

**Syllable Fun** Day 4 Option 2

**MATERIALS**

index cards, 12 for each team • scissors • one dictionary per student

**Prepare**

- Arrange students into teams of three. (Groups of four students may assign the fourth student the role of “proofreader.”)
- Have each team member choose four of the two-, three-, or four-syllable spelling words and print each of them on a separate index card, leaving spaces between the letters (include *beside* and *besides*).
- Then have each team member consult a print or online dictionary for how to divide his or her words into syllables, cutting his or her cards accordingly.

**Play a Game**

- Have each team mix their cards and place them face up.
- At a signal, have students quickly select card parts and assemble them to form spelling words.
- Teammates should check to make sure that the chosen card parts form a correct spelling word.
- Play until all teams have correctly assembled all spelling words. The team that finishes first and has correctly assembled all words wins.

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a  
Consult References CC.4.L.2.d







## Day 3

### Teach the Rules

Use **Anthology** page 243 to introduce present-tense action verbs. Point out the following sentence on that page: “This source of life connects us all.” Use *connects* as an example of a present-tense action verb.

Explain that some present-tense action verbs require **-s** when the subject names one person, place, or thing. (source, connects) Tell students that other present-tense action verbs require **-es** instead of **-s** when the subject names one person, place, or thing.

Provide additional examples:

The breeze catches my kite.  
That rowboat crosses the choppy river very slowly.  
Uncle Raúl fixes the roof damaged by the hail.

### Generate Sentences ✖

Have students generate sentences using present-tense action verbs. Give them the following directions:

- Write two sentences that tell how you conserve water.
- Write two sentences about a body of water that you know about.
- Write two sentences about a heavy rainstorm.

Have students exchange papers and identify the present-tense action verbs they used in their sentences.

For **Writing Routine 4**, see page BP50.

## Differentiate

### SN Special Needs

**ISSUE** Students have physical difficulty completing written tasks.

**STRATEGY** Allow students to dictate their sentences to a partner who writes them. Then, have students read their written sentences, approve them, and identify the action verbs they used.

## Day 4

### PROGRAM RESOURCES

#### Grammar and Writing Practice Master PM4.15

### Grammar and Writing ✖

Distribute **Practice Master PM4.15**. Have students use editing and proofreading marks to correct errors with present-tense action verbs and the present progressive.

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:

- present-tense action verbs
- present progressive

Editing and Proofreading Marks	
^	Add.
↗	Take out.
↔	Move to here.
,	Add comma.
.	Add period.

You probably don't realize just how much water you use at home. I'm trying to figure it out. Let's see what I come up with.

When you brush your teeth, you need water. After breakfast, you rinse your dishes. That's more water being used!

When we are washing the dog, we use a big bucket of soapy water. And don't forget about washing the car. My sister and I scrub the headlights but that takes water, too.

This doesn't even count laundry and cooking! That soup is simmering on the stove with six quarts of water in it.

When you think about it, we have to be very watchful about the way we use water. Once it's down the drain, you can't get it back.

For use with TE, p. T23h. PM4.15 Unit 4 | Power of Nature

[NGReach.com](http://www.ngrach.com) Practice Master PM4.15

## Day 5

### PROGRAM RESOURCES

#### Writing, Revising, and Editing Test: Assessment Masters A4.14-A4.15

### Review and Assess ✖✖

Display the sentences below. Have students complete the sentences with the correct form of the verb. Then have students exchange papers with partners to correct.

The surfers \_\_\_\_\_ about their biggest waves. *boast/boasts* (boast)  
We \_\_\_\_\_ catching dozens of fish today. *is/are* (are)  
Our governor \_\_\_\_\_ with everyone to help protect our state's wetlands. *plead/pleads* (pleads)  
The waterfall \_\_\_\_\_ from the cliff down into the lagoon. *tumble/tumbles* (tumbles)  
That dripping faucet \_\_\_\_\_ wasting water! *is/am* (is)

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

# Week 2 Daily Writing Skills

## OBJECTIVE

**Thematic Connection: Water**

✔ **Support Opinions in Writing**

## COMMON CORE STANDARDS

Write Opinions on Topics  
Introduce the Topic, State an Opinion, and Create a Structure  
Provide Reasons  
Link Opinions and Reasons

CC.4.W.1  
CC.4.W.1.a  
CC.4.W.1.b  
CC.4.W.1.c

### Introduce Opinions

Day 1



## PROGRAM RESOURCES

Opinion Outline: eVisual 4.8

## Teach the Skill

Display and chorally read the paragraph.

I think it's better to eat mashed potatoes with their skins on. First of all, potato skins add flavor and texture. Also, I read an article that says that the skin of the potato is very nutritious.

Explain the skill: *You know that main ideas are supported by details. Opinion statements are supported by reasons.*

Point out the opinion statement, emphasizing the words *I think*. Say: *Each reason tells why the writer has that opinion.* Then point out the supporting reasons.

Display the Opinion Outline. Explain: *When you write an opinion paragraph, it's a good idea to organize the points you intend to make. An outline can help you do this.*



### Opinion Outline

- I. Opinion Statement \_\_\_\_\_  
A. Supporting Reason \_\_\_\_\_  
B. Supporting Reason \_\_\_\_\_

NGReach.com Opinion  
Outline: eVisual 4.8



**INTERACTIVE WHITEBOARD TIP:** Have volunteers write the supporting reasons.

Model how to fill in the opinion statement on the outline. As you add the supporting reasons, reinforce the skill: *The first reason is strong because it gives more detail. The second reason is a fact, so it can be proven.*

### Write Opinion Statements

Day 2



Option 1

## Practice

Display the list of topics.

School Uniforms  
Healthy Snacks in School  
Soda and Candy Machines in School  
Field Trips  
Physical Education (P.E.)

Have students choose a topic and then write an opinion statement. Next, have students exchange their statements with a partner. Using copies of the Opinion Outline, have students brainstorm strong reasons to support their opinion statements. If time allows, students can use their outlines to develop their statements into paragraphs.

### Write Opinion Statements

Day 2



Option 2

## Practice

Display the list of questions. Ask students to choose the question that interests them the most.

How should we use natural resources?  
Is gardening good for the Earth?  
Should we change the way we use water?

Have students answer the question by writing an opinion statement on an outline. Encourage students to list supporting reasons. Then ask students to share their opinion statements and reasons with a partner.





## SUGGESTED PACING

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

### Provide Supporting Reasons Day 3 Option 1

#### Introduce

Display the opinion statements.

I think that playing video games increases intelligence.  
 I don't think that playing video games increases intelligence.

#### Practice

Have students choose an opinion statement. Then have them write reasons to support the opinion statement. Challenge students to include facts and other specific details. Encourage partners to give feedback about each other's supporting reasons.

### Write an Opinion Paragraph Day 4

#### Practice

Provide the following prompt. Have partners work together to write an opinion paragraph. Remind students to first write an opinion statement, then support it with reasons.

For your next class field trip, there are two choices—take water safety lessons at the public swimming pool or help clean up a local river. In your opinion, which choice is better? Write a paragraph to state your opinion and give supporting reasons.

### Provide Supporting Reasons Day 3 Option 2

#### PROGRAM RESOURCES

Digital Library Image E49



Ask students if they think camping is an activity that everyone should experience. Have them write opinion paragraphs to support their opinions. Challenge students to include three reasons.

### Review and Assess Day 5

#### PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A4.14–A4.15

#### Review the Skill

Copy and display the following opinion statements.

Should everyone grow their own vegetables?  
 Should everyone speak two languages?

Have partners write opinion paragraphs in response to one of the questions. Remind students to first write an opinion statement, then support it with reasons.

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

### OBJECTIVES

**Thematic Connection: Water**

- Use Context Clues to Determine Meaning
- Explain How an Author Uses Reasons and Evidence


### PROGRAM RESOURCES

**TECHNOLOGY ONLY**

**Read Aloud: eVisual 4.7**

### MATERIALS

timer • poster board • markers



## WARM-UP

Have small groups review the reading from Week 1, including “Wind at Work” and *Hurricane Hunters*. Have each group list facts about forces of nature that they recall from the reading and share their lists with another group.

### Power Writing

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

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

## Academic Talk

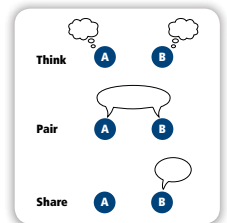
### 1 Discuss the Big Question

Recall the Big Question: *How do we relate to nature?* Explain: *Everything that people do has an **effect** on the world. When people create garbage, it has to go somewhere. When people cut down trees, animals lose their homes.*

Prompt: *Think about ways people affect nature.* Use **Think, Pair, Share** to have students discuss the Big Question in relation to what they read in Week 1.

- Have students think about how people use natural resources such as wind, water, air, land, plants, and soil.
- Have pairs discuss effects people have on nature.
- Have individuals share one effect people have on nature.

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



**Think, Pair, Share**

## Vocabulary Strategy

### 2 Context Clues Anthology page 238

Project **Student eEdition** page 238 and read aloud the introduction and the sample sentence for the word **renewable**. Explain: *The underlined phrase defines **renewable**. This kind of context clue is called a definition clue. Note the words can never be used up give the meaning of **renewable**.*

Write this example: *Water is an important **resource**, something that is available for people to use.* Explain that the underlined words define **resource**. Ask: *What can you conclude about a **resource**?* (It is something **available** for people to use.)

Read aloud the second explanation and example. Explain: *Example clues are another kind of context clue. To recognize an example clue, look for words that give one or more examples of the word’s meaning.*

Write this example: *Trash, fertilizer, cleaning chemicals, and other pollutants can wash into water and harm fish.* Explain that the underlined words are examples of pollutants. Ask: *What can you conclude about the word pollutants?* (Possible response: Pollutants are things that should not be in the water.)

### COMMON CORE STANDARDS

#### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine Meanings of Academic and Domain-Specific Words	CC.4.Rinf.4
Explain How Author Uses Reasons and Evidence	CC.4.Rinf.8
Read with Fluency to Support Comprehension	CC.4.Rfou.4

#### Writing

Write Opinions on Topics	CC.4.W.1
Provide Reasons	CC.4.W.1.b
Write Over Shorter Time for Specific Purposes	CC.4.W.10

#### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.4.L.4
Use Context Clues	CC.4.L.4.a



## Context Clues

When you read, you may come to a word you don't know. Look for **context clues** to help you figure out the meaning.

The sentence may include a definition of the word.

Energy produced from ocean waves is **renewable** because the waves **can never be used up**.

The word is defined.



An example in the sentence may give clues to the word's meaning.

Things that are **scarce**, such as **diamonds** or a **hand-carved table**, usually cost a lot of money.

Diamonds and a hand-carved table are examples of things that are scarce.

### Try It Together

Read the passage from "Wind at Work." Then answer the questions.

Wind **sculpts** rocks and landscapes by tearing away tiny pieces off rocks. Piece by tiny piece, wind can erase a whole mountain. This process of wearing away is called **erosion**.

1. What does **sculpt** mean in the first sentence?

- A to erase
- B to create a mountain
- C to destroy
- D to form shapes

2. What does **erosion** mean in the last sentence?

- A a kind of wind
- B erasing a mountain
- C slowly grinding down
- D making landscapes

238

Anthology page 238

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

## Best Practices

**Link to Experience** Prompt students to make connections with science content. Ask students to discuss how they have studied the concept of "nature" when learning about animals, plants, the environment, and Earth.

## WEEKLY WRITING

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T237o–T237p)
- ✓ Power Writing (T237q, T238c, T243a, T245e, T245e)
- ✓ Writing (T238b, T243, T245, T245d, T245g)
- ✓ Writing Project (T245i–T245l)

## Differentiate

### BL Below Level

**ISSUE** Students do not understand how to identify definition clues.

**STRATEGY** Read aloud the last sentence in the passage. Point out the words *This* and *is called* and explain that those words tell the reader that the sentence gives a definition for *erosion*. Point out the phrase *process of wearing away* and explain that it defines *erosion*. Provide this sentence frame: *Erosion means \_\_\_\_\_.*

### SN Special Needs

**ISSUE** Students have difficulty locating definition clues.

**STRATEGY** Read aloud the last sentence in the passage. Have each student place one finger on the word *erosion* and another finger on the phrase *This process of wearing away*. Ask: *What does this phrase tell about erosion?*

### 3 Try It Together Anthology page 238

Read the directions and passage aloud, and have partners work together to answer the questions. Be sure that students can give reasons for the answers they chose. (question 1: D; question 2: C)

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Context Clues to Determine Meaning ✓

As students complete **Try It Together**, determine whether they understand how to use definition and example context clues to find the meanings of words.

If students have difficulty, help them by asking questions about the text.

*Examples are often signaled by such as or like. Do you see these words in the text? (No.)*

*That probably means we cannot use examples to help identify the meanings of the two words.*

*What is another strategy that we can use? (look for a definition)*

*Let's work with the word sculpts. In this sentence, it is a verb telling us what the wind is doing.*

*Read the rest of the sentence. What is the wind doing? (tearing away tiny pieces of rock)*

*If something has pieces torn off it, it is being shaped. That makes D the correct answer.*



## Fluency

**Model Phrasing** As you read the **Read Aloud**, model pausing after phrases. Explain: *Before I read aloud, I look for long sentences and decide where to pause.*

## Differentiate

**BL** Below Level

**ISSUE** Students do not understand reasons.

**STRATEGY** Explain that reasons answer questions that begin with *Why*. Pose *why* questions and guide students to answer them.

*Why should we save fresh water?* (We need to save water because in many places, water is **scarce**.)

*Why should we look for new sources of **power**?* (We need new **power** sources because oil and gas may not always be **available**.)

**AL** Above Level

**ISSUE** Students are able to quickly identify the reason.

**STRATEGY** Challenge students to write down more reasons that the essay writer might have included, or evidence that the writer might have cited.

## Comprehension

**4** Explain Uses of Reasons and Evidence ✓

Remind students that they have learned about authors' purposes for writing. Ask students to name purposes of different types of writing, such as an interview, a folk tale, and a science article. Explain the purpose of persuasive writing: *When an author writes to persuade, the purpose is to get readers to agree with an opinion and possibly take some action.*

Display **eVisual 4.7** and read aloud the passage.



## Read Aloud

Persuasive Essay

## Conserving Water at School

Fresh water is an important **resource**, but it is becoming **scarce** in some parts of the world. If we continue wasting water, before long water might not be **available** for all the people, animals, and plants that depend upon it. I believe that students can do more to conserve water at school.

Students waste water without thinking about it. Some students let the drinking fountain water run a long time before they take a drink. Some forget to turn off the water faucet after washing their hands. Lots of wasted water **flows** down the drain.

It isn't hard to help the entire world. We can drink water from the fountain without waiting for it to get cold and turn off the water when we are finished washing our hands. People, plants, and animals around the world would benefit if students in our school would do this one small thing to conserve water.

[NGReach.com](https://www.ncreach.com) Read Aloud: eVisual 4.7



**INTERACTIVE WHITEBOARD TIP:** Underline the opinion in one color and the evidence in another.

Explain: *Sometimes a writer states a purpose directly. At other times, the writer just gives clues about the purpose. Look for phrases such as I believe or we must/should/can. Point out the phrase I believe and ask volunteers to state the author's purpose. (to get readers to agree that students can do more to conserve water)*

Explain that persuasive writers support their opinions in a variety of ways. Elaborate: *To support their opinions, persuasive writers give reasons and evidence. Reasons answer why or how questions about opinions. Evidence means facts an author uses to show why an opinion is correct.* Remind students that they already know the difference between a fact and an opinion. Have a volunteer explain.

Reread the first paragraph. Explain that the first sentence is evidence because it states a fact that can be proved. Then reread the third sentence. Have students explain why that sentence is an opinion.

Reread the second and third paragraphs aloud and have partners identify the reasons and evidence that support the point that students can do more. Explain that the first sentence in the third paragraph is an opinion, not a fact or a reason.

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Explain How an Author Uses Reasons and Evidence ✓

As students discuss the **Read Aloud**, check that they can identify the difference between reasons and evidence. If students are confused about the difference, write these definitions:

- Reasons answer how or why questions.
- Evidence can be proved.

Have partners find a sentence that tells how students waste water. Then have students identify a fact that can be proved.



## Daily Language Arts

**Daily Spelling and Word Work** ✓

Pretest page T237i

**Daily Grammar** ✓

Point to the first sentence in the **Read Aloud**. Say: *This sentence uses the present progressive verb phrase is becoming.* Use page 237k to review present progressive tense.

**Daily Writing Skills** ✓

Point out that the author of the **Read Aloud** supports her arguments with reasons and evidence. Then use page T237m to practice supporting arguments.

# Writing

## 5 Write an Opinion

Introduce: *Does your family use water wisely? Write a paragraph that answers that question. Use reasons and evidence to support your opinion.* Model the process.

Point out the difference between reasons and evidence.

Think Aloud	Write
<i>First, I write my opinion.</i>	My family does not use water wisely.
<i>Then I give a reason for my opinion.</i>	Some family members leave water running while they brush their teeth.
<i>Then, I give a specific fact as evidence.</i>	A lot of water just runs down the drain.

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

Have partners discuss their families' uses of water and decide if their families use water wisely. Have students write their paragraphs using reasons and evidence. Have students add their paragraphs to their Weekly Writing folders.



## WRAP-UP

Have each group prepare a sheet of paper entitled "Opinions, Reasons, and Evidence." On it, have students list opinions about how people's actions can affect the world's water. Then have them write reasons and evidence to support their opinions. Have groups rotate to add to each other's lists.

## OBJECTIVES

### Thematic Connection: Water

- Use Context Clues to Determine Meaning
- Ask Questions to Comprehend Text
- Explain How an Author Uses Reasons and Evidence


## PROGRAM RESOURCES

### TECHNOLOGY ONLY

Types of Context Clues: eVisual 4.12

## MATERIALS

timer • atlas



## WARM-UP

Have students list three activities that depend on water, such as washing clothes, watering a garden, and using a drinking fountain. Ask: *What would you do if fewer sources of water were available?* Have partners share ideas.

## Power Writing

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

For *Writing Routine 1*, see page BP47.

## Vocabulary Strategy

### 1 More Context Clues

Remind students that they know how to use two kinds of context clues. Display eVisual 4.12 and review definition and example clues.



### Types of Context Clues

**Definition Clue:** language in the text that states meaning

We need to **convert** to LED light bulbs by exchanging the old bulbs for new ones.

**Example Clue:** instance, or example, that illustrates meaning

**Renewable** energy, such as wind **power**, must be well managed.

**Restatement Clue:** language that expresses the idea in another way, sometimes using a synonym

A battery can **generate**, or create, an electric **current**.

**Contrast Clue:** language that expresses an opposite meaning, sometimes using an antonym

Now I can see the water **flow**, rather than drip, out of the tap.

[NGReach.com](http://NGReach.com) Types of Context Clues: eVisual 4.12



**INTERACTIVE WHITEBOARD TIP:** Circle by exchanging, such as, and or make.

Explain: *There are two more types of context clues you can use to help you figure out word meanings.* Read aloud the explanation and example for a restatement clue. Ask: *In this sentence, what is a synonym for the word generate?* (create) Read aloud the explanation and example for a contrast clues. Ask: *In this sentence, what is an antonym for the word flow?* (drip)

Have students identify the context clues for **convert** ("by exchanging"), **renewable** energy ("such as wind **power**"), **generate** ("or create"), and **flow** ("rather than drip").

## Check & Reteach

**OBJECTIVE:** Use Context Clues to Determine Meaning

Listen as students identify restatement and contrast clues.

If students have difficulty, point out the commas that set off the clues and explain that this punctuation can help them locate restatement and contrast clues.

## COMMON CORE STANDARDS

### Reading

- |  |               |
|--|---------------|
| Determine the Meanings of Words and Phrases              | CC.4.Rlit.4   |
| Determine Meanings of Academic and Domain-Specific Words | CC.4.Rinf.4   |
| Explain How Author Uses Reasons and Evidence             | CC.4.Rinf.8   |
| 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   |
| <b>Language and Vocabulary</b>          |            |
| Determine Meanings of Words and Phrases | CC.4.L.4   |
| Use Context Clues                       | CC.4.L.4.a |



 NATIONAL GEOGRAPHIC EXCLUSIVE

**Connect Across Texts** Read a persuasive essay about another valuable natural **resource**, water.

**Genre** A **persuasive essay** gives an opinion and tries to get readers to agree with it. The author uses facts to support his or her opinion, along with persuasive words like *must* and *should*.

# Water <sup>2</sup> The Blue Gold

by Alexandra Cousteau, with Carol Verbeeck



▲ Alexandra Cousteau

**Imagine** that you go to brush your teeth one night. You turn on the faucet, but nothing comes out. Then you try to take a shower. There's no water there, either.

We use water for so many things. It's hard to imagine life without it. However, some scientists believe that **in this century**, clean water may become as highly valued as gold. **1**

**In Other Words**  
in **this century** during the next 100 years

**Before You Move On**

- 1. Ask Questions** What is a question you have about the author's opinion of water?
- 2. Fact/Opinion** Identify an opinion in the second paragraph and explain how you know it is an opinion.

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**STUDENT TECHNOLOGY**  
  
Student eEdition  
NGReach.com

Anthology page 239

## Academic Talk

### 2 Preview and Predict

Remind students: *When you preview a nonfiction text, you study the title, headings, captions, and visuals, such as photographs and maps.* Project **Student eEdition** pages 239–243. Have partners study the text features and discuss predictions.

## Reading

### 3 Read a Persuasive Essay

**CONNECT ACROSS TEXTS** Display **Student eEdition** page 239. Ask students to recall what they read in “Wind at Work” about wind and its importance to people. Then have a volunteer read aloud **Connect Across Texts**.

**GENRE** Read aloud the explanation of the genre. Remind students that they have learned about purposes of persuasive text. Invite volunteers to explain.

**SCIENCE BACKGROUND** Explain that clean water is an essential resource that some people can easily take for granted. In some places, however, people and animals have to work hard to find water they can use safely.

### Read and Build Comprehension

- 1 Predict** *What do you expect the author will try to persuade the reader to believe about water?* (Possible response: If we are not careful, water will become **scarce**, or very hard to find.)
- 2 Ask Questions** *What question can you ask about the title of the essay?* (Possible response: Why does the author call water the blue gold?)

## Fluency

**Practice Phrasing, Accuracy, Rate** As students read, monitor their phrasing, accuracy, and rate.

## Answers Before You Move On

- 1. Ask Questions**  Possible responses: I wonder how the author feels about water. Does the author agree with scientists?
- 2. Fact/Opinion** Students should identify the last sentence and explain that the word *believe* signals an opinion. Possible explanation: This is an opinion because the word *believe* tells me that the statement probably cannot be proved or checked.

**Read and Build Comprehension**

- 1 Ask Questions** ✓ *What question can you ask to better understand how the author's grandfather influenced her?* (Possible response: What did the author's grandfather teach her about the world's oceans?)
- 2 Draw Conclusions** *What do the author and her grandfather have in common?* (Possible response: They both scuba dive, understand that all living things are connected by water, make films, and explore the world's oceans.)
- 3 Use Text Features** *What do you learn about the author from the caption on the bottom photograph on page 240?* (She travels around the world to record water issues by making films and taking photographs.)

See **Differentiate**

**Mini Lesson****Identify Author's Point of View**

Remind students that they have learned about first-person and third-person points of view. Elaborate: *When you understand an author's point of view, you can better understand the author's purpose and ideas.*

Display **Student eEdition** page 224. Have a volunteer read aloud the paragraph. Have students point out third-person pronouns and identify the point of view. Point out that the author uses the third-person point of view because she is not part of the action. Her purpose is to inform by stating main ideas and supporting details.

Display **Student eEdition** page 240. Remind students that the author's purpose in "Water: The Blue Gold" is to persuade the reader to agree with an opinion. Ask: *How does an author support an opinion?* (by supplying reasons and evidence to support the opinions) Have a volunteer read aloud the second paragraph. Have students point out first-person pronouns and identify the point of view.

Explain that sometimes an author uses both first-person and third-person at various times in the same text. Display **Student eEdition** page 241 and have a volunteer read aloud the two paragraphs. Then ask: *Why might the author have used both first-person and third-person point of view?* (She presents reasons, personal experiences, and facts to persuade her readers.)

Have small groups compare selected paragraphs from each selection and discuss the authors' points of view and purposes.

## My Story

Water has always been an important part of my life. When I was seven years old, my grandfather taught me to **scuba dive**. His name was Jacques-Yves Cousteau. He explored the world's oceans. He made films and wrote books to share his explorations with the world. **1 EL**

**2** My grandfather taught me that all living things, inside and outside the oceans, are connected by water. The future of our planet depends on our water **resources**.

**4** We must care for Earth's water by protecting and preserving it. Everything we do makes a difference.



▲ Water helps all living things survive. Here, I examine a frog from the waters of Botswana, a country in Africa.



Some factories dump chemicals into water systems.



▲ A huge mass of garbage—the world's largest garbage dump—floats in the Pacific Ocean.

## Protect Against Pollution

Earth's water **flows** in an endless **cycle** around the planet. If we dump garbage in a river, lake, or ocean, it eventually flows to another body of water.

Pollution from farms and factories can affect the chemistry of water, too. It can change the balance of oxygen and other important elements in water. These changes affect plants

**5** and animals that live there. To help protect Earth's **6** water, we must stop polluting our water systems.



**3** ▲ I often travel around the world and record water issues through film and photographs.

In Other Words  
◀ to scuba dive how to dive deep in the ocean

In Other Words  
cycle pattern; circle

### ▶ Before You Move On

- 1. Ask Questions** Look at the photos on this page. What is one question you have about water pollution?
- 2. Cause/Effect** Describe some effects of dumping garbage into rivers and lakes.

- 4 Determine Author's Purpose** *What is the author's purpose?* (The author wants to convince the reader to protect and preserve water.)
- 5 Ask Questions** ✓ *What question can you ask about the last paragraph on page 241?* (Possible response: What happens when the chemistry or oxygen balance of water changes?)
- 6 Analyze Reasons and Evidence** ✓ *What reasons and evidence does the author use to support her opinions?* (The author gives this reason for her opinion about protecting and preserving water: Water can become polluted, and pollution can affect the plants and animals that live in water. The photographs give evidence of floating garbage and of pipes emptying chemicals into the water. This evidence shows the results of not protecting water.)

## Differentiate

### EL English Learners

**ISSUE** In Chinese languages, Hmong, and Korean, yes/no questions can be formed by adding an element at the end of a declarative statement. Students may say, "You agree with the author, no?" instead of "Do you agree with the author?"

**STRATEGY** Provide sentence frames to help students practice asking questions in English:

- *How does \_\_\_\_\_ affect \_\_\_\_\_?*
- *What is a fact about \_\_\_\_\_?*
- *Who wrote this \_\_\_\_\_?*

### Answers Before You Move On

- 1. Ask Questions** ✓ Possible responses: Where does all the garbage come from? Who dumped this garbage?
- 2. Cause/Effect** Possible response: Garbage can flow to other bodies of water, where it might harm plants and animals.



## Daily Language Arts

**Daily Spelling and Word Work** ✓

Practice page T237i

**Daily Grammar** ✓

Point out the word *flows* on **Anthology** page 241. Then use page T237k to teach and practice present-tense action verbs.

**Daily Writing Skills** ✓

Use the first sentence of paragraph two on **Anthology** page 242 as an example of a reason the author gives to support her opinion about water conservation. Then use page T237m to practice using relevant details and reasons to support opinions.

## Read and Build Comprehension

- Analyze Reasons and Evidence** ✓ *How does the last sentence on page 242 support the author's opinion?* (The statistic in this sentence shows that scientists agree with the author.)
- Use Text Features** *How does the series of photographs and captions on page 243 help you understand the author's purpose?* (Possible response: The first three photos and captions summarize three reasons the author gives for why people should protect and preserve water. The fourth caption summarizes what the author wants people to do to help protect and preserve water, and the photo shows an example.)
- Determine Author's Purpose** *Which sentences describe actions the author wants you to take?* ("Talk with people about water issues. Encourage people to use cleaning products without toxic chemicals. Ask them not to throw garbage into storm drains. You should conserve water by turning off the faucet while you brush your teeth. Or you can take shorter showers.")

## Check & Reteach

**OBJECTIVE: Ask Questions to Comprehend Text** ✓

Check for appropriate responses to the comprehension questions, then have students ask questions.

If students do not ask questions that help them understand the text or text features, direct their attention to specific text and provide prompts. For page 240, ask: *What do you want to understand about the author and her grandfather? What question could you ask to find out?*

**OBJECTIVE: Explain How an Author Uses Reasons and Evidence** ✓

Check for appropriate responses to the comprehension question that focuses on the reasons and evidence given by the author.

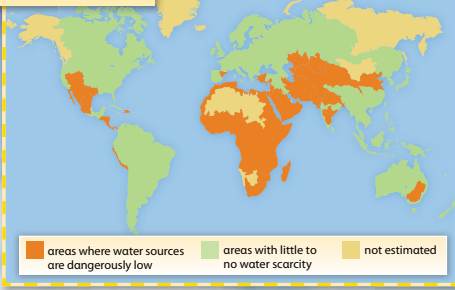
If students cannot explain how the author uses reasons and evidence, have students reread the first paragraph on page 242 and prompt them with questions: *What is the author's opinion?* (We should use water wisely.) *How does the author explain why we should use water wisely?* (She says that most of Earth's water cannot be used.) Then ask: *What evidence does the author offer to show that her opinion is correct?* (a map) *How does the evidence support her opinion?* (The map illustrates that fresh water is **scarce** in many parts of the world.)

## Answers Before You Move On

- Ask Questions** ✓ Possible questions: Why is water **scarce** in Mexico? Why doesn't South America have a water problem? Why is Africa's problem so much worse than other countries?
- Use Text Features** The heading is persuasive because it gives a command, telling readers to protect our blue gold. It also suggests that our water is as valuable as gold.



### World Water Scarcity



◀ Clean, usable water is **scarce** throughout the world.

### A Scarce Resource

To preserve Earth's water, we must use it wisely. If you look at a world map, you'll see that Earth is mostly covered by water. Most of this water, however, cannot be used by people. In fact, only two percent of Earth's water is **available** to us. Seven billion people depend on this water!

Many cities and countries do not have enough fresh water. Fresh water is water that is not salty like ocean water. Scientists believe that one third of Earth's population will not have enough fresh water by 2025. **1**



In many places, people pump water from underground. ▶

### Protect Our Blue Gold

We must all take action to protect water resources. Talk with people about water issues. Encourage people to use cleaning products without **toxic** chemicals. Ask them not to throw garbage into **storm drains**. You should conserve water by turning off the faucet while you brush your teeth. Or you can take shorter showers.

Remember that water flows in an endless cycle. This source of life connects us all. The next time you get a cool drink from the water fountain, think about what life would be like without clean water. We should **3** protect our planet's **precious** blue gold. ❖

In Other Words  
**toxic** dangerous  
**storm drains** water pipes  
**precious** extremely valuable

**2**



Pure, clean water is a valuable resource.



Animals, such as dolphins, need clean water to survive.



People need clean water, too.



We must work together to keep our waterways clean.

### ▶ Before You Move On

- 1. Ask Questions** Look at the map on page 242. What questions do you have about it?
- 2. Use Text Features** How is the last section heading persuasive?

## Writing

### 4 Write a Response

Remind students that often when they write responses to what they read, they are giving their opinions.

Ask: *In your opinion, did the author support her argument well?* Model a response: *I think the author supported her argument that we should protect and preserve water well. She included convincing reasons, such as the fact that polluted water can affect plants and animals. She also included evidence. For example, she included a map showing all the places in the world where water is **scarce**.*

Have students write a response to these questions: *Did the author convince you that people must work together to protect water? What reasons were most important to you?* Have students add their responses to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have little experience with or may be uncomfortable stating their opinions on important issues.

**STRATEGY** Have students quote other people's opinions instead of their own, or pair a student who has difficulty expressing opinions with a student who does not.

### BL Below Level

**ISSUE** Students are unsure of their opinions.

**STRATEGY** Have students list opinions that the author has about water. Have students write *agree* or *disagree* next to each opinion. Then have students decide whether they generally agree or disagree with the author. Have them use that information to write their responses.

## WRAP-UP

Have partners look outside and identify natural resources. (trees, air, land, water, sun, wind, soil) Then have partners choose one resource and give reasons why the resource is important to protect.

### OBJECTIVES

#### Thematic Connection: Water

Compare Genres to Comprehend Text

✔ Grammar: Use Present-Tense Action Verbs

### PROGRAM RESOURCES


#### PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM4.11

Grammar Practice: Practice Master PM4.12

#### TECHNOLOGY ONLY

Grammar Passage: eVisual 4.13



## WARM-UP

Have students think about what they've learned about wind and water. Then discuss the following questions: *What surprised you the most? Did you change your mind about anything? What evidence could make you change your mind?*

### Power Writing

Have students write as much as they can as well as they can in one minute about causes and effects related to water.

For *Writing Routine 1*, see page BP47.

## Vocabulary Review

### 1 Review Science and Academic Vocabulary

Project **Student eEdition** page 244 and point out the Key Words. Also display the words **cause** and **effect**. Chorally read all the words as a class. Pause after each word and have volunteers give definitions.

Assign one Key Word to each small group. Have students work together to make word webs for their words. Have groups share their word webs with the class.

## Review and Integrate Ideas

### 2 Compare Genres ✔ Anthology page 244

Display **Student eEdition** page 222 and review the definition of a science article. Display **Student eEdition** page 239 and review the definition of a persuasive essay. Read aloud the introduction on **Student eEdition** page 244 and discuss the differences in the definitions of the genres. Review the concepts listed in the first column of the chart.

Have partners reread the persuasive essay aloud and review the science article. Then have partners discuss each point of comparison on **Practice Master PM4.11** and then complete the page. For the last question, encourage students to consider what they learned about wind and water and also what they learned about science articles and persuasive essays.

### Fluency

**Practice Phrasing** As partners reread the persuasive essay aloud, monitor and listen for correct phrasing.

### COMMON CORE STANDARDS

#### Reading

Explain How Author Uses Reasons and Evidence CC.4.Rinf.8

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

### Check & Reteach

#### OBJECTIVE: Compare Genres to Comprehend Text

As partners discuss the two genres, determine whether students understand their differences and similarities.

If students have trouble discriminating between the two, ask the following questions:

- *Which genre's main purpose is to inform?* (science article)
- *Which genre is most likely to include opinions?* (persuasive essay)
- *Which genre uses reasons and evidence to support opinions?* (persuasive essay)



**Key Words**

available	generate
conservation	power
convert	renewable
current	resource
electricity	scarce
flow	

## Compare Genres

A science article and a persuasive essay are different genres. Both give information on a specific topic. In what other ways are they similar? How are they different? How do the authors use language? Work with a partner to complete the comparison chart.

**Comparison Chart**

	"Wind at Work"	"Water: The Blue Gold"
<b>Topic</b>	wind	water
<b>Point of view: first person or third person?</b>	third person	
<b>Author's purpose</b>		
<b>What statements from the text support the purpose?</b>		
<b>Does the author express a strong opinion about the topic? Give an example. Explain it.</b>		
<b>What did you learn?</b>		

**Talk Together**

How do wind and water affect your daily life? Think about the science article and the persuasive essay about natural resources. Use **Key Words** to talk about your ideas.

**STUDENT TECHNOLOGY**



Student eEdition



Resources

NGReach.com

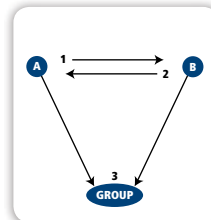
## Academic Talk

### 3 Talk Together Anthology page 244

Have students think about what they learned about wind and water during both whole group and small group time. Ask: *Based on what you read, in what ways do wind and water affect your daily life?* Use a **Three-Step Interview**.

- Have Student A ask Student B how wind and water affects his or her daily life.
- Have partners reverse roles with Student B posing the question.
- Have Student A and Student B share information with the class about how wind and water affect their partner's daily life.

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



**Three-Step Interview**

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

**Comparison Chart**

### Compare Genres

Compare a science article and a persuasive essay.

	"Wind at Work"	"Water: The Blue Gold"
<b>Topic</b>	wind	water
<b>Point of view: first person or third person?</b>	third person	first person
<b>Author's purpose</b>	to inform	to persuade
<b>What statements from the text support the purpose?</b>	Responses will vary.	Responses will vary.
<b>Does the author express a strong opinion about the topic? Give an example. Explain it.</b>	No Responses will vary.	Yes Responses will vary.
<b>What did you learn?</b>	Responses will vary.	Responses will vary.

Take turns with a partner. Name other ways the selections are similar and different.

## Differentiate

### EL English Learners

**ISSUE** In some languages, verbs are not inflected for person and number.

**STRATEGY** To help English learners become familiar with verb inflections in English, provide sentence pairs such as these:

This animal drinks water every day.	Most animals drink water every day.
This river flows to the sea.	Many rivers flow to the seas.

Have partners take turns reading aloud the sentences in each pair.

### BL Below Level

**ISSUE** Students have difficulty finding present-tense action verbs and naming subjects.

**STRATEGY** Explain that present-tense action verbs tell what a subject is doing now. Ask:

- *Who is \_\_\_\_\_?* Explain: *That is the subject.*
- *What is \_\_\_\_\_ doing?* Explain: *That is the verb.*
- *When is the action happening?* Explain: *If the action is happening now, use a present-tense verb.*

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

**Grammar: Practice**

### Lots of Action

**Grammar Rules Present-Tense Action Verbs**

1. An action verb tells what the subject does.
2. The verb must agree with the subject.

he, she, it, or singular noun: add -s or -es to the verb	I, you, we, they, or plural noun: add nothing to the verb
Mom <u>tells</u> me to close the window.	I <u>listen</u> to the wind.
The rain <u>begins</u> to fall.	The leaves <u>blow</u> across the street.
The thunder <u>crashes</u> and booms.	The tree branches <u>bend</u> .

Imagine yourself in the middle of a storm. Use present-tense action verbs to tell what you, other people, and things do in the storm. Write your sentences. Example: When we hear thunder, Mom turns off the TV.  
Responses will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read your sentences to a partner.

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**PM4.12** Unit 4 | Power of Nature

## Grammar Focus

### 4 Present-Tense Action Verbs Anthology page 245

Project **Student eEdition** page 245. Read aloud the introduction. Elaborate: *A present-tense action verb is also used for actions that are always happening.* Use the last example to illustrate the concept.

Display **eVisual 4.13** and read the first sentence. Identify the subject (fountain) and present-tense verb (explodes). Read aloud the first rule in the chart on page 245. Point out that the subject is singular and the present-tense action verb ends with *s*. Repeat the process with the second sentence, identifying the plural subject (children) and verb without an *s* ending (whine).



### Grammar Passage

A huge fountain called Old Faithful explodes every 60 to 110 minutes at Yellowstone National Park. As the time for the big eruption approaches, impatient children whine about the long wait. Suddenly, the geyser sprays boiling water into the air. In a few seconds, towering streams blast skyward. Too soon, Old Faithful retreats to build up steam for its next appearance.

**NGReach.com** Grammar Passage: eVisual 4.13



**INTERACTIVE WHITEBOARD TIP:** Underline subjects, circle verbs, and connect them with an arrow.

Have volunteers identify the remaining subjects and present-tense action verbs and explain the spelling rule for each verb.

### 5 Read Present-Tense Action Verbs Anthology page 245

Read aloud the directions and passage on page 245. After students find and spell the action verbs and identify the subjects, have them repeat the activity using the selected paragraphs from the essay "Water: The Blue Gold." You might want to have students identify favorite paragraphs for this activity.

See **Differentiate**

### 6 Write Present-Tense Action Verbs Anthology page 245

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM4.12** for additional practice.

## Check & Reteach

**OBJECTIVE:** Grammar: Use Present-Tense Action Verbs

As students write about the power of the wind, check for subject-verb agreement. If students have trouble determining the correct verb ending, ask specific questions about the subjects and the rules for spelling the verbs: *What is the subject? Does it tell about one person, place, or thing?* Direct students' attention to the spelling rule in the chart.





## Present-Tense Action Verbs

A **present-tense action verb** tells about an action that happens now or on a regular basis.

### Grammar Rules Present-Tense Action Verbs

<ul style="list-style-type: none"> <li>• Add <b>-s</b> to the action verb if the subject tells about one place, one thing, or one other person.</li> </ul>	The wind <b>blows</b> the leaves, and it <b>turns</b> the umbrella inside out. She <b>finds</b> shelter from the wind. He <b>runs</b> for shelter from the storm.
<ul style="list-style-type: none"> <li>• Do not add <b>-s</b> if the subject is <b>I, you, we, they</b>, or a plural noun.</li> </ul>	We <b>sail</b> the boat across the lake. I <b>use</b> the wind to move fast. Wind farms <b>generate</b> electricity. They <b>make</b> clean energy. You <b>watch</b> the wind mills.

### Read Present-Tense Action Verbs

Read these sentences about a storm. Identify four action verbs. Spell each action verb. Name the subject.

The storm sweeps over the land, and the wind blows dust and dry leaves everywhere. Dark clouds threaten the sky. A tornado grows.

### Write Present-Tense Action Verbs

Write a short paragraph about the power of the wind. Use present-tense action verbs in your sentences. Make sure the verbs agree with the subjects. Share your work with a partner.

245

Anthology page 245

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T237j

### Daily Grammar ✓

Point out subject-verb agreement in this sentence from **Anthology** page 243: "This source of life connects us all." (source/ connects) Then use page T237l to reinforce understanding of present-tense action verbs.

### Daily Writing Skills ✓

Have volunteers read aloud the sentences in the first paragraph on page 242. Then use page T237n to practice identifying and writing supporting arguments.

## Writing

### 7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 244 and identify Key Words that are action verbs. (**convert**, **flow**, **generate**) Explain that students will use these and other action verbs they know to write sentences about wet or windy weather.

After students finish writing, have them circle all the subjects and underline all the present-tense action verbs in their sentences. Remind students to check the chart on **Student eEdition** page 245 to make sure the subjects and verbs agree. Then have students add their writing to their Weekly Writing folders.

**WRAP-UP** Have groups discuss games they play involving water. Then have each group make a list of verbs that name the actions used in the game. Have partners write fun-filled sentences about the games using the verbs. Have them check for appropriate subject and present-tense verb agreement before sharing with the class.

## OBJECTIVES

### Thematic Connection: Water

- ✓ Explain Uses of Reasons and Evidence
- ✓ Use Context Clues to Determine Meaning

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM4.13–PM4.14

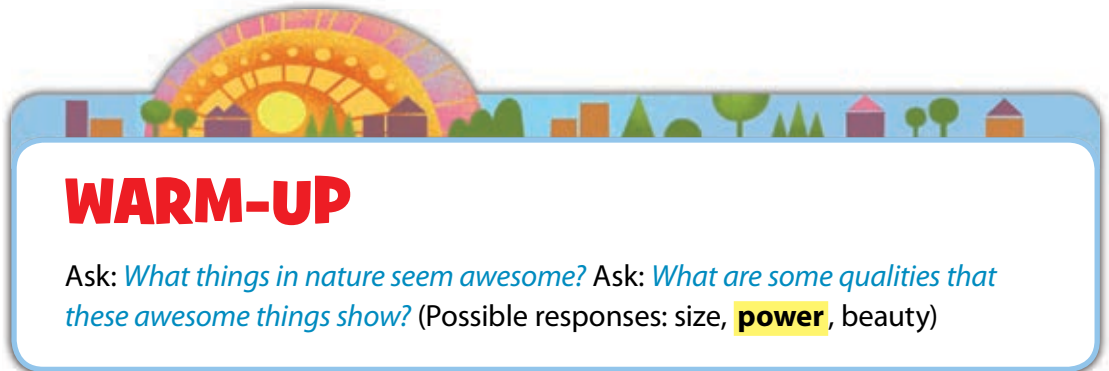
### TECHNOLOGY ONLY

Mark-Up Model 4.1 or Model 4.1 PDF

Vocabulary Strategy Practice: eVisual 4.14

## MATERIALS

timer • green, pink, and yellow highlighters



## WARM-UP

Ask: *What things in nature seem awesome?* Ask: *What are some qualities that these awesome things show?* (Possible responses: size, **power**, beauty)

## Comprehension

### 1 Explain Uses of Reasons and Evidence ✓

Explain that students will read a persuasive text. Remind them that they already know how to identify the author's purpose and an opinion in a persuasive text.

#### SCREEN 1

- 1 Display and read aloud the first paragraph from "Saving Giants" on **Mark-Up Model 4.1**. Explain: *You will use this paragraph to learn how to identify reasons and evidence and then explain how the author uses them to support his opinions.* Have students follow along using **Practice Master PM4.13** as you model the thinking.
- 2 Guide students to identify the author's opinions and highlight them. (in sentences 5 and 7) Click the Author's Opinions button to confirm the mark-up.
- 3 Read aloud the definition of a *reason*. Explain that *because* can signal a reason. Have a volunteer highlight a reason that supports the opinions. (in sentence 5) Click the Reason button to confirm the mark-up. Ask: *How do you know this is a reason?* (It is a detail that answers a *why* question and begins with *because*.) Have students highlight the opinions and the reason in the first paragraph on **Practice Master PM4.13**. Click the arrow for the next screen.

#### SCREEN 2

- 4 Point out and read the definition of *evidence*. Have students highlight evidence that supports the opinions. (sentence 6) Click the Evidence button to confirm the mark-up. Ask: *How do you know this is evidence?* (It presents a fact that can be proven.)
- 5 Have students highlight evidence in the first paragraph on **Practice Master PM4.13**. Click the arrow to go to the next screen.

#### SCREEN 3

- 6 Read the first question aloud and invite a volunteer to write an answer. Have another volunteer erase the blue box to confirm the answer. Have students write answers to the question on **Practice Master PM4.14**.
- 7 Read aloud the next question and repeat for **Practice Master PM4.14**.

Have students highlight the opinions, reasons, and evidence in the remaining paragraphs. Then have them write explanations of how the author uses reasons and evidence on **Practice Master PM4.14**. Have partners share their answers.

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

Mark-Up Reading

## Saving Giants

by Jason Chapman

Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that saving these forests is important because many living things, including people, depend on them. Only about 5% of the original redwood forests remain. The redwood forests are scarce resources that we must protect.



Redwoods are extraordinary living things we should care for. They must be amazing if Mike Fay would walk for an entire year to save them! What makes these trees so special? First, they can live for more than 1,500 years. Also, they aren't just big—they're colossal! Some even grow to heights of more than 300 feet. That's as tall as the Statue of Liberty! If we don't work hard to save these forests now, future generations might never get to see these amazing natural skyscrapers.

▲ Mike Fay hiked through redwood forests to help save them.

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NGReach.com Practice Masters PM4.13–PM4.14

## COMMON CORE STANDARDS

### Reading

Refer to Details and Examples when Explaining Text	CC.4.Rinf.1
Determine Meanings of Academic and Domain-Specific Words	CC.4.Rinf.4
Explain Uses Reasons and Evidence	CC.4.Rinf.8
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

### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.4.L.4
Use Context Clues	CC.4.L.4.a



## SCREEN 1

**Saving Giants**  
by Jason Chapman

**3** A reason is a detail that answers why.

**1** Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that **saving these forests is important** because many living things, including people, depend on them. Only about 5% of the original redwood forests remain. The redwood forests are scarce resources that we must protect.

Use green to highlight the author's opinions.  
Use pink to highlight a reason that supports the opinions.

**2** Author's Opinions   **3** Reason



## SCREEN 2

**Saving Giants**  
by Jason Chapman

**4** Evidence is a fact that can be proven.

Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that saving these forests is important because many living things, including people, depend on them. **Only about 5% of the original redwood forests remain.** The redwood forests are scarce resources that we must protect.

Use yellow to highlight evidence that supports the author's opinions.

**5** Evidence



## SCREEN 3

**Saving Giants**  
by Jason Chapman

Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that saving these forests is important because many living things, including people, depend on them. Only about 5% of the original redwood forests remain. The redwood forests are scarce resources that we must protect.

**6** How does the author use reasons to support his opinions?  
The author's reasons explain that saving the redwoods is important because living things depend on them.

**7** How does the author use evidence to support his opinions?  
The author's evidence provides a fact about how scarce redwoods are.



## Fluency ✓

**Model and Practice Phrasing** Explain: *Fluent readers use their voices to group words together.* Model phrasing by reading the first two sentences of **PM4.13** with appropriate phrasing. Have students practice phrasing by reading the entire paragraph, using punctuation to guide them.

## Check & Reteach

**OBJECTIVE:** Explain Uses of Reasons and Evidence ✓

Look at students' marked-up **Practice Masters PM4.13–PM4.14** to check for understanding of the differences between reasons and evidence and how both types of details are used to support opinions.

Prompt with questions such as these: *What question about the author's opinion should a reason answer?* (A reason answers a why question.) *What difference can strong evidence make to an author's opinion?* (Strong evidence gives a fact that helps support an opinion.)



**Daily Language Arts****Daily Spelling and Word Work** ✓

Practice page T237j

**Daily Grammar** ✓

Point to the word *protect* at the end of the first paragraph of **Practice Master PM4.13**. Then use page T237l and **Practice Master PM4.15** to practice correcting errors with present progressive and action verbs.

**Daily Writing Skills** ✓

Read aloud the last sentence of the first paragraph of "Saving Giants." Then use page T237n to have students practice how to support opinions in writing.

**Power Writing**

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

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

**Vocabulary Practice****2 More Context Clues** ✓

Remind students that to determine the meaning of an unfamiliar word, they can use clues in the context, or the surrounding text. Review definition, restatement, example, and contrast context clues.

Then display **eVisual 4.14** and explain that the article "Saving Giants" uses several context clues to help the reader determine word meanings.

**Vocabulary Strategy Practice**

1. "Also, they aren't just big—they're *colossal*!"
2. "*Logging, cutting trees for timber*, is the biggest threat."
3. "Logging damages *habitats* because it destroys natural homes for many animals."
4. "This type of logging *conserves* natural **resources**."
5. "It uses fewer redwoods than were cut down in the past."

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

Vocabulary Strategy: eVisual 4.14



**INTERACTIVE WHITEBOARD TIP:** Have students circle the context clue for the italicized words.

Use the first example to model how to use a contrast context clue to determine the meaning of an unfamiliar word: *The clue phrase aren't just big tells you that the meaning of colossal must be in contrast to the word big. So colossal must mean something like "huge" or "gigantic."*

Then have partners practice with the remaining examples. (The context clue for *logging* is a definition. The context clue for *habitat* is a restatement. The context clue for *conserves* is an example.)

**Check & Reteach****OBJECTIVE:** Use Context Clues to Determine Meaning ✓

Listen to partners' responses to check if students can identify and use the four types of context clues to determine word meanings.

If students have difficulty using the context clues, ask questions, such as these: *What does a definition context clue do?* (It gives a definition for the unfamiliar word.) *What does a restatement context clue do?* (It expresses the unfamiliar word in different words.)



# Writing

## 3 Write About Opinions

Introduce the activity: *Now you will write a paragraph in which you will explain how the author of "Saving Redwoods" supports his opinions with reasons and evidence.*

Model the process with the first paragraph from **Practice Master PM4.14**.

Think Aloud	Write
<i>First, I will write one of the author's opinions.</i>	The author believes that redwoods should be protected.
<i>Now, I will write about reasons the author gives to support the opinion.</i>	He says logging destroys many animals' homes. This supports his opinion.
<i>Then, I'll write about evidence the author uses to support the opinion.</i>	He also gives a lot of evidence, such as the fact that many animals depend on the redwoods.

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

Have students use the marked-up **Practice Masters PM 4.13–PM4.14** to plan their explanations. Invite partners to read each other's paragraphs and discuss if they have clearly identified the author's opinions, reasons, and evidence.

See **Differentiate**

## Academic Talk

### 4 Discuss Opinions

Remind students that they have learned about how reasons and evidence can support opinions in persuasive writing. Invite volunteers to explain. Model discussing an opinion using the first paragraph of "Saving Giants": *The author believes that redwood forests are important and must be protected. His reason, that redwoods use up carbon dioxide and give off oxygen, tells why he believes we should protect redwoods. He also gives evidence by providing facts about how too much logging destroys animals' homes.*

Have partners use their **Practice Masters PM4.13–PM4.14** to guide discussion.

## Differentiate

### BL Below Level

**ISSUE** Students cannot state in writing how reasons support the opinion.

**STRATEGY** Prompt with questions such as these:

- *How does this reason support the importance of saving redwoods?*
- *How does this evidence show that there aren't many redwoods?*

### SN Special Needs

**ISSUE** Students lack conceptual structure to grasp distinction between reason and evidence.

**STRATEGY** Identify each reason and have students use sentence frames such as these:

- The author believes \_\_\_\_\_ .
- The author believes this because \_\_\_\_\_ .

Use a similar process for examples of evidence.



**WRAP-UP** Ask: *What was the most interesting thing you learned about the redwoods and the environment?* Ask: *How do the ideas in "Saving Giants" remind you of Alexandra Cousteau's views in "Water: The Blue Gold"?*

### OBJECTIVES

#### Thematic Connection: Water

- ✔ Use Context Clues to Determine Meaning
- Compare Uses of Reasons and Evidence

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM4.1

Mark-Up Reading: Practice Masters PM4.13–PM4.14

#### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 4.15

Rating Scale: eVisual 4.16

### MATERIALS

timer

### Power Writing

Have students write as much as they can as well as they can in one minute beginning with the phrase “In my opinion....”

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

### COMMON CORE STANDARDS

#### Reading

Determine Meanings of Academic and Domain-Specific Words	CC.4.Rinf.4
Explain Uses of Reasons and Evidence	CC.4.Rinf.8
Read with Fluency to Support Comprehension	CC.4.Rfou.4

#### Writing

Write Over Shorter Time for Specific Purposes	CC.4.W.10
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#### Speaking and Listening

Come to Discussions Prepared to Draw on Preparation and Information to Explore Ideas	CC.4.SL.1.a
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#### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.4.L.4
Use Context Clues	CC.4.L.4.a

## WARM-UP

Read each sentence aloud and have students identify the type of context clue provided for each italicized word.

- **Conservation** means the wise use of something. (definition)
- The scientist was *unavailable* but we did reach her assistant. (contrast)
- The **current** of the river, the direction of its **flow**, was southerly. (restatement)
- One natural **resource** might be a region’s wildlife. (example)

## Vocabulary Review

### 1 More Context Clues ✔

Review with students the four types of context clues. Display **eVisual 4.15** and explain that the paragraph contains several context clues that can help the reader determine the meaning of *vector*.



### Vocabulary Strategy Practice

A vector is a creature that carries a disease from one living thing to another. It is important to check trees for evidence of any disease-spreading insect. This is true although a vector is a carrier of the disease, not the disease itself. Bark beetles are vectors that spread Dutch elm disease.

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

Vocabulary Strategy: eVisual 4.15



**INTERACTIVE WHITEBOARD TIP:** Have students circle each unfamiliar word and find a clue for it.

Have partners identify and explain each type of context clue provided for *vector*. (*disease-spreading* = restatement clue; *not the disease itself* = contrast clue; *Bark beetles are vectors that spread Dutch elm disease* = example clue)

## Check & Reteach

### OBJECTIVE: Use Context Clues to Determine Meaning ✔

Listen to partners’ responses to check whether students can distinguish among the types of context clues.

If students cannot identify definition and contrast context clues, point out the signal words *is* in the first sentence and *not* in the third sentence and explain how the signal words help indicate the kind of context clue that is provided.


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

**Mark-Up Reading**

## Saving Giants

by Jason Chapman

Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that **saving these forests is important because many living things, including people, depend on them.** Only about 5% of the original redwood forests remain. The redwood forests are scarce resources that we must protect.



▲ Mike Fay hiked through redwood forests to help save them.

Redwoods are extraordinary living things we should care for. They must be amazing if Mike Fay would walk for an entire year to save them! What makes these trees so special? First, **they can live for more than 1,500 years.** Also, they aren't just big—they're colossal! **Some even grow to heights of more than 300 feet.** That's as tall as the Statue of Liberty! If we don't work hard to save these forests now, **future generations might never get to see these amazing natural skyscrapers.**

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**PM4.13** Unit 4 | Power of Nature

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

**Mark-Up Reading**

## Saving Giants (continued)

Why are redwoods in danger? Logging. **Logging, cutting trees for timber, is the biggest threat.** Logging damages habitats because **it destroys natural homes for many animals.** Owls, deer, chipmunks, and foxes are just a few animals that depend on the redwood forests. **Salmon live in the streams that flow through these forests, and many endangered animals make their homes in the forests. If we care about animals, we must protect the animals' habitats.**



▲ Redwoods are the world's tallest trees.

While some people might think that we should stop logging all redwoods, **there is a way to compromise.** Let's face it. **Logging companies need to stay in business, and redwood forests are a great source of timber.** Like Fay, I believe loggers need to rethink which trees they **cut down.** They should **choose smaller, weaker trees, and let the rest grow.** This type of logging conserves natural resources. **It uses fewer redwoods than were cut down in the past.** This way we will not destroy all the redwoods and loggers can stay in business. **If we use the redwood forests without wasting them, everyone and everything can benefit.**

How does the author use reasons to support his opinions?

\_\_\_\_\_

\_\_\_\_\_

How does the author use evidence to support his opinions?

\_\_\_\_\_

\_\_\_\_\_

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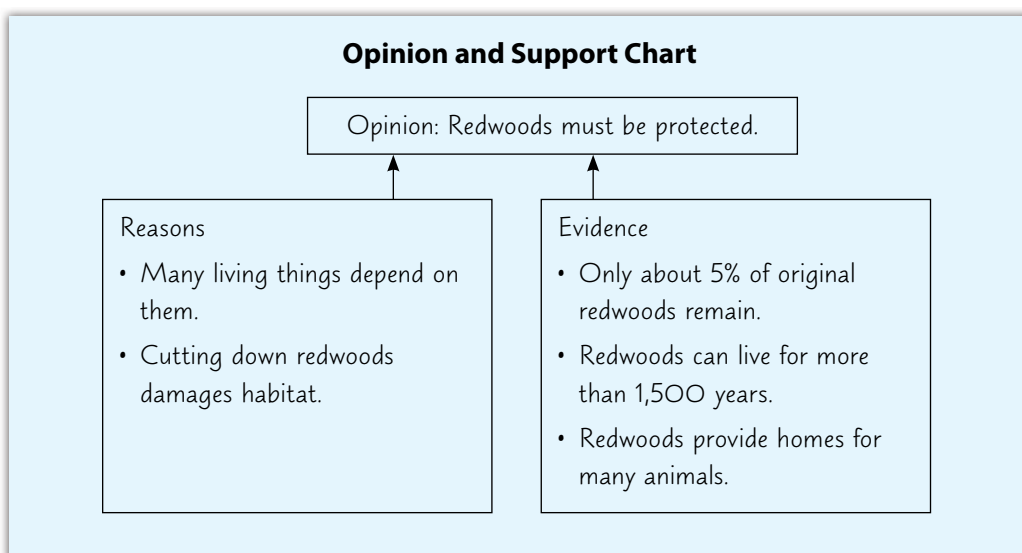
**PM4.14** Unit 4 | Power of Nature

[NGReach.com](https://www.ngreach.com) Practice Masters PM4.13–PM4.14

## Review and Integrate Ideas

### 2 Identify Uses of Reasons and Evidence

Explain to students that they will identify reasons and evidence in the articles “Saving Giants” and “Water: The Blue Gold.” Create an opinion and support chart and model how the author of “Saving Giants” uses reasons and evidence to support his opinions.



Then have students complete a similar chart for “Water: The Blue Gold.”

### Daily Language Arts

#### Daily Spelling and Word Work ✓

Test page T237i

#### Daily Grammar ✓

Have students find the present-tense action verbs in the first paragraph of "Saving Giants." (*loves, depend, protect*) Then use page T237l to review and assess students' understanding of present progressive and present-tense action verbs.

#### Daily Writing Skills ✓

Read aloud the last sentence of the second paragraph of "Saving Giants." Then use page T237n to review and assess students' abilities to support their opinions in writing.

### 3 Compare Uses of Reasons and Evidence

Remind students that when an author writes to persuade, the purpose is to get readers to agree with an opinion and possibly take some action. Explain: *You will compare how well the author of each article achieves this purpose.* Explain that persuasive writers often present their opinions as main ideas. Display **eVisual 4.16**.



#### Rating Scale

A. The author expresses opinions clearly.	1	2	3	4	5
B. Opinions are supported by reasons.	1	2	3	4	5
C. Author presents strong reasons.	1	2	3	4	5
D. Opinions are supported by evidence.	1	2	3	4	5
E. Author presents strong evidence.	1	2	3	4	5

NGReach.com Rating Scale: eVisual 4.16



**INTERACTIVE WHITEBOARD TIP:** Have students circle the number that applies to a specific text.

Explain that students will create a rating scale for each article and circle the number that best describes how well the writing satisfies each point. Elaborate: *1 is the lowest level and 5 is the highest.* Model the thinking by rating the author of "Saving Giants" for point A: *The author clearly expresses his opinions in the opening paragraph. I'll give his writing a 5 for point A.*

Have groups prepare and use the rating scale to evaluate each persuasive text. Then have groups add the numbers for a total score for each author. The author with the higher score is the one the group thinks did a better job of persuasion.

### Check & Reteach

**OBJECTIVE:** Compare Uses of Reasons and Evidence

Review students' charts to check whether they can rate each text on all five points.

If students fail to rate a text for any rating point, read aloud a pertinent statement and explain how the statement satisfies the point.

## Writing

### 4 Write a Persuasive Paragraph

Introduce the activity: *Now you will write a persuasive paragraph giving your opinion about which author did a better job of supporting opinions.* Review the rating scales. Explain: *Your paragraph should include reasons and evidence to support your opinions.*

Allow students time to review their rating scales and write their paragraphs. Then have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** Students are uncomfortable expressing their opinions on texts regarded as authoritative.

**STRATEGY** Encourage them by pointing out that applying a rating scale is a fair way of expressing an opinion about how each author states and supports opinions.

### AL Above Level

**ISSUE** Students satisfy the minimum requirement for the assignment.

**STRATEGY** Challenge students to suggest how an author might have better achieved one of the goals. For example, have students explain how the author might have better supported the opinions with evidence.



# Academic Talk

## 5 Relate Readings to the Big Question

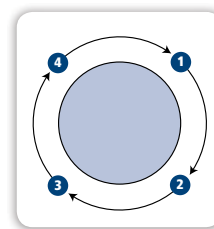
Have students recall the unit’s Big Question: How do we relate to nature? Remind students that the author of “Water: The Blue Gold” explained that her relationship with water began when, as a child, she learned to scuba dive. Remind students of the career of National Geographic Explorer Mike Fay in “Saving Giants.” Ask: *How does Mike Fay remind you of Alexandra Cousteau?*



Model a response to the question: *Like Cousteau, Fay feels a close relationship with nature and wants people to help keep planet Earth healthy.*

Use a **Roundtable** to have students continue discussion about how this week’s readings relate to the Big Question.

- Seat each group of four around a table.
- Pose questions with many possible answers. Examples:
  - *How can we all use natural resources wisely?*
  - *How can we teach others how to conserve natural resources?*
- Encourage students to include examples from this week’s readings in their answers.



Roundtable


Have students add their ideas to their unit concept maps.

See **Differentiate**

## Best Practices

**Encourage Respect** To make discussions creative and participatory, encourage students to validate each other’s ideas. Provide examples:

- *That’s an interesting idea.*
- *That’s a different way of looking at this.*
- *I wouldn’t have thought of that.*



## WRAP-UP

Form small groups. Remind students about the careers of explorers Alexandra Cousteau and Mike Fay. Explain: *Both of these people have based their careers on their relationships to nature.* Have each group discuss which parts of each explorer’s career appeal to them and which parts do not. Have the groups conclude their discussions by voting about which explorer’s career they would prefer to have.

## OBJECTIVES

### Thematic Connection: Water

- Write a Persuasive Article: Ideas

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A4.39

### TECHNOLOGY ONLY

Sample Article: eVisual 4.9

Writing Trait: Ideas: eVisual 4.10

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 Opinions on Topics	CC.4.W.1
Introduce the Topic, State an Opinion, and Create a Structure	CC.4.W.1.a
Provide Reasons	CC.4.W.1.b
Link Opinions and Reasons	CC.4.W.1.c
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

Identify Reasons and Evidence	CC.4.SL.3
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### Language and Vocabulary

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Conventions	CC.4.L.3

## Write a Persuasive Article

Display and read aloud the prompt.

You belong to an environmental club. Write an article for your school newspaper to convince students to help protect the environment.

## Study a Model

### Read a Persuasive Article

Display and read aloud **eVisual 4.9**.



### Sample Article

#### Every Drop Counts!

Somewhere a faucet is dripping. Did you check the sink? Maybe you don't think a dripping faucet is a big deal. Well, think again. For one thing, those drops of water add up. A dripping faucet drips up to five gallons of water in a single day. For another, wasting water hurts the environment because fresh water is a valuable resource. But in case you still don't agree with me, you might want to think about the cost. Your family has to pay for all that water. So the next time you finish using the sink, be sure you turn that faucet OFF!

[NGReach.com](#) Sample Article: eVisual 4.9



**INTERACTIVE WHITEBOARD TIP:** Circle each opinion and underline each reason.

### Review the Trait: Ideas

Introduce the concept: *In a persuasive article, you give your opinion about a topic and try to persuade your readers to agree with you. You should support your opinion with reasons and facts. Don't include unrelated details.* Display and read aloud **eVisual 4.10**.



### Writing Trait: Ideas

A persuasive article should

- clearly state an opinion about a topic
- provide relevant reasons to support the opinion

[NGReach.com](#) Writing Trait: Ideas: eVisual 4.10



**TIP:** Circle *reasons*, draw a line to the *margin*, and write facts and details.

Discuss how the writer's argument can be improved in this sample: *You should make sure your faucets are off. Drippy faucets waste water. We had a drippy faucet in our kitchen.* Ask: *What is the writer's opinion?* (Drippy faucets waste water.) *What fact supports the opinion?* (none) *Which detail does not support the opinion?* (We had a drippy faucet in our kitchen.) *How can the writer improve the argument?* (The writer can add a reason.)



# Prewrite

## Choose a Topic

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

**Role:** Member of an environmental club

**Audience:** Students in your school

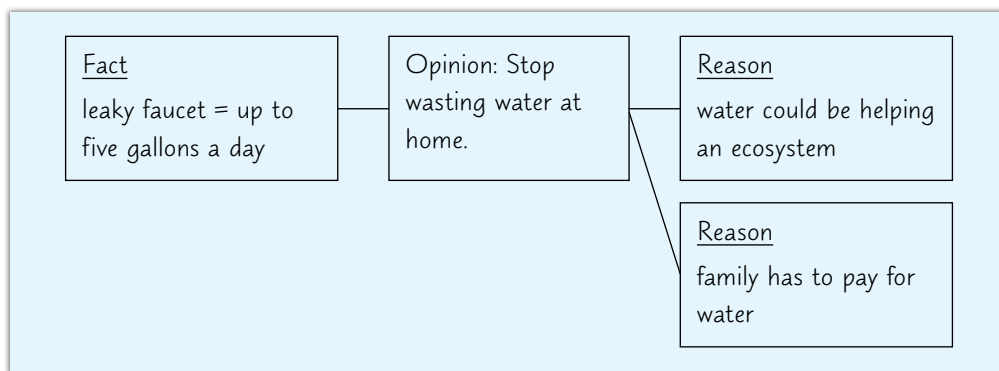
**Form:** Persuasive article

Have students look at **Magazine Maker** for relevant photos on conservation and the environment. Encourage them to choose one that inspires a topic for their persuasive article. Have each student complete the RAFT by choosing a topic and a photo that goes with it.



## Get Organized

Review the sample: *In "Every Drop Counts!" the author states an opinion and then explains why readers should agree. The author gives reasons with facts and details. Most persuasive articles are organized the same way.* Display the opinion-and-support web and model how to fill it in using ideas and reasons from "Every Drop Counts!"



Opinion and Support Web

Have students use an opinion-and-support web to plan their articles. Remind them to choose strong, relevant reasons and facts to support their opinions.

# Draft

## Write Ideas

Have students begin their drafts by inserting the photographs they chose. Then have students draft their persuasive articles. Remind them to follow their opinion-and-support webs to help them focus on developing the ideas in their articles.

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have trouble writing their ideas in paragraph form.

**STRATEGY** Have students use the opinion statement as the introductory sentence. Explain that they can then turn each reason or fact into one or more complete sentences.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T237i–T237j

### Daily Grammar ✓

Have students find present tense action verbs in “Every Drop Counts!” (*check, think, hurts, finish, turn, add, drips, agree*) Use pages T237m–T237n to practice using present-tense action verbs.

### Daily Writing Skills ✓

Review the supporting reasons in “Every Drop Counts!” Then use pages T237o–T237p to practice using supporting arguments.

## Revise

### Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the main points of the articles and offer ideas to improve the presentation of ideas. Display language frames to guide the discussion.

#### Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> <li>• The article is about _____.</li> <li>• You want people to _____.</li> <li>• One reason that supporting your opinion is _____.</li> <li>• One fact that supports your opinion is _____.</li> </ul>	<ul style="list-style-type: none"> <li>• You did / did not give strong reasons for your opinion.</li> <li>• _____ is / is not a related detail.</li> <li>• Can you give a fact to support that _____?</li> </ul>

### Make Changes

Have students revise their articles. Remind them to strengthen the support of their opinions by including only related details, reasons, and facts. Suggest that students insert transitions such as *For one thing* and *For another* to link the reasons.

### See Differentiate

#### Student Sample: Revise

Somewhere a faucet is dripping. Did you check the sink? Maybe you don't think a dripping faucet is a big deal, except for possibly the noise, which can be annoying. Well, think again. For one thing, those drops of water add up. A dripping faucet drips up to five gallons of water in a single day. But in case you still don't agree with me, you might want to think about the cost. Your family has to pay for all that water. So the next time you stop using the sink, be sure you turn that faucet OFF!

#### Sample Analysis

Mentioning the noise distracts from my argument. It's an unnecessary detail. I'll delete it.

To make my argument stronger, I should give another reason here. I can add that water is a resource and we shouldn't waste it.

## Differentiate

### BL Below Level

**ISSUE** Students cannot distinguish between related details and unnecessary details.

**STRATEGY** For each idea, have students ask themselves: *Do I need this idea to make other people agree with my opinion? Does my main point still make sense without it?*

### AL Above Level

**ISSUE** Students develop ideas sufficiently, but their articles lack clear organization.

**STRATEGY** Encourage students to use an organization strategy, such as order of importance: developing their reasons from least important to most important, with appropriate transitional phrases.





# Edit and Proofread

## Check the Article

Have students check their grammar and spelling, focusing on the Week 2 spelling words with long e and long o sounds. Review present-tense action verbs.

### Student Sample: Review

### Sample Analysis

Somewhere a faucet is dripping. Did you check the sink? Maybe you don't think a dripping faucet is a big deal. Well, think again. For one thing, those drops of water add up. A dripping faucet drips up to five gallons of water in a single day. For another, wasting water hurts the environment because fresh water is a valuable resource. But in case you still don't agree with me, you might want to think about the cost. Your family has to pay for all that water. So the next time you stop using the sink, be sure you turn that faucet OFF!

I misspelled *agree*. I think I need to add another *e*. I'll check the dictionary.

I think I need a more specific verb than *stop*. I'll change it to *finish*.

# Publish and Present

## Make a Final Copy


Show students how to add centered titles and print final copies.

## Share with Others

Remind students to speak clearly and with expression when they read their writing aloud. Tell them to listen for the speaker's opinion, and the reasons and facts used to support that opinion. Then have students work in groups and take turns reading articles aloud.

Then have students bind their articles together to make an environmental newsletter. Have students copy their articles and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's article.

### Student Sample: Publish



**Every Drop Counts!**

Drip, drop! Somewhere, a faucet is leaking. Did you check the sink? Maybe you don't think it's a very big deal. Well, you should think again. Those tiny drops of water really add up. A dripping faucet can drip up to five gallons of water in a single day. That's more than 40 baths per year! Wasting that much water is just plain stupid. But in case you don't agree with me, you might want to think about the cost. You (or your parents) have to pay for all that water. It's just like you're throwing money down the drain. So the next time you are finished using the sink, make sure the faucet is really OFF!

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writing is smoothly and logically organized.	The writer's tone is mostly unique and appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are used appropriately for the reader's attention.	All sentences are used and the writing flows smoothly. When read aloud, the writing has a rhythmic quality.	The writing has only a few minor errors in punctuation, grammar usage, and spelling. Most of the sentences are complete.	The text is presented in an orderly way that conveys the message. Visuals are used and support the message.
3	Most of the writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writing is smoothly and logically organized.	The writer's tone is mostly unique and appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are used appropriately for the reader's attention.	Most of the sentences are used and the writing flows smoothly. When read aloud, the writing has a rhythmic quality.	The writing has only a few minor errors in punctuation, grammar usage, and spelling. Most of the sentences are complete.	The text is presented in an orderly way that conveys the message. Visuals are used and support the message.
2	The writing has a clear focus and the reader is interested. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writing is smoothly and logically organized.	The writer's tone is mostly unique and appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are used appropriately for the reader's attention.	Most of the sentences are used and the writing flows smoothly. When read aloud, the writing has a rhythmic quality.	The writing has only a few minor errors in punctuation, grammar usage, and spelling. Most of the sentences are complete.	The text is presented in an orderly way that conveys the message. Visuals are used and support the message.
1	The writing does not have a clear focus and the reader is not interested. Details are inaccurate and show little knowledge of the topic.	The writing does not have a clear structure and purpose. The writing is not smoothly and logically organized.	The writer's tone is not unique and is not appropriate for the purpose and audience.	Few words are used and the writing does not flow smoothly. When read aloud, the writing does not have a rhythmic quality.	Few or none of the sentences are used and the writing does not flow smoothly. When read aloud, the writing does not have a rhythmic quality.	The writing has many errors in punctuation, grammar usage, and spelling. Many of the sentences are not complete.	The text is not presented in an orderly way that conveys the message. Visuals are not used and do not support the message.

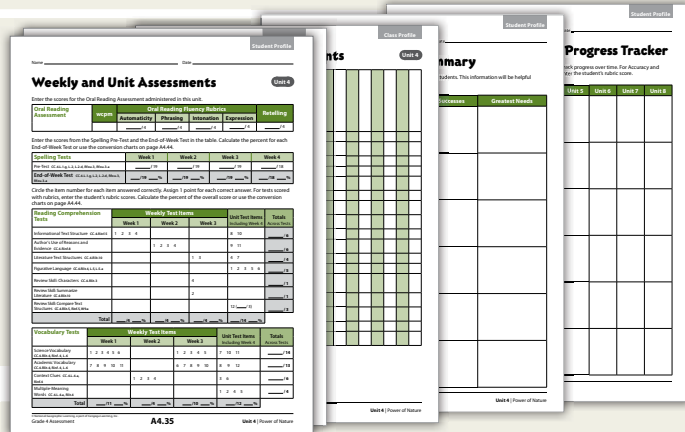




ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A4.35–A4.36
- Class Profile: Weekly and Unit Assessments** A4.37
- Student Profile: Strengths and Needs Summary** A4.38
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

- Explain How an Author Uses Reasons and Evidence:** Reteaching Master RT4.3
- Ask Questions:** Reteaching Master RT4.4

#### ADDITIONAL PRACTICE

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

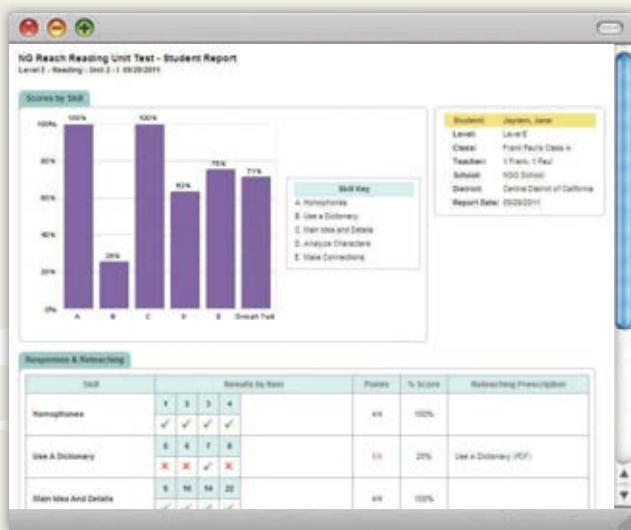
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

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



eAssessment™

### ONLINE ONLY Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52

#### ADDITIONAL PRACTICE

**Vocabulary Games** [NGReach.com](http://NGReach.com)  
Daily Spelling Practice, pages T237i–T237j

### Grammar and Writing

#### RETEACH

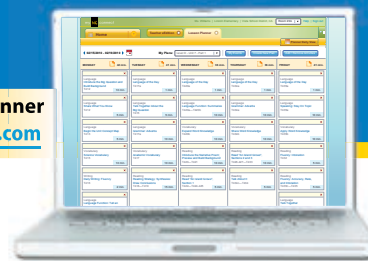
- Present Tense:** Anthology Handbook, page 606
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Ideas:** Reteaching Master RT4.5

#### ADDITIONAL PRACTICE

More Grammar Practice PM4.16  
Daily Writing Skills Practice, pages T237m–T237n



# Week 3 Planner

Online Lesson Planner  
NGReach.com



☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Listen and Comprehend</b> <b>Academic Talk</b> CC.4.L.6 Express Needs and Wants T246	<b>Read and Comprehend</b> <b>Academic Talk</b> CC.4.SL.1.d; CC.4.L.3.a Discuss a Problem T248a
	<b>Language and Vocabulary</b> 🕒 20 minutes	<b>Daily Spelling and Word Work</b> CC.Rfou.3; CC.4.Rfou.3.a; ☑ Verbs ending in -ed, and CC.4.L.1.g; CC.4.L.2; Commonly Misspelled Words T245s CC.4.L.2.d <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Linking Verbs T245u <b>Science Vocabulary</b> CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn Key Words T247 <b>atmosphere element landscape material</b> <b>natural plain plateau valley</b>	<b>Daily Spelling and Word Work</b> CC.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T245s CC.4.L.1.g; CC.4.L.2 <b>Daily Grammar</b> CC.4.L.1; CC.4.L.2; CC.4.L.3 ☑ Helping Verbs T245u <b>Academic Vocabulary</b> CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn More Key Words T248a–T249 <b>benefit force interact modify relate</b>
	<b>Reading</b> 🕒 20–40 minutes	<b>Reading</b> Read Aloud: Realistic Fiction T247a <b>Comprehension</b> CC.Rlit.10 ☑ Problem and Solution Text Structure T247a <b>Fluency</b> CC.4.Rfou.4 ☑ Model Expression T247a	<b>Reading</b> CC.4.Rlit.10 Mystery T251 <b>Comprehension</b> CC.4.Rlit.10 ☑ Learn to Ask Questions T250 <b>Fluency</b> CC.4.Rfou.4 ☑ Practice Expression T248a
	<b>Writing</b> 🕒 15–45 minutes	<b>Power Writing</b> T246 CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.3.a Use Introductory Sentences T245w <b>Writing</b> CC.4.W.9; CC.4.W.9.b; CC.4.W.10 Write About a Problem T248 <b>Writing Project: Problem/Solution Story</b> CC.4.W.3.a; Study a Model T269a–T269d CC.4.W.5; CC.4.W.10; CC.4.L.1; CC.4.L.3	<b>Power Writing</b> T248a CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.3.a Use Introductory Sentences T245w <b>Writing</b> CC.4.W.2; CC.4.W.10 Write Questions T250–T251 <b>Writing Project: Problem/Solution Story</b> Prewrite T269b

<b>SMALL GROUP READING TIME</b>		Read Science Articles	Read Fiction Books
<b>Fiction &amp; Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Science Vocabulary SG17 <b>Reading</b> CC.4.Rinf.4 Determine Word Meanings SG16 Build Comprehension CC.4.Rinf.1; SG17 CC.4.Rinf.10	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG18–SG19 <b>Reading</b> Introduce SG18–SG19 Read and Integrate CC.4.Rlit.10 Ideas SG20–SG21 ☑ Ask Questions to CC.4.Rinf.5 Comprehend Literature SG20–SG21 ☑ Explain Text Structure CC.4.Rinf.5 SG20–SG21
			

<b>LEARNING STATION TIME</b>		
🕒 20 minutes		<b>Speaking and Listening</b> T245q CC.4.SL.2; CC.4.L.1 <b>Language and Vocabulary</b> T245q CC.4.L.6 <b>Writing</b> T245q CC.4.W.2; CC.4.L.4; CC.4.L.4.c <b>Cross-Curricular</b> T245r CC.4.Rinf.7; CC.4.Rinf.10; CC.4.SL.1; CC.4.SL.1.a <b>Reading and Intervention</b> T245r, SG68 CC.4.Rlit.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b



**BIG Question** How do we relate to nature?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.4.Rlit.1; CC.4.SL.1.d; CC.4.L.3.a  
Preview and Predict T252

**Daily Spelling and Word Work** CC.4.Rfou.3.a; CC.4.L.2  
✓ Practice T245t

**Daily Grammar** CC.4.L.1; CC.4.L.2; CC.4.L.3  
✓ More Helping Verbs T245v

**Vocabulary Practice** CC.4.L.6  
✓ Expand Word Knowledge T252  
**hyperbole**

**Reading** CC.4.Rfou.4.a; CC.4.L.5  
✓ Read a Tall Tale T253–T258

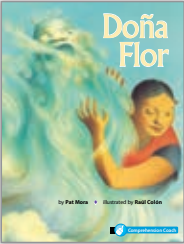
**Comprehension** CC.Rlit.10  
✓ Problem and Solution Text Structure T258  
✓ Ask Questions CC.4.Rlit.10  
T254–T255, T258  
Identify Hyperbole CC.4.Rlit.1; T256–T257 CC.4.L.5

**Fluency** CC.4.Rfou.4; CC.4.Rfou.4.b  
✓ Practice Expression, Accuracy, and Rate T254–T255

**Power Writing** T252 CC.4.W.10  
**Daily Writing Skills** CC.4.W.3.a  
Use Introductory Sentences T245x

**Writing** CC.4.W.10; CC.4.L.5  
Write with Hyperbole T259

**Writing Project: Problem/Solution Story**  
Draft T269b



### Day 4

**Read and Comprehend**

**Academic Talk** CC.4.Rlit.2; CC.4.Rlit.7; CC.4.SL.1.d; CC.4.L.3.a  
Summarize Reading T260

**Daily Spelling and Word Work** CC.4.L.2; CC.4.L.2.d  
✓ Practice T245t

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.2; CC.4.L.3  
✓ Grammar and Writing T245v

**Vocabulary Practice** CC.4.L.6  
✓ Share Word Knowledge T260

**Reading** CC.4.Rfou.4.a; CC.4.L.5  
Read a Tall Tale T261–T264–T265


**Comprehension** CC.Rlit.10  
✓ Problem and Solution Text Structure T264–T265  
✓ Ask Questions CC.4.Rlit.10  
T261, T264–T265

**Fluency**  
✓ Practice Expression, Accuracy and Rate T261

**Power Writing** T260 CC.4.W.10  
**Daily Writing Skills** CC.4.W.3.a  
Use Introductory Sentences T245x

**Writing** CC.4.L.5  
Writer's Craft: Personification T267

**Writing Project: Problem/Solution Story**  
Revise; Edit and Proofread T269c–T269d



### Day 5

**Review and Apply**

**Academic Talk** CC.4.Rlit.1; CC.4.SL.1.d; CC.4.L.3.a  
Talk About It T268

**Daily Grammar** CC.4.L.1; CC.4.L.2; CC.4.L.3  
✓ Review T245v

**Vocabulary Practice** CC.4.L.6  
✓ Apply Word Knowledge T267a

**Reading** CC.4.Rfou.4.a; CC.4.L.5  
Read a Tall Tale T253–T264–T265

**Comprehension** CC.Rlit.2  
✓ Problem and Solution T268a

**Fluency** CC.4.Rfou.4.b  
✓ Check Expression, Accuracy, and Rate T269

**Power Writing** T267a CC.4.W.10  
**Daily Writing Skills** CC.4.W.3.a  
Use Introductory Sentences T245x

**Writing** CC.4.W.2.d; CC.4.W.10  
Write About It T268

**Writing Project: Problem/Solution Story**  
Publish and Present T269d


### 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

✓ Ask Questions to CC.4.Rinf.5  
Comprehend Literature SG20–SG21

✓ Explain Text Structure CC.4.Rinf.5  
SG20–SG21




### 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

✓ Ask Questions to CC.4.Rinf.5  
Comprehend Literature SG20–SG21

✓ Explain Text Structure CC.4.Rinf.5  
SG20–SG21




### Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG18–SG21

**Reading** CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10.a; CC.4.SL.1  
Connect Across Texts SG21

**Writing** CC.4.W.2  
✓ Choose a Writing Option SG21




### ASSESSMENT & RETEACHING

**Assessment and Reteaching T269e–T269f**

✓ Reading Comprehension Test A4.16–A4.17 CC.4.Rlit.2  
✓ Reading Strategy Assessment CC.4.Rlit.10  
SG57–SG58a

✓ Oral Reading Assessment A4.1–A4.3 CC.4.Rfou.4.a  
✓ Vocabulary Test A4.18–A4.19 CC.4.L.4.b; CC.4.L.6

✓ Spelling Test: Verbs ending in *-ed*, CC.Rfou.3;  
and Commonly Misspelled CC.4.Rfou.3.a; CC.4.L.1.g;  
Words T245s CC.4.L.2; CC.4.L.2.d

✓ Writing, Revising, and CC.4.W.10; CC.4.L.1; CC.4.L.3  
Editing Test A4.20–A4.22  
Reteaching Masters RT4.6–RT4.8

# Week 3 Learning Stations

## Speaking and Listening

### Option 1: Compare Sizes

Doña Flor is taller than a mountain.

That's a great comparison!

Have partners use illustrations in "Doña Flor" to make comparison statements.

- Tell one partner to point to a character in "Doña Flor."
- Ask the other partner to verbally compare the character to a different object. For example, "The puma is smaller than Doña Flor's toe."
- Have students reverse roles and repeat.

Demonstrate Command of Grammar CC.4.L.1

### Option 2: Talk About Lions



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

Have students discuss a video about lions. To view the video, have students go to Resources > Unit 4 > Learning Stations > Week 3 > Lion's Den on [NGReach.com](http://www.ngreach.com).

Have partners share the most interesting thing they learned and discuss any questions they still have about lions.

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

## Language and Vocabulary

### Key Words

atmosphere · benefit · element · force · hyperbole  
· interact · landscape · material · modify · natural  
· relate

### Option 1: Vocabulary Games



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

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

### Option 2: My Vocabulary Notebook



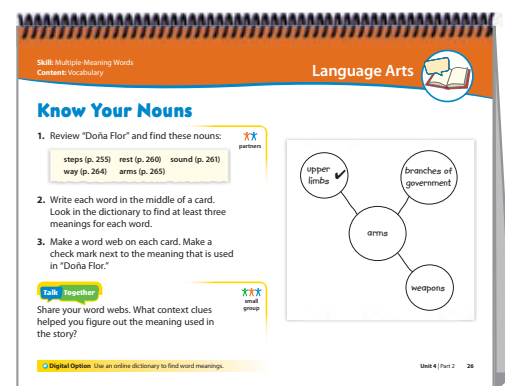
[NGReach.com](http://www.ngreach.com) My Vocabulary Notebook

Have students expand their word knowledge. Have students identify the Key Words that are verbs. Under Add More Information > Add What I Know > Related Words, have students add the verb forms ending in *-ed*.

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

## Writing

### Option 1: Know Your Nouns



### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 26

Student Resources Directory

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

dictionary · index cards

After students complete the activity, have them write a sentence for each meaning of the word listed on one card.

Determine Meanings of Multiple-Meaning Words CC.4.L.4  
Consult Print and Digital References CC.4.L.4.c

### Option 2: Describe a Puma



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

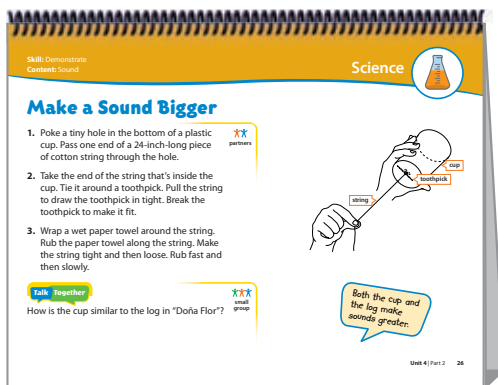
Have students write about a video about a puma. To have students view the video, go to Unit 4 > Learning Stations > Week 3 > Realm of the Puma on [NGReach.com](http://www.ngreach.com).

Have students use details from the video to write a description of a puma. Encourage students to find additional information in a library book or on a reliable Web site.

Write Informative/Explanatory Text to Convey Information CC.4.W.2

## Cross-Curricular

### Option 1: Make a Sound Bigger



**Science**

#### Make a Sound Bigger

- Poke a tiny hole in the bottom of a plastic cup. Pass one end of a 24-inch-long piece of cotton string through the hole.
- Take the end of the string that's inside the cup. Tie it around a toothpick. Pull the string to draw the toothpick in tight. Break the toothpick to make it fit.
- Wrap a wet paper towel around the string. Rub the paper towel along the string. Make the string tight and then loose. Rub fast and then slowly.

**Talk Together**  
How is the cup similar to the log in "Doña Flor"?

*Both the cup and the log make sounds greater.*

## PROGRAM RESOURCES & MATERIALS

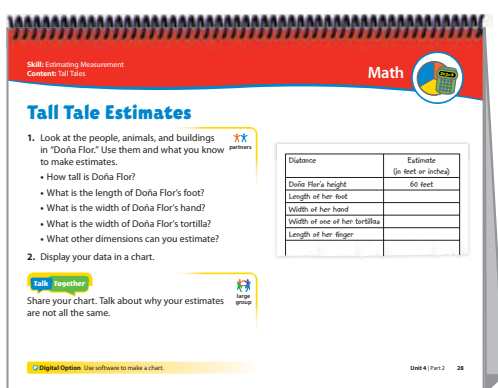
### Cross-Curricular Teamwork Activities: Card 26

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

two plastic cups • cotton string • yardstick or tape measure • scissors • toothpicks • paper towels • water

Read and Comprehend Informational Texts CC.4.Rinf.10

### Option 2: Tall Tale Estimates



**Math**

#### Tall Tale Estimates

- Look at the people, animals, and buildings in "Doña Flor." Use them and what you know to make estimates.
  - How tall is Doña Flor?
  - What is the length of Doña Flor's foot?
  - What is the width of Doña Flor's hand?
  - What is the width of Doña Flor's tortilla?
  - What other dimensions can you estimate?
- Display your data in a chart.

**Talk Together**  
Share your chart. Talk about why your estimates are not all the same.

Distance	Estimate (in feet or inches)
Doña Flor's height	60 feet
Length of her foot	
Width of her hand	
Width of one of her tortillas	
Length of her finger	

## PROGRAM RESOURCES

### Cross-Curricular Teamwork Activities: Card 28

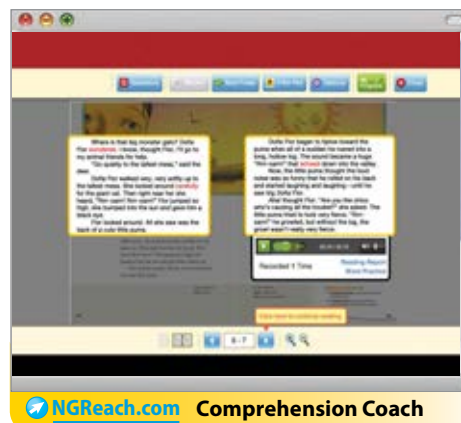
#### Student Resources Directory

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

Discuss Topics, Expressing Ideas Clearly CC.4.SL.1  
Draw on Preparation to Explore Ideas CC.4.SL.1.a  
Interpret Information Presented Visually CC.4.Rinf.7

## Reading

### Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.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: Author Study

Pat Mora

## MATERIALS

books by Pat Mora such as *A Library for Juana*, *A Birthday Basket for Tía*, and *The Night the Moon Fell*

Have students develop a problem-and-solution chart for each book they read by Pat Mora during the week.

Have partners use their charts to compare the types of problems the different characters in each book faced and the solutions the characters found.

Students may also wish to select from other recommended books. See **Independent Reading** on page SG28.

Read and Comprehend Literature CC.4.Rlit.10

## Intervention

### Option 1: Phonics Games



[NGReach.com](https://www.ncreach.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 RT4.6–RT4.8.

## Additional Resources

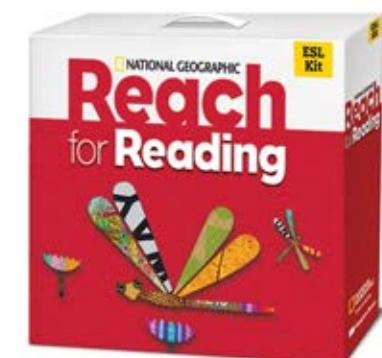
### Reach into Phonics



Lessons 56 and 57

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

### ESL Kit



ESL Teacher's Edition pages T246–T269



# Week 3 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✔ Spell Verbs Ending in *-ed*
- ✔ 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.

### Verbs Ending in *-ed*

1. absorbed	When the ground <b>absorbed</b> all the rain, the puddles disappeared.
2. astonished	They were <b>astonished</b> by the force of the storm.
3. bulged	The family's full compost bin <b>bulged</b> with wilted fruits and vegetables.
4. concealed	A large sand dune <b>concealed</b> the ocean from the sunbathers.
5. cured	My fear of thunder was <b>cured</b> after the last storm, so I'm not afraid anymore.
6. echoed	Their voices <b>echoed</b> throughout the mountains, bouncing back to us again and again.
7. envied	We <b>envied</b> the dolphins that swam in the cool water on that hot day.
8. evaporated	The water quickly <b>evaporated</b> from our skin when we stood in the sun.
9. functioned	Our town's lake <b>functioned</b> as a place for people to swim in the summer.
10. identified	The children <b>identified</b> a nearby park on the map, and Dad took them there.
11. knotted	They <b>knotted</b> the rope securely so that the birdhouse would not fall.
12. noticed	I <b>noticed</b> that the flowers were blooming in my garden, but I saw that the grass had died.
13. varied	The birds that visited our feeder <b>varied</b> widely, from little ones to big ones and from plain to colorful.
14. whizzed	A speedy mosquito <b>whizzed</b> by my ear.
15. yielded	My tomato plant <b>yielded</b> a large batch of tomatoes.

### Watch-Out Words

16. allowed	Are we <b>allowed</b> to swim in the creek?
17. aloud	I laugh <b>aloud</b> as we splash in the cold water.
18. creak	The nearby trees <b>creak</b> in the wind. .
19. creek	Visiting the <b>creek</b> is a lot of fun.

### Verbs Ending in *-ed*

Day 2



Option 1

## Teach

Display the words *absorbed* and *bulged*. Circle *-ed* and pronounce each word. Explain: *Sometimes the spelling of a verb changes when -ed is added. When a verb ends in a silent e, drop the e and then add -ed.*

## Prepare

Have partners write the first 15 spelling words together.

## Practice

- Explain that partners will take turns choosing spelling words.
- Have the first partner say the word, spell it, and explain whether the spelling changed when *-ed* was added.
- Then have the second partner write the base word to confirm the first partner's answer.
- Have partners alternate roles until each of the first 15 spelling words have been spelled and their base words written.

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

### Word Scramble

Day 2



Option 2

## Prepare

- Display the spelling words with letters scrambled.
- Arrange students in teams of three or four students.

delbug

## Play a Game

- Have students compete to see which team can unscramble all of the words first.
- After unscrambling each word, have team members add it to the team's written list, checking one another's spelling.

bulged

Demonstrate Command of Spelling

CC.4.L.2

### Illustrative Drawings

Day 2



Option 3

## Make a Drawing

Have each student create a pair of drawings for display in the classroom that show the difference in meaning between one set of Watch-Out Words.

Use Frequently Confused Words

CC.4.L.1.g



## Spelling Bingo

Day 3



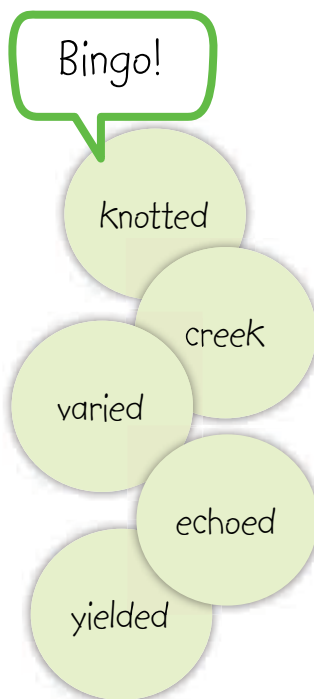
Option 1

## MATERIALS

scissors

## Prepare

- Arrange students in groups of four to six students.
- Have each student create a Bingo! game board by drawing 15 circles arranged in three rows of five. Each circle should be large enough to fit a spelling word.
- Tell each student to write one of the first 15 spelling words, in random order, in each circle.
- Have students cut out 15 small circles of paper large enough to cover the circles on their game boards.
- Have each student write the same 15 spelling words on their paper circles.
- Explain that the paper circles will be students' bingo markers.



## Play a Game

- Have group members take turns calling out spelling words.
- Explain that each student should locate the spelling word on his or her game board, and cover the circle with the matching paper square.
- Explain to students that the first student to cover five circles in a row is the winner and should call out "Bingo!"

Demonstrate Command of Spelling

CC.4.L.2

## Act It Out!

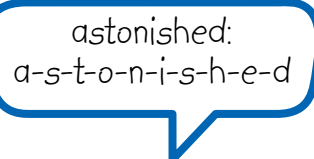
Day 3



Option 2

## Play a Game

- Have one group member choose, but not identify, a spelling word.
- Have the student act out the word while other group members try to guess it.
- Explain that the first student to guess the correct word should spell the word aloud. If the student spells the word correctly, he or she chooses the next word and acts it out.
- Have students continue play until each team member acts out a word.



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

CC.4.Rfou.3.a

## Match Up!

Day 4



Option 1

## MATERIALS

index cards, 38 per pair of students • dictionary

## Prepare

- Have partners collaborate to write each spelling word on a separate index card.
- Then have them look up each word in a print or online dictionary and write the definition, but not the word, on another index card.

## Play a Game

- Have partners place the two sets of cards on the table with the words face down.
- Have them take turns turning over two cards.
- Explain that if the word and its definition match, the student should read the word, spell it aloud, and keep both cards.
- Have the same student continue turning over cards until he or she chooses two cards that don't match. Then play passes to the other player.
- Have students continue play until all the cards are gone. The partner with the most cards wins.

evaporate

change from  
liquid to gasConsult References  
Spell Grade-Appropriate WordsCC.4.L.2.d  
CC.4.L.2.d

## Show and Tell

Day 4



Option 2

## MATERIALS

construction paper • crayons, colored pencils, or markers

## Make a Drawing

- Have students create a picture that illustrates as many spelling words as possible.
- Tell students to write labels to show where each spelling word is depicted. If time permits, have students write a description of what is happening in the picture.
- Have students underline the spelling words in their written descriptions.
- Have students share their work with the class.

Demonstrate Command of Spelling

CC.4.L.2

# Week 3 Daily Grammar

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✓ Grammar: Use Linking Verbs
- ✓ Grammar: Use Helping Verbs

## COMMON CORE STANDARDS

- |                                    |          |
|------------------------------------|----------|
| Edit Writing                       | CC.4.W.5 |
| Demonstrate Command of Grammar     | CC.4.L.1 |
| Demonstrate Command of Punctuation | CC.4.L.2 |

## Day 1

### PROGRAM RESOURCES

Linking Verbs: eVisual 4.18

### Teach the Rules

Use the suggestion on page T248 to introduce linking verbs. Explain: *Linking verbs help to tell about the subject of a sentence, but they do not show action. These verbs link the subject to a word in the predicate that describes or renames the subject.*

Use **eVisual 4.18** to show that although the most common linking verb is a form of the verb *be*, other verbs can be used.

### Linking Verbs

**be:** am, is, are, was, were

Terrence **is** a volunteer at the community garden. We **were** helpers there yesterday.

**become:** become, becomes, became

Aarti **became** sad when the sparrow left the nest.

**appear:** appear, appears, appeared

The evergreen needles **appear** darker than the maple leaves.

**seem:** seem, seems, seemed

The level of the creek **seems** high.

**feel:** feel, feels, felt

We **feel** honored to be on the park clean-up committee.

NGReach.com Linking Verbs: eVisual 4.18

### Play a Game

Have partners play "What Kind of Verb Am I?" Explain:

- Teams of two or three students play each other.
- Team 1 states a sentence. (The birds above us are eagles.) Team 2 identifies the verb and tells whether it is an action or a linking verb.
- If Team 2 is correct, the team gets one point. Then Team 2 states a sentence for Team 1. Play until each team has five points.

### Differentiate

#### BL Below Level

**ISSUE** Students are not able to generate sentences on their own.

**STRATEGY** Provide students with slips of paper that have action and linking verbs on them. Students may use these to generate sentences.

## Day 2

### PROGRAM RESOURCES

Helping Verbs: eVisual 4.23

Game: Practice Master PM4.18

### Teach the Rules

Use the suggestion on page T251 to introduce helping verbs. Explain: *Sometimes a verb is made up of more than one word. The main verb tells what the subject does or is. The helping verb comes before the main verb. Do and have are common helping verbs.*

Use **eVisual 4.23** to elaborate on the verbs *do* and *have*.

### Helping Verbs

**do**

I **do** carry reusable bags to the store.

Edi **does** fill the bird feeder.

"They **did** not prune the tree correctly," said Mom.

**have**

Laura **has** planted peas.

The young plants **have** absorbed all the water.

"We **had** noticed two birds' nests," said Tom.

NGReach.com Helping Verbs: eVisual 4.23

### Play a Game

Distribute **Practice Master PM4.18**. Explain: *Work with a partner. Take turns using the words in sentences.*

### Differentiate

#### SN Special Needs

**ISSUE** Students understand the game concept but may have difficulty writing or verbalizing the sentences.

**STRATEGY** Provide partners with slips of paper; one with *do* and one with *have*. Suggest combinations of a verb and several forms of the helping verbs: have recycled, has recycled, do recycle, does recycle. Then have the student add a subject to each combination. Finally, have the student write or say complete sentences.

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

**Grammar Game**

**Helping the Environment**

recycle	conserve	trickle
evaporate	float	predict

1. Choose an action verb from the chart.
2. Challenge your partner to use it in a sentence about the environment. The sentence must also use a form of the helping verb *do* or *have*. The form of the action verb may have to change to make the sentence correct.
3. If the sentence is correct, your partner gets one point. If the sentence is not correct, you get one point.
4. Then your partner chooses a word and you must make a sentence.
5. Continue playing until you each have used all the words.

For use with TE p. T248u **PM4.18** Unit 4 | People and the Environment

NGReach.com Practice Master PM4.18



## Day 3

### PROGRAM RESOURCES

More Helping Verbs: eVisual 4.24

### Teach the Rules

Use the suggestion on page T259 to discuss more about helping verbs. Then say: *Some helping verbs show the possibility of something happening. These helping verbs are the same whether the subject is one or more than one.*

Use **eVisual 4.24** to help students distinguish between helping verbs that grant permission (may, must), reflect ability (can), and those that show what is possible (might, may).

### More Helping Verbs

**can** Ming can stir the compost bin. Dan and Ming can lift it together.

**may** Floods may overwhelm the town. People may stay overnight at the community center.

**might** I might camp on this ledge. Animals might avoid it.

**must** I must remember to recycle. We must care for Earth.

[NGReach.com](http://NGReach.com) More Helping Verbs: eVisual 4.24

### Play a Game

Display the words *can*, *may*, *might*, and *must*. Have groups play “Adapt-a-Sentence” using helping verbs from the box.

- Have one student write a sentence using an action verb.
- Have another rewrite the sentence using a helping verb from the box.
- Have students repeat until everyone has started a round with a sentence.

### Differentiate

#### EL English Learners

**ISSUE** Students have difficulty understanding *may*’s multiple meanings.

**STRATEGY** Explain that the meaning of *may* can often be determined by listening for its emphasis in a sentence. When *may* is not emphasized, it usually indicates permission. When it is emphasized, it usually indicates possibility. Provide examples, with appropriate emphasis: *My mom says I may go to the party. I may go to the party, but I haven’t decided yet.*

## Day 4

### PROGRAM RESOURCES

Grammar and Writing: Practice Master PM4.19

### Grammar and Writing

Distribute **Practice Master PM4.19**. Have students use editing and proofreading marks to correct errors with linking verbs and helping verbs.

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

**Grammar and Writing**

**Edit and Proofread**

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

- correct linking verbs
- correct helping verbs

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↔	Move to here.
,	Add comma.
.	Add period.

My cousins <sup>are</sup> farmers. A few years ago, Cousin Marc became concerned, “I do not think I <sup>can</sup> add any more chemicals to this land,” he said one night. “Can we make our farm organic?”

Cousin James felt unsure. “It <sup>is</sup> seem hard to imagine farming without chemicals,” he said. “Organic farming <sup>has</sup> must work.

Others <sup>has</sup> accomplished it.”

That was five years ago. I <sup>are</sup> visiting the farm this week, and it <sup>is</sup> thriving! Cousin Marc <sup>must</sup> spray some of the vegetables with pepper oil to keep away certain pests. Cousin James <sup>is</sup> planting basil plants to help repel pests from the tomatoes.

I <sup>is</sup> astonished at how much their farm yields.

For use with TE, T245v. PM4.19 Unit 4 | People and the Environment

[NGReach.com](http://NGReach.com) Practice Master PM4.19

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A4.20–4.22

### Review and Assess

Display the sentences below. Have students rewrite incorrect sentences and put a checkmark next to any sentences that are correct.

1. Jean have tied the pile of newspapers. (has tied)
2. I did not repair the leaky faucet. (correct)
3. The forest fires might damage our home. (correct)
4. People is noticing bears in populated areas. (are noticing)
5. Park rangers was explaining the fire safety rules. (are/were explaining)
6. The robin seems happy to nest in the birdhouse. (correct)

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

# Week 3 Daily Writing Skills

## OBJECTIVE

**Thematic Connection: People and the Environment**

Use Introductory Sentences

## COMMON CORE STANDARDS

Introduce Characters

CC.4.W.3.a

### Introduce Introductory Sentences Day 1



## PROGRAM RESOURCES

**Introductory Sentences:** eVisual 4.19

**Introductory Sentences Chart:** eVisual 4.20

## Teach the Skill

Explain: *Introductory sentences come at the beginning of a story. They catch the reader's attention by giving information about the characters and the main story problem.* Display **eVisual 4.19** and chorally read the introductory sentences.



### Introductory Sentences

Eleven-year-old Lek was sleeping when a loud, rushing noise woke him. Sprinting from his floor mat, he stood on a chair and gazed out the open window. Seawater swirled around the poles that held up his house. A tsunami had suddenly hit his seaside village.

**Introductory Sentences:** eVisual 4.19



**INTERACTIVE WHITEBOARD TIP:** After reading, circle important details.

Ask: *What do these sentences show about Lek?* (He is an eleven-year-old boy.) Point out more details in the sentences above. Explain: *These introductory sentences give clues about Lek and the problems he will face in the story. They also make the reader want to read on and find out what happens next.*

Display and discuss the examples on **eVisual 4.20**. Invite students to identify more clues about story elements.



Story Words and Phrases	Story Element	What It Shows
<i>Eleven-year-old Lek, sprinting, stood on a chair</i>	character	Lek is eleven. He's fast and may be short.
<i>a tsunami had suddenly hit</i>	problem	His village is in danger.

**Introductory Sentences Chart:** eVisual 4.20



**INTERACTIVE WHITEBOARD TIP:** Cover the last column and have students volunteer the information.

### Introduce a Character Day 2

Day 2



Option 1

## Introduce

Point out the first illustration on **Anthology** page 246. Explain that students will write introductory sentences for a fictional story about the boy in the picture.

## Practice

Have students brainstorm details about the boy, including his name and how he looks, acts, and feels. Then have students use their details to write sentences that introduce the character.

If students have difficulty writing introductory sentences, provide the following sentence frames:

\_\_\_\_\_ is a boy who \_\_\_\_\_. He is \_\_\_\_\_. He looks \_\_\_\_\_.  
He lives \_\_\_\_\_. He feels \_\_\_\_\_ about \_\_\_\_\_. He wants to \_\_\_\_\_.

### Introduce a Character Day 2

Day 2



Option 2

## MATERIALS

timer

## Introduce

Say: *Imagine writing a story about someone who faces a terrible storm. Who do you picture? Is the person young or old? Alone or with others? Brave or scared? Your introductory sentences can tell readers a lot about your main character.*

## Practice

For five minutes, have pairs of students brainstorm responses to such questions as these:

- Where is the character?
- What was the character doing?
- How does the character react to the storm?
- What does the character want?

Then have each student spend ten minutes writing introductory sentences about their characters. Partners can exchange sentences and provide feedback to help each other revise their work.





## SUGGESTED PACING

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

### Introduce a Story Problem

Day 3



Option 1

#### Introduce

Point out the first illustration on page 248. Say: *Imagine you are going to write a story based on these pictures. Write introductory sentences that tell about the character's main problem.*

#### Practice

Have partners work together to identify the story problem. Remind them to identify information about

- the character's name
- the problem he faces
- what he must do to solve the problem.

Partners can work together to write three to five introductory sentences that identify the main story problem.

### Catch the Reader's Attention

Day 4



#### Introduce

Review: *Well-written introductory sentences pull readers into the story and make them want to know what happens next.* Explain that partners will work together to revise introductory sentences to make them more intriguing.

#### Practice

Display the following introductory sentences and read them aloud.

There was a problem. A big hurricane was coming. Alice and her family were in a rush. They needed to get their farm ready for the storm.

Have partners work together to rewrite the introductory sentences, adding details and word choices that will catch the reader's attention.

### Introduce a Story Problem

Day 3



Option 2

## PROGRAM RESOURCES

Digital Library: Key Word Image: drought

#### Introduce

Explain that students will write introductory sentences to show the main problem of a story.

#### Practice

Display the image of a drought from the **Digital Library** and read aloud the description.

Have students write an introductory paragraph for a story about one or more people who are facing a serious drought.



### Review and Assess

Day 5



## PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A4.20–A4.22

## MATERIALS

timer

#### Review the Skill

Give small groups five minutes to brainstorm ideas for an original story. Ideas should include the following kinds of information:

- character's name
- character's description
- character's problem

Then have students work together to write their introductory sentences, making sure to use details and word choice to catch the reader's attention.

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

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✔ Use Domain-Specific Words
- ✔ Explain Text Structure: Problem and Solution

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Unit Concept Map: Practice Master PM4.1**

**Family Newsletter 4**

**Problem-and-Solution Chart: Practice Master PM4.17**

### TECHNOLOGY ONLY

**Sing with Me MP3**

**Digital Library: Key Word Images**

**My Vocabulary Notebook**

**Read Aloud eVisual 4.17**

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading


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

### Language and Vocabulary

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



## WARM-UP

Ask: *What are some things you must have in order to live?* Make a list. (Possible responses: food, clothes, shelter) Then ask: *What are some things you want but don't need?* (Possible responses: bike, skateboard, games)

## Academic Talk

### 1 Express Needs and Wants Anthology page 246

Read the instructions and play the **Sing with Me Language Song**: “To the Woods.” Reinforce: *Needs are things you can't live without. Wants are things you would like to have but you don't actually need.*

- Make a T-chart for “To the Woods.” Ask students to list things that Seth needs and things he wants. (needs: clean air; wants: peace and calm, to stay all day)
- Ask a volunteer to name a natural place he or she likes to visit. As a class, fill in a T-chart to list things that people need there and things people want there.
- Have partners explain what they need and want when they visit natural places.

## Science Vocabulary

### 2 Key Words ✔ Anthology page 247

Explain and model using **Vocabulary Routine 1** and the photo on **Student eEdition** page 247 to learn Key Words.

- **Pronounce the word** and point to the image: **atmosphere**.
- **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:** The **atmosphere** is the air all around us.
- **Elaborate.** Relate the word to knowledge or experience: I see planes and clouds when I look up into the **atmosphere**.

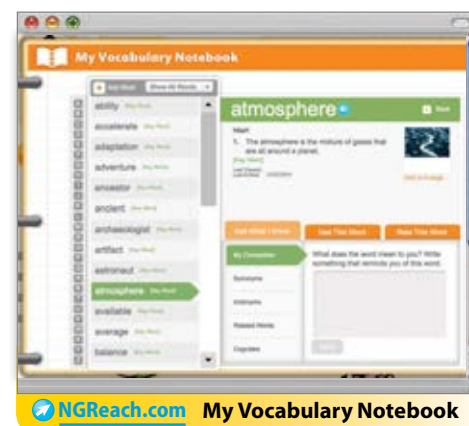
For **Vocabulary Routine 1**, see page BP34.

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

See **Differentiate**

### Key Words

atmosphere · element  
landscape · material  
natural





- I want \_\_\_\_\_.
- I need \_\_\_\_\_.

## Express Needs and Wants

Listen to Seth's chant. Then use **Language Frames** to talk about things in nature that you need or want.

Chant ((MP3))

### TO THE WOODS

Cars in the street go honk, honk, honk!  
I want some peace and calm.  
Where can I go? I know!  
I'll go to the woods.

Kids in the street go cough, cough, cough!  
I need clean air to breathe.  
Where can I go? I know!  
I'll go to the woods.

Birds in the trees go chirp, chirp, chirp!  
I want to stay all day.  
Where did I go? You know!  
I'm here in the woods.



- atmosphere
- element
- landscape
- material
- natural

## Key Words

Look at the picture. Use **Key Words** and other words to talk about the basic parts of the **natural** world.

### Elements of Nature



Air makes up the **atmosphere** around us.

Plants bring life to the **landscape**.

Rock and soil are the natural **materials** that form the landscape.

### Talk Together

Think about how you relate to the natural world. Imagine that you are in the photo above. What would you need or want? Use **Language Frames** from page 246 and **Key Words** as you tell a partner.



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

### 3 Talk Together Anthology page 247

Have partners imagine themselves in the picture or in another **landscape**. Ask them to use specific words and phrases, and **Key Words** if possible, to describe needs and wants. Provide an example, such as *I need water. I want a camera.*

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words

As students talk about the photo on page 247, listen for correct usage of **Key Words** and for logical statements about needs and wants.

If students need help with the vocabulary, ask questions involving the words and have students respond in complete sentences using the words. Provide examples such as these:

- *What do you see in the **atmosphere**?* (Possible response: I see clouds in the **atmosphere**.)
- *What do you think of the **landscape**?* (Possible response: The **landscape** is beautiful.)

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T245w–T245x)
- ✓ Power Writing (T246, T248a, T252, T260, T267b)
- ✓ Writing (T248, T250, T259, T267, T268)
- ✓ Writing Project (T269a–T269b)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand the definitions.

**STRATEGY** Provide translations of the **Key Words**. Access **Family Newsletter 4** for translations in seven languages. Use Spanish cognates for Spanish speakers:

*atmosphere/atmósfera      element/elemento*  
*material/material      natural/natural*

### BL Below Level

**ISSUE** Students do not understand the definition of *element*.

**STRATEGY** Have students make a concept map with *storm* in the middle. Tell students to write words describing things that make up a storm. (wind, rain, clouds, snow, hail) Explain that the words are the "elements" of a storm.

## Fluency

**Model Expression** Explain the concept: *Fluent readers read with expression. They change their voices to show feelings they get from the text.* Using the first paragraph of “Problem in the Park,” model using expression to show that Seth was shocked.

## Comprehension

#### 4 Problem and Solution Anthology page 248

Read the first paragraph on page 248. Point out that many fictional stories have a problem-and-solution text structure. Then display **eVisual 4.17** and read aloud “Problem in the Park.”



#### Read Aloud

Realistic Fiction

##### Problem in the Park

Seth spent almost every afternoon at his favorite spot in the park, where he watched birds, looked for butterflies, or just relaxed in the **natural** surroundings. One day, however, Seth wandered into a different section of the park and was shocked by what he saw. The **landscape** was covered with ugly trash! Bottles, banana peels, and other waste **material** lay strewn all around.

At first, Seth was furious. Then he raced home and returned with gloves and a trash bag. “But where can I put all this trash?” he wondered, surveying the park. Finally he noticed a garbage can partly hidden behind a tree. “Hmm,” Seth thought. “People probably don’t even notice that garbage can.” He dashed home and created a large sign that said “Put Trash Here.” He hurried back and positioned the sign over the trash can.

Now Seth can enjoy the entire park because everyone is helping to keep it free from unsightly litter.



NGReach.com Read Aloud: eVisual 4.17



**INTERACTIVE WHITEBOARD TIP:** Underline the problem in one color and Seth’s actions *S* in another.

#### 5 Map and Talk **Anthology** page 248

After students read how to make a problem-and-solution chart, ask questions such as: *What is the main problem?* (trash in the park) *What is the solution to the problem?* (Everyone is helping to keep the park clean.) Point out that sometimes a problem or solution is not stated, and readers need to make an inference. *Why were people leaving trash?* (They couldn’t see the trash can.)

#### 6 Talk Together **Anthology** page 248

Have students use **Practice Master PM4.17** to make their own problem-and-solution charts about problems they solved.

### Check & Reteach

**OBJECTIVE:** Explain Text Structure: Problem and Solution 

Ask: *What problem did Seth have?* (litter in the park)

If students have trouble identifying the problem, ask: *Why was Seth furious?*

Ask: *How was the problem finally solved?* (People now throw trash in the garbage can.)

If students have trouble identifying the solution, ask: *Why can Seth enjoy the park?*





## Problem and Solution

When you tell a story, you may start with a **problem** and then tell what you did to try to solve it. Finally, you may tell about the **solution**.

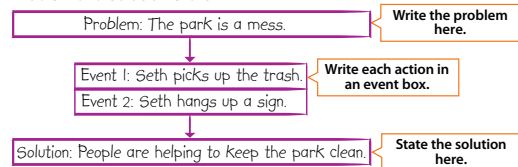
Look at the pictures of Seth at the park.



### Map and Talk

You can make a problem-and-solution chart to tell about a story's problem, the actions taken to solve it, and the solution.

#### Problem-and-Solution Chart



### Talk Together

Think of a problem that you solved. Make a problem-and-solution chart. Add as many event boxes as you need. Tell your partner about your chart.

248

Anthology page 248

# Writing

## 7 Write About a Problem

Introduce: *Now you will write a paragraph about a problem you solved.* Model the process.

### Think Aloud

*First, I identify the problem.*

*Next, I explain the actions taken to solve it.*

### Write

On walks, my dog pulls too hard on the leash.

First, I practiced walking my dog inside. I gave him a treat when he stayed near my leg. Slowly, he learned.

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

Have students use the problem-and-solution chart they created as the basis for their paragraphs. Have partners share their completed paragraphs. Students should add their writing to their Weekly Writing folders.

## WRAP-UP

Have students write about an activity they like to do in nature. Ask them to add their ideas to their unit concept maps.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T245s

### Daily Grammar ✓

Point out the multiple uses of *was* in the **Read Aloud**. Then use page T245u to teach linking verbs.

### Daily Writing Skills ✓

Read the introductory sentences in the **Read Aloud**. Then use page T245w to teach introductory sentences.

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

**Problem-and-Solution Chart**

**Problem and Solution**

Make a problem-and-solution chart to tell about a problem that you solved.

**Problem-and-Solution Chart**

**Problem:** Responses will vary.

↓

Event 1:

Event 2:

↓

**Solution:**

Share your chart with a partner. Use the chart to tell how you solved your problem.

© National Geographic Learning, a division of Cengage Learning, Inc. For use with TE p. T247a **PM4.17** Unit 4 | Power of Nature

## OBJECTIVES

**Thematic Connection: People and the Environment**

- Use Academic Words
- Ask Questions to Comprehend Literature

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 4

### 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 *force*.

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



## WARM-UP

Divide the class in half. Have a volunteer in the first group name a problem related to the environment. Have a student in the second group suggest a one-sentence solution. Repeat until all students have had a turn to speak.

## Academic Talk

### 1 Discuss a Problem

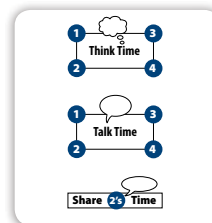
Review the central problem in the story “Problem in the Park.” Explain that it is important to state the problem clearly and constructively. Have a volunteer complete this sentence: *The messy park is a problem because \_\_\_\_\_.*

Encourage students to join in the discussion by reviewing or restating their peers’ ideas about the problem before adding ideas of their own. *Yes, the messy park is a problem because children can’t play safely in a mess. Another problem is that the mess makes the park look ugly.* Remind students to choose precise words.

Have students suggest an environmental problem in the school or community. Use **Numbered Heads Together** to talk about the problem.

- Have students number off in groups of four.
- Have students think individually about the problem and then discuss as a group.
- Call out a number; the student from each group with that number should report for the entire group.

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



**Numbered Heads Together**

## Academic Vocabulary

### 2 More Key Words Anthology page 249

Introduce: *Let’s learn some words that will help you talk about the story and poems in this unit.* Explain and model using **Vocabulary Routine 1** and the photos in the **Student eEdition** to learn the Key Words.

- **Pronounce the word** and point to its picture: **benefit**.
- **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 **benefit** is something that helps you.
- **Elaborate.** Relate the word to knowledge or experience: I love working with children. One **benefit** of being a teacher is that I get to work with children every day.

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

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

### Key Words

benefit · force · interact  
modify · relate

## COMMON CORE STANDARDS

### Reading

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

Write Over Shorter Time for Specific Tasks	CC.4.W.10
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### Speaking and Listening

Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
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### Language and Vocabulary

Choose Precise Words and Phrases	CC.4.L.3.a
Acquire and Use Academic Words	CC.4.L.6

## More Key Words

Use these words to talk about "Doña Flor," "Comida," and "The Sun in Me."

### benefit

(be-nu-fit) noun



A **benefit** is something helpful. One **benefit** of living near school is that you can walk there.

### force

(fors) noun



A **force** is a great power in nature. The **force** of rushing water can break apart roads.

### interact

(in-tur-akt) verb



When you **interact**, you communicate in some way. This girl **interacts** with the horse.

### modify

(mah-du-fi) verb



When you **modify** something, you change it. **Modify** a jar to make a bird feeder.

### relate

(ri-lät) verb



To **relate** two things, think about how they are connected. You can **relate** these two sports.

### Talk Together

Work with a partner to complete a Word Map for each **Key Word**.

Definition a great power in nature	Characteristics can move or change things
Example The force of a big river can change land.	Example A stream does not have a lot of force to change land.

Add words to My Vocabulary Notebook.  
NGReach.com

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

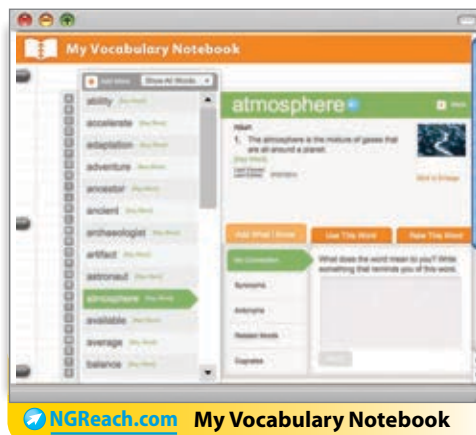
NGReach.com

Anthology page 249

### 3 Talk Together Anthology page 249

Have partners work together to make a Word Map for each Key Word. Invite pairs to share one of their Word Maps with the class.

Have partners use page 249 to take turns repeating the routine for each word. Have students add the words to **My Vocabulary Notebook**.



NGReach.com My Vocabulary Notebook

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As students discuss their Word Maps, listen for correct completion of the Word Maps. If students use words incorrectly, ask questions like these about the words:

- *What do you do when you change something?* (**modify** it)
- *What do you do when you think about how two things are connected?* (**relate** them)
- *What do you do when you communicate in some way with something?* (**interact** with it)

## Best Practices

**Group Strategically** Assess students' strengths and needs periodically and utilize different pairs and groupings for different types of activities. The goals are for students to grow at their own rates and also to have an appropriate level of challenge. English Learners may benefit particularly, since many are capable students who have difficulty only when a high degree of language skill is involved.

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 4** for translations in seven languages. Use cognates for Spanish speakers:

*benefit/beneficio*      *force/fuerza*  
*interact/interactuar*      *modify/modificar*  
*relate/relacionar*

### AL Above Level

**ISSUE** Students do not understand how the Key Words could be used to help describe a problem.

**STRATEGY** Have students write a paragraph about a problem caused by a force of nature, using all of the Key Words.

## Comprehension

### 4 Learn to Ask Questions Anthology pages 250–251

Project **Student eEdition** page 250 and read aloud the first paragraph of instruction. Ask volunteers to share their experiences watching or listening to weather reports: *What kind of information is easy to understand? What kind of information can be confusing? What questions might you ask yourself?*

Read aloud the second paragraph and the chart “How to Ask Questions.” Explain that asking questions can help readers understand text. Then model asking questions about the illustration:

- *I do not understand why the boy looks upset.*
- *I ask myself, “Is he upset because of what he sees on TV?”*
- *I think about TV weather forecasts and decide that the boy is probably worried about the weather.*

### 5 Talk Together Anthology page 251

Read aloud the directions on page 251. Have volunteers read aloud the first paragraph of the story and the text in the sample question box. Ask: *How do questions help a reader understand the story?* (Possible response: This reader was able to figure out vocabulary and so understand what is happening in the story.) Have students read the rest of the story together and then pair up to share their questions with partners.

### Check & Reteach

**OBJECTIVE:** Ask Questions to Comprehend Literature 

Ask: *Do you understand the last sentence? If not, what question would you ask?* (Possible response: Does **atmosphere** mean the same thing outside and at home?) *What could you do to answer the question?* (Possible response: I could reread to see what changed at Seth’s home during the storm.)

## Writing

### 6 Write Questions

Introduce: *Now you will write about the questions you asked when reading Seth’s mystery story.* Model the process for students:

#### Think Aloud

*I wonder if a high-rise building is just a big apartment building.*

#### Write

I reread the first paragraph. It talks about Seth’s apartment. The fourth paragraph tells more about the building. (many neighbors, front lobby)

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

## Fluency

**Practice Expression** As partners read aloud “Lights Out,” circulate and listen for correct expression.





## Learn to Ask Questions

Watch or listen to a weather report on TV, on the radio, or online. Do you hear words that are new to you? Is there information that you do not understand? Ask yourself questions. They might help you reinforce what you already know or determine what you need to learn. Tell a partner what questions you asked and what you learned.



You **ask questions** when you read, too. Some of your questions will help you look beyond the text to find the meaning.

### How to Ask Questions

1. As you read, notice if you do not understand something in the text. I do not understand \_\_\_\_\_.
2. Ask yourself what the author is trying to tell you. I ask myself, \_\_\_\_\_.
3. Think about what you know, to help you figure out the meaning of the text. I think about \_\_\_\_\_ to understand \_\_\_\_\_.

### Language Frames

- I do not understand \_\_\_\_\_.
- I ask myself, \_\_\_\_\_.
- I think about \_\_\_\_\_ to understand \_\_\_\_\_.

### Talk Together

Read Seth's mystery story. Read the sample question. Then use **Language Frames** to tell a partner about the questions you asked while reading.

### Mystery Story

#### Lights Out

Everything went black! All of a sudden, every light in our apartment turned off, including the TV! We lit candles. Mom flipped the circuit breaker switches. That didn't **modify** things. Still no lights!

We thought of Mr. Acito next door. One **benefit** of living in a high-rise building is that you always have help nearby.

Mr. Acito answered the door, gripping a flashlight. Uh-oh! He didn't have lights either.

We discovered that the whole building was dark. All of our neighbors gathered downstairs in the front lobby. They **interacted** pleasantly, sharing candles and flashlights.

Then we heard a huge crack of thunder. A bright flash of lightning lit up the sky. It started to pour. Rain pounded the roof.

Mr. Acito turned on a battery-powered radio. The announcer said that the **force** of the storm had caused electrical problems. So the rain was directly **related** to our blackout.

The storm hit a tower at the power station before the first crack of thunder reached our building. That's why the lights went out before the rain came. An hour later the lights came back. We applauded. Events in the outside **atmosphere** can affect the atmosphere at home!

#### Sample Question

"I do not understand what circuit breakers are.

I ask myself, 'What do they have to do with lights?'

I think about how switches work to understand that breakers can turn electricity on."

← = A good place to ask a question

Anthology  
pages 250–251

Have students write their questions about Seth's mystery story. Encourage them to look back through the story to come up with answers for their questions. Then have them write the answers.

Have students add their writing to their Weekly Writing folders.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T245s

### Daily Grammar ✓

Point to the words *had caused* in the sixth paragraph on **Anthology** page 251. Say: *This sentence uses the helping verb had.* Use page T245u to teach helping verbs.

### Daily Writing Skills ✓

Point out the introductory sentences in the story on **Anthology** page 251. Then use page T245w to practice writing introductory sentences.

## WRAP-UP

Have students write questions about an element in nature, such as wind or water. Have students work with partners.

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have trouble articulating questions or how they found answers to them.

**STRATEGY** Have students reread the last paragraph of "Lights Out." Provide them with the language frame, *I do not understand \_\_\_\_\_*. When they have completed the frame, help them rephrase the statement as a question and explain how they might go about answering the question.

### OBJECTIVES

**Thematic Connection: People and the Environment**

- ✓ Explain Text Structure: Problem and Solution
- ✓ Ask Questions to Comprehend Literature

### PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2  
Track 4

Comprehension Coach

### MATERIALS

timer



## WARM-UP

Prepare students to read this tall tale by modeling exaggeration: *I was once in a rainstorm so big that the raindrops were the size of pears.* Give students the following sentence starters to complete their own exaggerations about different kinds of weather: I was once in \_\_\_\_\_ so \_\_\_\_\_ that \_\_\_\_\_; the \_\_\_\_\_ was as \_\_\_\_\_ as \_\_\_\_\_.

### Power Writing

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

For *Writing Routine 1*, see page BP47.

## Vocabulary Practice

### 1 Expand Word Knowledge ✓

Have students practice Key Words by creating Window Visual Organizers. Use **Vocabulary Routine 2** to model the process.

- Write the word on the left outside flap.
- Write the definition on the right outside flap.
- Write a content sentence on the left inside flap.
- Add a picture in the center that illustrates the word.
- List details related to the drawing on the right inside flap.

For *Vocabulary Routine 2*, see page BP35.

#### Key Words

atmosphere · benefit  
element · force · interact  
landscape · material  
modify · natural · relate

Assign a Key Word to each set of partners. After the students complete their Window Visual Organizers, display the organizers in the classroom.

## Academic Talk

### 2 Preview and Predict

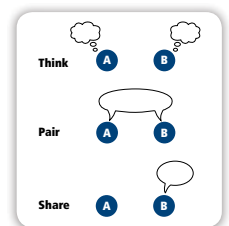
**REVIEW** Remind students: *One way to preview a text is to look at the illustrations and predict what the characters will say and do.*

Display **Student eEdition** page 253 and explain that the woman in the picture is the main character in the story. Explain that *Doña* in the title is a Spanish term of respect similar to *Mrs.*

Have students use a **Think, Pair, Share** to share their predictions about the main character in “Doña Flor.”

- Have partners preview the illustrations throughout the story.
- Have partners discuss what is unusual about Doña Flor and then write their predictions.
- Ask partners to share their predictions with the class.

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



**Think, Pair, Share**

### COMMON CORE STANDARDS

#### Reading

Refer to Details and Examples When Explaining Text	CC.4.Rlit.1
Describe a Character	CC.4.Rlit.3
Describe a Setting	CC.4.Rlit.3
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

Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
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#### Language and Vocabulary

Choose Precise Words and Phrases	CC.4.L.3.a
Demonstrate Understanding of Figurative Language	CC.4.L.5
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

## Read a Story

### Genre

A **tall tale** is a funny story. Characters and events are exaggerated. The hero may be based on a real person or may be fictional.

### Main Character

Often the main character in a tall tale solves problems in an unusual or exaggerated way.

Doña Flor ▶



# Doña Flor

by Pat Mora ◆ illustrated by Raúl Colón

Comprehension Coach

STUDENT  
TECHNOLOGY



Student  
eEdition



Read  
with Me



Comprehension  
Coach



My Vocabulary  
Notebook

NGReach.com

Anthology  
pages 252–253

## Reading

### 3 Read a Story Anthology pages 252–253

**GENRE** Have a volunteer read aloud the definition of a tall tale. Elaborate: *When you exaggerate, you make someone or something seem bigger than real life.*

**MAIN CHARACTER** Have a volunteer read aloud the main character text. Elaborate: *The main character, Doña Flor, is bigger than people in real life. Her size is exaggerated because she is a character in a tall tale.*

**SOCIAL STUDIES BACKGROUND** Share information to build background: *The geography of the American Southwest, the setting of this story, includes dramatic **landscapes** made up of mountains and deserts.*

Have students read pages 252–259. See **Differentiate**

## Differentiate

### BL Below Level

**TEXT-TALK READ ALOUD**  
Display the Key Words. Read aloud the story to students, pausing to give a short explanation of each Key Word as you come to it. Elaborate and discuss each meaning.

### OL On Level

**READ TOGETHER** Have pairs of students read the text aloud, each reading a paragraph. Use the questions to build comprehension.

### AL Above Level

**READ INDEPENDENTLY** As students read silently, have them take notes about the main story problem and its solution. Use questions to build comprehension.



**1** ▶ **Set a Purpose**  
**BL** Doña Flor is an unusual person.  
 Find out about her.

**EL** **E**very winter

morning when the sun opened one eye, Doña Flor grabbed a handful of snow from the top of a nearby mountain. “Brrrrrrrr,” she said, rubbing the snow on her face to wake up.

Long, long ago, when Flor was a baby, her mother sang to her in a voice sweet as river music. When Flor’s mother sang to her corn plants, they grew tall as trees. When she sang to her baby, her sweet flower, Flor grew and grew, too.

Some children laughed at her because she was different. “¡Mira! Look! Big Foot!” they called when she walked by.

“Flor talks funny,” they whispered, because Flor spoke to butterflies and grasshoppers. She spoke every language, even **rattler**.



In Other Words  
 ▶ **rattler** rattlesnake

254

**Anthology**  
 pages 254–255



But soon Flor’s friends and neighbors asked her for help. Children late for school asked, “**Por favor**, Flor, could you give us a ride?” She took just one of her giant steps and was at the school door. **2 3**

In Other Words  
 ▶ **Por favor** Please (in Spanish)

255

## Fluency

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

## Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement. Use the first illustration to begin a discussion about why Doña Flor might be unusual.
- 2 Analyze Character** ✓ *What do Doña Flor’s actions in this part of the story tell you about her feelings toward the people around her?* (Possible response: Doña Flor must be very friendly, loving, and willing to help.)
- 3 Ask Questions** ✓ *What question could you ask yourself about something you don’t understand?* (Possible response: How long does it take Doña Flor to bring the children to school?) *What can you think about to help yourself answer this question?* (I can think about details like her giant steps. So I know that Doña Flor reaches the school quickly.)

## Differentiate

### **BL** Below Level

**ISSUE** Students do not understand what is unusual about Doña Flor other than her size.

**STRATEGY** Suggest that students look at each bit of information the author gives about Doña Flor and ask themselves “Is this something that could happen in real life? Is this a way that regular people act?” For example, Doña Flor is unusual because she can talk to animals.

### **EL** English Learners

**ISSUE** Students take the clause *when the sun opened one eye* literally.

**STRATEGY** Provide a restatement: *early in the morning*. Explain that the time when Doña Flor wakes is sunrise, or the first thing in the morning.

## Answers Before You Move On

- 1. Character** Possible response: Doña Flor can build a house as big as a mountain. She can take stars from the sky to decorate her house. She can make giant tortillas the size of a roof.
- 2. Ask Questions** ✓ Possible response: I do not understand how someone could make such a big tortilla. I ask myself how big Doña Flor’s hands are to make a tortilla that size. I think about the size of the people to understand how big Flor must be.





When Flor finally stopped growing, she built her own house, *una casa* big as a mountain and open as a canyon. She scooped a handful of dirt and made herself a valley for mixing clay, straw, and water. She added some *estrellas*. The stars made the adobe shine. When she worked, Flor sang. Birds came and built nests in her hair. Flor wanted everyone to feel at home in her house. “*Mi casa es su casa*,” she said to people, animals, and plants, so they knew they were always welcome. Everyone called her **Doña** Flor because they respected her.

No one needed an alarm clock in Doña Flor’s **pueblo**. When her hands, wide as plates, started pat-pat-patting tortillas, everyone in the village woke up. So her neighbors would have plenty to eat, she stacked her tortillas on the huge rock table in front of her house.

Flor’s tortillas were the biggest, best tortillas in the whole wide world. People used the extra ones as roofs. *Mmmm*, the houses smelled corn-good when the sun was hot. In the summer, the children floated around the pond on tortilla rafts.



**In Other Words**

**Mi casa es su casa** My house is your house (in Spanish)

**Doña** Lady, Mrs. (a show of respect in Spanish)

**pueblo** village (in Spanish)

**Before You Move On**

**1. Character** What are three things Doña Flor can do that other people can’t?

**2. Ask Questions** Look at the pictures on pages 256 and 257. What questions do you have about the story?

**Mini Lesson**

**Identify Hyperbole**

Review that figurative language is language that goes beyond the usual meanings of words. Use a Word Web of Examples to teach **hyperbole**:

- *When writers explain what something is really like, they use realistic details that tell exactly how their subjects look and act. When writers describe something in exaggerated terms, however, they are using **hyperbole**.*
- *Writers using this kind of exaggeration might describe something as being bigger, smaller, better, or worse than it actually is.*

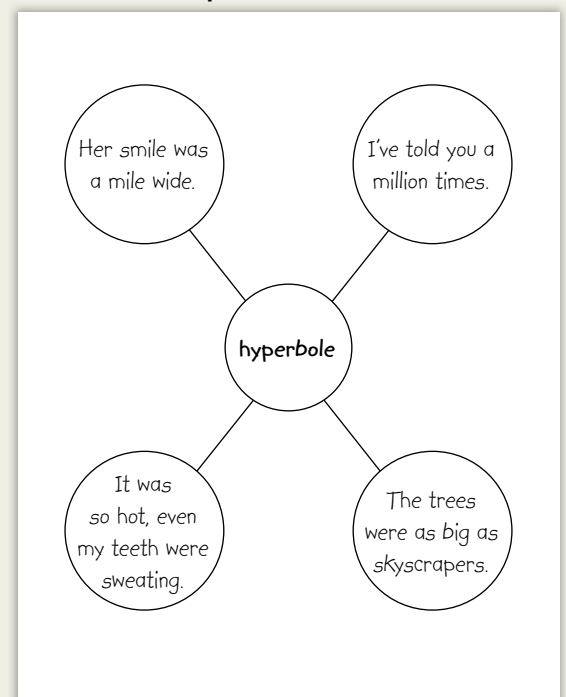
Read the text “built her own house, *una casa* big as a mountain” from page 257. Model identifying hyperbole: *A house as big as a mountain is an exaggeration. It is not realistic to see a house that big.*

Explain why authors use exaggeration: *Describing something in exaggerated terms can provide a vivid description or make something seem funny.*

Have the class identify more hyperbole on page 257. (birds built nests in her hair; tortillas big enough to be used as roofs) *How do these examples of **hyperbole** make the story funny?* (They aren’t things you see in real life.)

To check understanding, have students explain how “the whole world laughed at my joke” is hyperbole. (Possible response: It is not possible that everyone in the world would laugh at a joke.)

**Word Web of Examples**

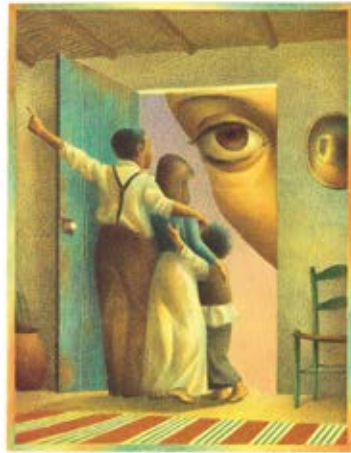


- 1** ▶ **Predict**  
What adventures will Doña Flor have?

One warm spring day, while a family of lizards swept her house, Doña Flor brought out her stacks of fresh tortillas. Nobody came. *Hmmmmmm*, thought Flor. She started knocking on doors and calling to her neighbors.

- 2** “¿Qué pasa? What’s the matter?” she asked, bending down to **peer** into their small doors to see where they were hiding.

- 3** “¡El puma!” they whispered. “The children have heard a huge mountain lion circling the village. Listen!”



In Other Words  
**peer** look  
◀ **¡El puma!** The mountain lion! (in Spanish)

258

**Anthology**  
pages 258–259



Doña Flor and her animal friends went out looking for the huge **gato**, but they couldn’t find it. That night, she carried her tired friends, the coyotes and rabbits, back home. But just as she started to **tuck them in** and read them a good-night story, they all heard, “*Rrrr-oarr!*”

“Where is that darn cat?” asked Flor, but the scared animals were shaking and shivering under their sheets.

That night, the wind got so angry that he blew the trees and houses first to the left and then to the right. Together, the wind and the giant cat roared all night, and nobody got much sleep.

In Other Words  
**gato** cat (in Spanish)  
**tuck them in** put them in their beds

▶ **Before You Move On**

- 1. Problem/Solution** What is the problem, and how does Doña Flor try to solve it?
- 2. Make Inferences** Why do you think the author describes the wind as if it were a person?

259

## Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Ask: *What can you predict from the illustrations?* (Possible response: Doña Flor carries some animals to help them.)
- 2 Analyze Text** *Why do you think the author uses both Spanish and English dialogue?* (The people in the village speak both Spanish and English.)
- 3 Analyze Setting** *What examples of the Southwest setting are found in the story?* (nearby mountains; animals found in the Southwest, including rattlesnake, mountain lion, coyote)

## Check & Reteach

**OBJECTIVE:** Explain Text Structure: Problem and Solution ✓

Check for accurate responses to the Before You Move On question about problem and solution.

If students have difficulty, guide them in identifying the story problem. Ask: *Why are the people hiding in their homes?* (They are afraid of the mountain lion.) *What does Flor do to try to solve this problem?* (She goes looking for the mountain lion.)

**OBJECTIVE:** Ask Questions to Comprehend Literature ✓

As students answer question three on page 255, have them think of other questions they’d like to have answered in the second part of the story.

Prompt them: *What is something else you did not understand? What question could you ask yourself to help you understand this better?* (Possible response: Why are the people and the animals so afraid of a mountain lion?)

## Answers Before You Move On

- 1. Problem/Solution** ✓ The people do not want to come out of their houses because they are afraid of the mountain lion. Doña Flor goes looking for the mountain lion.
- 2. Make Inferences** Possible response: The author describes the wind as if it were a person to help readers understand how fierce it is.

# Writing

## 4 Write with Hyperbole

Review: **Hyperbole** is a type of figurative language in which someone or something is described in exaggerated terms: for example, saying something is bigger, smaller, better, or worse than it actually is.

Model writing sentences with hyperbole. As you write, call attention to helping verbs. Explain: *I will take the role of a blog writer and write a blog post that describes a storm I experienced. My audience is the readers of my blog. I will write about the storm using **hyperbole**.*

Think Aloud	Write
<i>First, I am going to describe the clouds. I will exaggerate how dark they made the day.</i>	Huge clouds rolled in and made the sky so dark that the birds in the air started crashing into each other.
<i>Next, I will write about lightning. I am going to exaggerate its brightness.</i>	A bolt of lightning streaked across the sky. It was so bright you could read the dictionary by its light.

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

Have individuals work independently to write their own blog posts about a storm. Have students add their writing to their Weekly Writing folders.

See **Differentiate**



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T245t

#### Daily Grammar ✓

Have students find a helping verb on **Anthology** page 258. (*have*) Then use page T245v to practice using helping verbs.

#### Daily Writing Skills ✓

Point out how the first sentence on **Anthology** page 254 introduces Flor and shows how tall she is. Then use page T245x to practice using introductory sentences.

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty using hyperbole to describe a storm.

**STRATEGY** Have each student draw a picture of a storm with exaggerated storm characteristics, such as clouds, lightning, raindrops, and wind. Then have the students write sentences that describe their drawings and that incorporate hyperbole.

### AL Above Level

**ISSUE** Students are not demonstrating creativity.

**STRATEGY** Challenge students to try out multiple versions of the same description using different examples of hyperbole. Students may ask partners which version is most effective and how that version might be improved.

## WRAP-UP

Have students compare the power of nature in “Doña Flor” with that in one of the books that they read in Small Group Reading time, *Hurricane Hunters*, *The Energy of Water*, or *Bay in the Balance*. Ask them to draw two scenes showing the different effects of each force of nature.



## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✓ Explain Text Structure: Problem and Solution
- ✓ Ask Questions to Comprehend Literature

## PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2  
Tracks 5–6

Comprehension Coach

## MATERIALS

timer

## Power Writing

Have students write as much as they can as well as they can in one minute about the term *tall tale*.

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

## COMMON CORE STANDARDS

### Reading


Summarize	CC.4.Rlit.2
Make Connections Between Text and Presentation	CC.4.Rlit.7
Read with Purpose and Understanding	CC.4.Rfou.4.a

### Speaking and Listening

Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
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### Language and Vocabulary

Choose Precise Words and Phrases	CC.4.L.3.a
Demonstrate Understanding of Figurative Language	CC.4.L.5
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6



## WARM-UP

Have students use hyperbole in sentences describing Doña Flor. If students have difficulty, provide sentence frames such as this: *Doña Flor's arms were so long that \_\_\_\_\_.*

## Vocabulary Practice

### 1 Share Word Knowledge ✓

**REVIEW** Have students use the Word Maps they made on Day 2.

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

- Have partners take turns reading their Word Maps.
- Have partners discuss how their examples clarify meanings of the Key Words.
- Have partners create a sentence for each Key Word.
- Have students add their sentences to **My Vocabulary Notebook**.

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

### Key Words

atmosphere · benefit  
 element · force  
 hyperbole · interact  
 landscape · material  
 modify · natural · relate

## Academic Talk

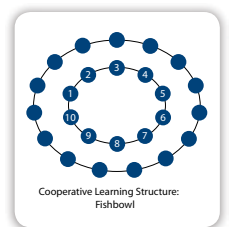
### 2 Summarize Reading

**REVIEW** Remind students: *When you summarize a story, you briefly tell the most important parts.* Explain that students will summarize what they have read of "Doña Flor."

Write these Key Words: *atmosphere, hyperbole, interact, landscape, natural, relate.* Have students use a **Fishbowl** to summarize.

- Have students on the inside summarize pages 254–257.
- Have students on the outside listen for the most important events.
- Have groups change positions. The new inside group summarizes pages 258–259.

For **Fishbowl**, see page BP45.



**Fishbowl**



**1** Predict

How will Doña Flor find the giant cat?

**BL**

As the sun rose, Flor's neighbors peered out their windows. Tired-looking Flor was giving that wind a big hug to quiet him down. Then she started her morning chores.

Doña Flor had work to do. But first she looked around the village. Where were her neighbors? Then she heard, "Rrrr-oarr!" "Rrrr-oarr!"

Flor **stomped off** to find the puma that was bothering her **amigos**.

**Exhausted by afternoon**, Doña Flor still hadn't found that cat, so she sat outside the library for a rest.



In Other Words  
**chores** activities  
**stomped off** walked away angrily  
**amigos** friends (in Spanish)  
**Exhausted by afternoon** Tired from the morning activities

260

Now, Flor knew that her village needed *un río*, a river, so to make her neighbors happy, Doña Flor scratched a new riverbed with her thumb. When the water **trickled** down the stones for the first time, Flor called out, "Just listen to that! Isn't that the prettiest sound you've ever heard?"

She smiled, but today her neighbors could barely smile back. They were too worried about the mountain lion. Suddenly there was a terrible "Rrrr-oarr!" "Rrrr-oarr!"

**SN**

In Other Words  
**trickled** flowed gently

261

**STUDENT TECHNOLOGY**

Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
 pages 260–261

# Reading

## 3 Read and Build Comprehension

- Predict** Read aloud the predict question at the top of page 260. Have students make predictions and give reasons to support their predictions. (Possible responses: Doña Flor might listen to the roar and follow the direction of the sound; Doña Flor might ask her animals friends for help.)
- Draw Conclusions** *How might a river be a benefit to the people?* (Possible response: The water could be used to water the village's crops.)
- Ask Questions**  *What don't you understand about people's reaction to the river?* (Why didn't they smile? What were they worried about?)

## Differentiate

**BL** Below Level

**ISSUE** Students have trouble making predictions.

**STRATEGY** Have students preview the illustrations for the rest of the story. Discuss what the illustrations suggest about Doña Flor and the mountain lion.

**SN** Special Needs

**ISSUE** Students had trouble understanding exaggeration.

**STRATEGY** Have students look at the illustration of Doña Flor making a riverbed with her thumb. Have each student draw a line the width of his or her thumb and compare the size of that line with the size of a local river. Have students describe the relationship between the two.

## Fluency

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

## Best Practices

**Link to Experience** As students read, prompt them to discover their own connections with characters. Provide an example: *Doña Flor made a river as a nice gesture to cheer up her friends. When have you done something nice to cheer up a friend?*



Where is that big monster gato? Doña Flor wondered. I know, thought Flor, I'll go to my animal friends for help.

**1** "Go quietly to the tallest mesa," said the deer.

Doña Flor walked very, very softly up to the tallest mesa. She looked around carefully for the giant cat. Then right near her she heard, "Rrrr-oarr! Rrrr-oarr!" Flor jumped so high, she bumped into the sun and gave him a black eye.

Flor looked around. All she saw was the back of a cute little puma. **2 EL**

In Other Words  
mesa plateau

262

Doña Flor began to tiptoe toward the puma when all of a sudden he roared into a long, hollow log. The sound became a huge "Rrrr-oarr!" that echoed down into the valley.

Now, the little puma thought the loud noise was so funny that he rolled on his back and started laughing and laughing—until he saw big Doña Flor.

**3** Aha! thought Flor. "Are you the chico who's causing all the trouble?" she asked. The little puma tried to look very fierce. "Rrrr-oarr!" he growled, but without the log, the growl wasn't really very fierce.

In Other Words  
tiptoe walk quietly  
chico little one (in Spanish)

### Before You Move On

- 1. Problem/Solution** How does Doña Flor find the puma?
- 2. Ask Questions** What questions do you have about her behavior towards the puma?

**AL**

263

Anthology  
pages 262–263

## Read and Build Comprehension

- 1 Use Context Clues** *What clues to the meaning of mesa can you find?* (The animals tell Doña Flor to go to the tallest mesa, so a mesa must be high.)
- 2 Summarize** *What happened to make the sun look sad?* (When the mountain lion roared, Doña Flor jumped so high that she bumped into the sun and gave it a black eye.)
- 3 Analyze Character** *What unique traits does Doña Flor have that help her solve the problem?* (She is tall enough to see the top of the mesa. She is able to talk to animals. She is not afraid of the mountain lion.)

## Differentiate

### EL English Learners

**ISSUE** Students struggle with the author's use of synonyms for *mountain lion*.

**STRATEGY** Point out the photo of the mountain lion on page 258. Explain that a mountain lion is called *puma* in Spanish. Explain that the author sometimes uses the generic term *cat* or *gato* and that the mountain lion is part of the cat family. Have students find uses of these terms in the story.

### AL Above Level

**ISSUE** Students ask basic questions with obvious answers about Doña Flor.

**STRATEGY** Have pairs of students take turns assuming the roles of Doña Flor and an interviewer, asking and answering questions.

## Answers Before You Move On

- 1. Problem/Solution** ✓ Doña Flor asks her animal friends for help in finding the puma. The animals tell her to go quietly to the highest mesa to find the puma.
- 2. Ask Questions** ✓ Possible responses: Why isn't Doña Flor afraid of the puma? What will she do with the puma?

**4** Predict

What will happen to the puma?

Doña Flor just smiled at that brave cat and said, “Why, you’re just a kitten to me, **Pumito**.” She bent down and scratched that puma behind the ears, and she whispered to him in cat talk until that cat began to purr.

Suddenly Flor heard a new noise. “Doña Flor, ¿dónde estás? Where are you?” called her worried neighbors. Even though they were frightened, they had all come, holding hands, looking for her.

“Meet my new *amigo*,” said Doña Flor.

**5** That evening, Flor **plucked** a star and **plunked** it on the tallest tree so her friends in the *pueblo* could find their way home.



In Other Words  
**Pumito** Little Puma (in Spanish)  
**plucked** picked  
**plunked** put

264



Flor reached up and filled her arms with clouds smelling of flowery breezes. She shaped the clouds into a soft, deep bed and into hills of puffy pillows. “Mmmm,” said Flor as she snuggled in the clouds.

“Tonight, I’m very tired after my adventure with the giant cat, right, Pumito?” **chuckled** Doña

**6** Flor. All the animals **snuggled** down with her, and Pumito stretched out over her big toes. ❖



In Other Words  
**chuckled** laughed  
**snuggled** lay

**Before You Move On**

- Confirm Prediction** What happens to the puma after Flor discovers his secret?
- Ask Questions** Look at the pictures on this page. What questions do you have about the ending of the story?

265

**Anthology**  
 pages 264–265

- 4 Predict** Read aloud the predict question. Have students explain how the illustrations helped with their predictions. (Possible response: The puma will become Doña Flor’s pet.)
- 5 Explain Text Structure: Problem and Solution** ✓ *How does Doña Flor solve the problem of the mountain lion?* (She tames it and treats it like a pet.) *What text supports your answer?* (“Meet my new *amigo*,” said Doña Flor.)
- 6 Analyze Elements of Tall Tales** *What examples of hyperbole does the author use on page 265?* (Possible responses: Doña Flor touches and shapes clouds, sleeps on clouds, and snuggles with animals.)

**Check & Reteach**

**OBJECTIVE:** Explain Text Structure: Problem and Solution ✓

Use questions to prompt students to summarize the problem that Doña Flor’s neighbors face, the action Doña Flor takes to solve the problem, and the final solution.

*What problem do the neighbors face?* (Possible response: They are afraid of the mountain lion.)

*What does Doña Flor do to solve the problem?* (She makes friends with the puma.) *How does this action solve the problem?* (The puma is tamed, and the neighbors are no longer afraid.)

**OBJECTIVE:** Ask Questions to Comprehend Literature ✓

Check for logical responses to all of the comprehension questions that ask students to generate questions. If students ask questions that are off the point of the story, focus on the connection between question and text by asking: *What in the story made you ask this question? Is the answer in the story? Would it make sense in the story?*

**Answers Before You Move On**

- Confirm Prediction** The puma becomes friends with Doña Flor.
- Ask Questions** ✓ Possible response: How will the puma get along with the other animals?



**Meet the Author**


## Pat Mora

"I love landscapes," says Pat Mora. Desert landscapes are a huge theme in her work. That's not surprising. She grew up in El Paso, Texas, a city in the middle of a desert.

El Paso is also near the border between the United States and Mexico. "In my house, we spoke both Spanish and English," she says. Today, her books are published in both languages.

Ms. Mora grew up with tall tales about Paul Bunyan and Babe the Blue Ox. She decided to write this tall tale about a woman named Doña Flor.

"The amazing thing about her, was, that she is so connected to the land, and that her heart is so generous," she says.



266

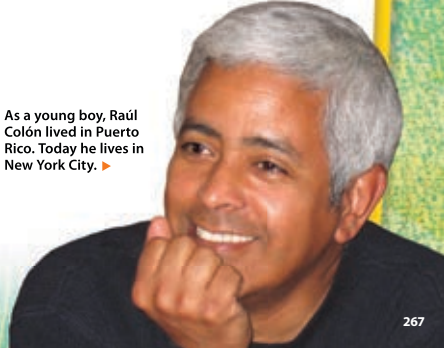
**Meet the Illustrator**

## Raúl Colón

*What does the wind look like?* If you are an illustrator, you ask yourself questions like that. Then you start sketching. Raúl Colón thought a lot about the wind before he began drawing. He says, "I came up with a big open-mouth face, breathing the wind in and breathing the wind out."

Mr. Colón started drawing when he was young. "I learned how to draw the human body using comic books," he says. As a boy, he spent hours copying pictures of superheroes in action.

Today, Raúl Colón makes illustrations with watercolors and colored pencils. He had a lot of fun creating the pictures for *Doña Flor*. "I was fascinated to be able to draw this giant walking around the landscape," he says.



267

**Writer's Craft**

On page 262, Pat Mora writes that Doña Flor jumped so high, she gave the sun a black eye. Find other parts of the story where the author gives human qualities to non-human things. Now write your own sentence that gives human qualities to an object or animal.

▶ Pat Mora, like her character Doña Flor, loves to read.

As a young boy, Raúl Colón lived in Puerto Rico. Today he lives in New York City. ▶

**Anthology**  
pages 266–267

### 4 Meet the Author and Illustrator

Have students silently read the biographies. If possible, display pictures of El Paso and the desert area of west Texas and southern New Mexico and have students compare the environment to the setting of the story.

After students read the biographies, discuss the following questions:

- **Analyze Setting** *Why do you suppose Pat Mora set "Doña Flor" where she did?* (Pat Mora grew up in the Southwestern desert. She set the story in the Southwest, a place she knew well.)
- **Compare and Contrast** *How is the villagers' language like that of Pat Mora's home?* (In both places, they speak Spanish and English.)
- **Make Connections** *What stories influenced Pat Mora to write "Doña Flor"?* (tall tales about Paul Bunyan and Babe the Blue Ox)
- **Draw Conclusions** *For Raúl Colón, how might drawing Doña Flor have been much like drawing superheroes?* (Possible response: Both Doña Flor and superheroes have exaggerated characteristics.)



# Writing

## 5 **Writer's Craft** Anthology page 266

Read aloud the instructions in the Writer's Craft feature on page 266. Review: *Personification is writing in which objects or animals are given human qualities.* Note that personification can be used in different ways.

- Personification might be a single description to help a reader visualize, such as "icy winds licked my face" in "How I Learned Geography."
- An author might also use personification throughout a story, as in "Doña Flor."

Ask students to find examples in the story where the author gives human qualities to non-human things. (Possible responses: On page 258, lizards sweep; on page 259, the wind has human feelings and gets a big hug from Doña Flor.)

Clarify that for this assignment each student will write a sentence that uses personification. Model writing sentences with personification:

Think Aloud	Write
<i>I will write a sentence in which an animal does human work.</i>	After dinner, turtles swam in the sink, washing the dinner dishes.
<i>I'll write a sentence in which I give human feelings to a tree.</i>	The maple tree tossed leaves at the squirrel and said, "Come play with me!"

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

Have students work independently to write a sentence that personifies an object or animal. Have students add their sentences to their Weekly Writing folders.

See **Differentiate**



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T245t

#### Daily Grammar ✓

Have students find examples of linking verbs and helping verbs on **Anthology** page 261. (*is, were, was, can*) Then use page T245v to practice linking and helping verbs.

#### Daily Writing Skills ✓

Read the last sentence on **Anthology** page 262 and discuss how it introduces the puma and prepares the reader to meet him in the story. Then use page T245x to practice using introductory sentences.

## Differentiate

### BL Below Level

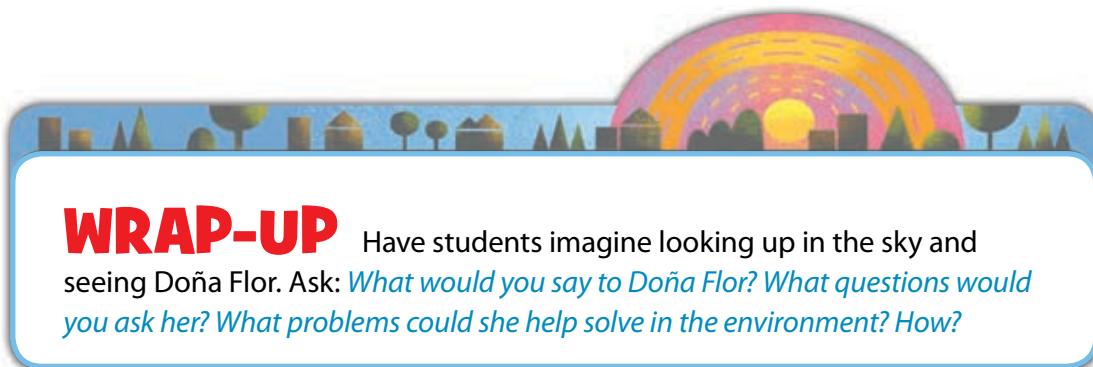
**ISSUE** Students have difficulty using personification in a sentence.

**STRATEGY** Brainstorm human feeling words, such as *surprised, sad, grumpy, bored, and proud*. Discuss how humans show each emotion. Have students choose an animal. Finally, have students connect the feeling and the animal and write a sentence.

### SN Special Needs

**ISSUE** Students cannot imagine how to give an object human thoughts and feelings.

**STRATEGY** Provide students with a stuffed animal or common inanimate object, such as a pencil. Have them act out a conversation between the object and themselves. Encourage them to use the dialogue as the basis for a sentence.



## WRAP-UP

Have students imagine looking up in the sky and seeing Doña Flor. Ask: *What would you say to Doña Flor? What questions would you ask her? What problems could she help solve in the environment? How?*

# Day 5 Review and Apply

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✓ Explain Text Structure: Problem and Solution
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM4.20

Problem-and-Solution Chart: Practice Master PM4.21

Fluency Practice: Practice Master PM4.22

### TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 8

## MATERIALS

timer

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- |  |               |
|--|---------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rlit.1   |
| Summarize  | CC.4.Rlit.2   |
| Read Orally with Expression on Successive Readings | CC.4.Rfou.4.b |

### Writing

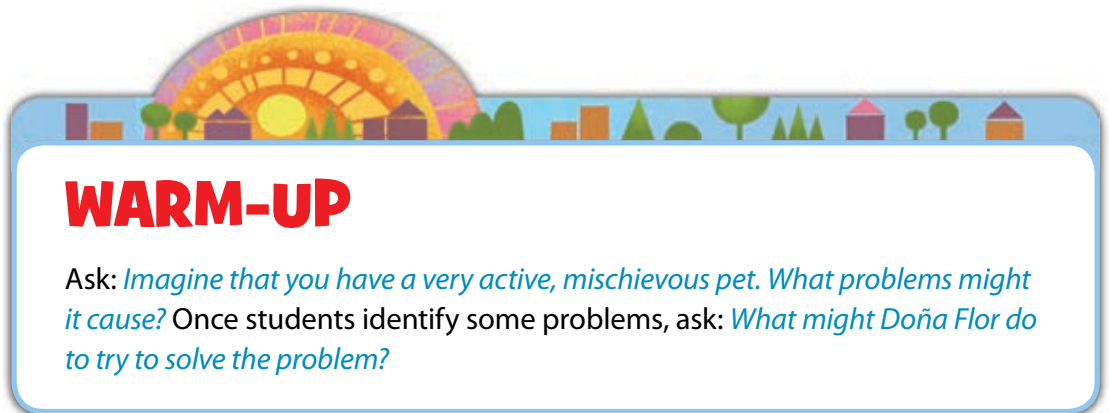
- |  |            |
|--|------------|
| Use Precise Language                       | CC.4.W.2.d |
| Write Over Shorter Time for Specific Tasks | CC.4.W.10  |

### Speaking and Listening

- |  |             |
|--|-------------|
| Review Key Ideas and Explain Ideas and Understanding | CC.4.SL.1.d |
|--|-------------|

### Language and Vocabulary

- |  |            |
|--|------------|
| Choose Precise Words and Phrases                   | CC.4.L.3.a |
| Acquire and Use Academic and Domain-Specific Words | CC.4.L.6   |



## WARM-UP

Ask: *Imagine that you have a very active, mischievous pet. What problems might it cause?* Once students identify some problems, ask: *What might Doña Flor do to try to solve the problem?*

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write **hyperbole**. Call students' attention to the other Key Words on **Student eEdition** page 268. Then have students apply their knowledge of the Key Words to play the game Stump the Expert:

- *Form groups of six or seven students. Choose one group member to be the expert. The other group members will be the stumpers.*
- *The first stumper will state the definition of one of the Key Words. The expert has ten seconds to say the word.*
- *If the expert responds correctly, the next stumper in the group offers a definition for a different word. If the expert is stumped, the stumper becomes the new expert. If the expert responds correctly five times, give him or her a round of applause and choose a new expert.*

### Key Words

atmosphere · benefit  
element · force · hyperbole  
interact · landscape  
material · modify · natural  
relate

Have students form groups of six or seven and play the game for ten minutes.

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

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



Key Words	
atmosphere	landscape
benefit	material
element	modify
force	natural
interact	relate

### Talk About It

1. Why is "Doña Flor" a **tall tale**? Give two examples.

This story is a tall tale because \_\_\_\_\_.

Another example is \_\_\_\_\_.

2. Think about how Doña Flor **interacts** with other story characters. **Express** her friends' **needs and wants**.

Doña Flor's friends need \_\_\_\_\_. They want \_\_\_\_\_.

3. Were Doña Flor's neighbors wise to be afraid of the puma? What makes you think so? Explain your ideas to a partner.

Learn test-taking strategies.  
NGReach.com

### Write About It

How did people's feelings about Doña Flor change when she grew up? Why? Write a paragraph to explain. Use examples from the story and **Key Words** in your writing.

When Doña Flor was a little girl, people \_\_\_\_\_.  
When she grew up, \_\_\_\_\_.



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Anthology page 268

#### STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

## Daily Language Arts

### Daily Spelling and Word Work ✓

Test page T245s

### Daily Grammar ✓

Ask students to find a linking verb on **Anthology** page 268. (*is, Were*) Point to *did* and *change* in **Write About It** and say: *Did is a helping verb here.* Then use page 245v to review and assess linking and helping verbs.

### Daily Writing Skills ✓

Ask: *What part of a story should pull a reader into the story?* (the introductory sentence(s)) Use page T245x to review and assess understanding of introductory sentences.

## Answers Talk About It

1. **Tall Tale** Possible response: This story is a tall tale because Doña Flor is much larger than any person. Another example is that she sleeps on a cloud.
2. **Express Needs and Wants** Possible response: Doña Flor's friends need her tortillas to eat, and they need her protection from the puma. They want a quick ride to school in her arms.
3. **Evaluate** Possible response: Yes; a puma can be a dangerous animal.

## Academic Talk

### 2 Talk About It Anthology page 268

Have partners use Key Words as they discuss the questions. Prompt students to cite details and examples from the text, particularly for question 2.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM4.20** to ask more questions about the selection.

## Writing

### 3 Write About It Anthology page 268

Read the directions aloud. Point out the sentence frames and explain: *You can use the first sentence frame to begin your paragraph. Complete it with details from the story. Then complete the second sentence frame with details of what happened when Doña Flor grew up. Add sentences after either of the frame sentences to create a good paragraph.*

Encourage students to use Key Words as they write. Provide an example: People modified the way they interacted with Doña Flor. They realized that her great size was a benefit.

Have students add their paragraphs to their Weekly Writing folders.

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

#### Test-Taking Strategy Practice

### Understand the Question

**Directions:** Read each question about "Doña Flor." Choose the best answer.

#### Sample

- 1 How did the people in the village use the extra tortillas that Doña Flor made?
  - Ⓐ They ate the tortillas for breakfast.
  - They used the tortillas as roofs and rafts.
  - Ⓒ They used the tortillas as an alarm clock.
  - Ⓓ They were the best tortillas in the world.

- 2 What caused the village people to hide in their homes?
  - Ⓐ The river was flowing.
  - Ⓑ It was raining.
  - Ⓒ They were waiting for tortillas.
  - They heard a mountain lion.

- 3 What did the puma use to make his roars louder to scare the villagers?
  - Ⓐ the canyon
  - a hollow log
  - Ⓒ a deep breath
  - Ⓓ Doña Flor

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

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For use with TE p. T268

PM4.20

Unit 4 | Power of Nature

NGReach.com Practice Master PM4.20

## Differentiate

**EL** English Learners

**ISSUE** Students do not have the language to complete the chart.

**STRATEGY** Have students use the illustrations to identify events for the chart. Encourage them to describe each illustration as well as they can. Transcribe students' descriptions on self-stick notes and have students copy the words onto the chart.

**AL** Above Level

**ISSUE** Students can easily list three events.

**STRATEGY** Encourage students to expand the chart of events and also to include details under each event. For the retelling activity, pair above level students with each other so that they can compare the events and details they choose to add.

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

**Problem-and-Solution Chart**  
**"Doña Flor"**

Complete a problem-and-solution chart to retell the story of "Doña Flor."

**Problem:** Puma frightens Doña Flor's friends.

↓

**Event 1:**  
Doña Flor and her animal friends try to find the puma.

**Event 2:**  
Doña Flor tries to cheer her frightened human friends by making a river for them.

**Event 3:**  
Doña Flor looks for the puma herself and finds that it is very small.

↓

**Solution:**  
Possible answer: Doña Flor makes the puma her pet.

Use your problem-and-solution chart to retell the story for a partner.

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For use with TE p. T268a **PM4.21** Unit 4 | Power of Nature

## Comprehension

**4 Problem and Solution** ✓ **Anthology** page 269

**REVIEW** Display **Student eEdition** page 269 and read aloud the instructions and the callouts on the graphic organizer. Explain that the events are the actions Doña Flor takes to solve the problem of the puma scaring her human friends. Review page 259. Point to the Event 1 box and explain: *Doña Flor takes her animal friends to help her look for the puma. They don't find the puma, and she must carry the tired animals home.*

Have students complete **Practice Master PM4.21**. Encourage them to select those events that show how Doña Flor tried to help her human friends who were afraid of the puma. Pose these questions to help guide students:

- *What did Doña Flor do first?* (She and her animal friends tried to find the puma.) *Did it help?* (No. They got very tired, and she had to carry them home.)
- *What did she try next?* (She made a river to cheer up the villagers and take their mind off the puma.) *Did it help?* (No. It didn't cheer them up because it didn't solve the puma problem.)
- *What did she finally do to help the villagers?* (She tracked down the puma herself.) *Did it help?* (Yes. It helped because she found the puma and it was small.)
- *What was Doña Flor's solution?* (She tamed the puma and made it her pet.)

See **Differentiate**

## Check &amp; Reteach

**OBJECTIVE:** Explain Text Structure: Problem and Solution ✓

As students retell the story of Doña Flor, you may notice that some students miss main events and instead focus on details.

If students have difficulty identifying main events, help them work backward from the solution by asking questions like these: *When were the people no longer afraid of the puma?* (when Flor made it her pet) *How did this happen?* (Doña Flor found the cat was very small.) *What did Flor do before she found the small puma?* (She asked her friends for help.)



## Problem and Solution

Make a problem-and-solution chart to show what happens in "Doña Flor."

### Problem-and-Solution Chart

Problem: Puma frightens Doña Flor's friends.	Write the problem here.
Event 1: Doña Flor carries her friends home.	Write events that lead to the solution.
Event 2:	
Event 3:	
Solution:	Write the solution here.

Now use your problem-and-solution chart as you retell "Doña Flor" to a partner. Use as many **Key Words** as you can.

The problem is \_\_\_\_\_.  
 First, Doña Flor \_\_\_\_\_.  
 Then, \_\_\_\_\_.  
 The solution is \_\_\_\_\_.

## Fluency Comprehension Coach

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

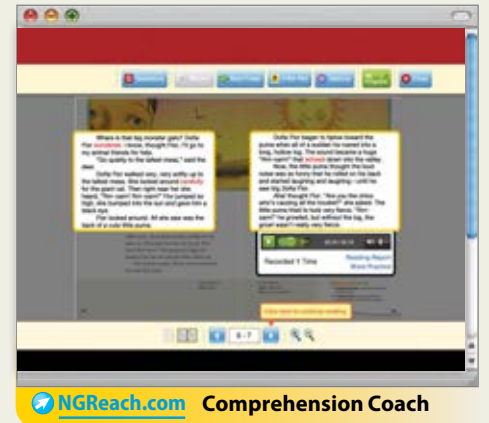


### Talk Together

How does Doña Flor interact with nature? Choose a favorite illustration in the story. Use **Key Words** as you explain what it shows.

## 5 Fluency Anthology page 269

Have students read aloud the passage on **Practice Master PM4.22** 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 269

Have students form small groups. Each group member should select a different illustration. Post the Key Words so that students can refer to them as they explain what their illustrations show about Doña Flor's interactions with nature.

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

### Fluency Practice

## "Doña Flor"

Use this passage to practice reading with proper expression.

Doña Flor just smiled at that brave cat and said, "Why, you're just a kitten to me, Pumito." She bent down and scratched that puma behind the ears, and she whispered to him in cat talk until that cat began to purr.

Suddenly Flor heard a new noise. "Doña Flor, ¿dónde estás? Where are you?" called her worried neighbors. Even though they were frightened, they had all come, holding hands, looking for her.

"Meet my new amigo," said Doña Flor.

That evening, Flor plucked a star and plunked it on the tallest tree so her friends in the pueblo could find their way home.

From "Doña Flor," page 264

**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.

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

## WRAP-UP

Ask students to think about other stories they have read and to share the problems the characters faced and the solutions the characters found.

## OBJECTIVES

**Thematic Connection: People and the Environment**

✔ Write a Problem-and-Solution Story: Organization

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A4.39

### TECHNOLOGY ONLY

Sample Problem-and-Solution Story: eVisual 4.21

Writing Trait: Organization: eVisual 4.22

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

Introduce Narrator and/or Characters CC.4.W.3.a

Plan, Revise, and Edit Writing CC.4.W5

Write Over Extended Time Frames  
for Specific Tasks, Purposes,  
and Audiences CC.4.W.10

### Language and Vocabulary

Demonstrate Command of Grammar CC.4.L.1

Use Knowledge of Conventions CC.4.L.3

## Write a Problem-and-Solution Story

Display and read aloud the prompt.

Write a story for a younger class. Describe the problem caused by an approaching storm and how the problem is solved.

## Study a Model

### Read a Problem-and-Solution Story

Explain: *Let's read one student's story.* Display and read aloud **eVisual 4.21**.



### Sample Problem-and-Solution Story

#### Shelter from the Storm

Farmer Tate peered at the sky. He noticed dark clouds moving quickly in the distance. Lightning flashed, and thunder cracked. A gigantic storm was on its way!

Mr. Tate had to find shelter for all his animals, and he had to move quickly! First, he ran all the horses into the barn. Then, he put the chickens in the coop. But what about the pigs and goats? They needed shelter, too! So Mr. Tate did what he had to do. He led the pigs and goats into his kitchen and waited until the storm passed.

NGReach.com Sample Story: eVisual 4.21



**INTERACTIVE WHITEBOARD TIP:** Use brackets to identify problem and solution.

## Teach the Trait: Organization

Introduce the concept: *Good storytellers organize their ideas. The events in a well-told story flow smoothly and logically. In this project, we are going to focus on one type of organization: problem and solution.* Display and read aloud **eVisual 4.22**.



### Writing Trait: Organization

An organized problem-and-solution story

- introduces a character and reveals a problem in an interesting way
- describes events related to the problem in an order that makes sense
- concludes with a solution to the problem.

NGReach.com Writing Trait: eVisual 4.22



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

Read aloud the following sample. Explain that students will offer ideas to improve it. *Mr. Tate moved the horses into the barn. He put the chickens in the coop. He let the pigs and goats stay in his house. A big storm was on the way.* Ask: *How can we better organize this story?* (Start the story with interesting details about a problem and move the solution to the end.) Reread **eVisual 4.21** and point out how the introductory sentences draw the readers into the problem and the events lead to a solution.

## Prewrite

### Choose a Topic

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

**Role:** Storyteller

**Audience:** Younger class

**Form:** Problem-and-solution story

Then have partners look at **Magazine Maker** photos. Encourage them to choose several photos that spark topic ideas. Have students individually complete the RAFT by choosing a topic about a weather-related problem.



### Get Organized

Review the sample: *“Shelter from the Storm” is a problem-and-solution story. The story tells about a gigantic storm that forces Farmer Tate to find shelter for all his animals. He can protect his horses and chickens, but the pigs and goats do not have a shelter.* Display a problem-and-solution chart and continue: *You can use a problem-and-solution chart to organize a story.* Model using the events from “Shelter from the Storm” to complete the problem-and-solution chart.

Problem: Farmer Tate has to protect all his animals from a storm. The pigs and goats have no shelter.
Event 1: He moves the horses into the barn.
Event 2: He moves the chickens into the coop.
Solution: He brings the pigs and goats into his house.

**Problem-and-Solution Chart**

Have students use problem-and-solution charts to plan their stories.

## Draft

### Write Ideas

Have students begin their drafts by choosing a layout in **Magazine Maker** and inserting the photographs that inspired their topics. If students wish to use personal photographs, have them go to the Photos tab and then click on My Photos. A button will appear that allows users to browse and upload photos from their hard drive. Remind students to use their problem-and-solution charts as they write their stories.

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have trouble organizing events in a logical order.

**STRATEGY** Have students write a sentence for each box in their problem-and-solution chart. Have them start a new line for each sentence and put the sentences in the same order as the boxes in the chart.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T245s–T245t

### Daily Grammar ✓

Have students find the helping verbs in “Shelter from the Storm.” (“had to find,” “had to move,” “had to do”) Use pages T245u–T245v for more practice with linking verbs, helping verbs, and modals.

### Daily Writing Skills ✓

Point out the introductory sentences in “Shelter from the Storm.” Then use pages T245w–T245x to practice writing introductory sentences.

## Revise

### Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the stories and offer ideas to improve the organization. Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> <li>• The main character is _____ and the problem is that _____.</li> <li>• The main character solves the problem by _____.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction is/is not interesting.</li> <li>• Can you change _____ sentences to give more details about the problem?</li> <li>• Can you change _____ to make the solution clearer?</li> </ul>

### Make Changes

Have students revise their stories. Remind students to make sure the introductory sentences will hold a reader’s attention and clearly reveal the problem.

See **Differentiate**

#### Student Sample: Revise

Farmer Tate stared at the sky and noticed some dark clouds in the distance. A gigantic storm was on its way.

Mr. Tate have to find shelter for all his animals. First, he ran all the horses into the barn. Then, he put the chickens in the coop. Then, he led the pigs and goats into his kitchen and waited until the storm passed.

#### Sample Analysis

I need to make the introduction more interesting, I'll add details about the main character and the storm.

I need to make the problem clearer and more dramatic. Some animals have shelter, but the pigs and goats don't. I could include what Mr. Tate might be thinking.

## Differentiate

### EL English Learners

**ISSUE** Students lack the vocabulary to vividly describe characters, settings, and events.

**STRATEGY** Allow students to use an online translator to translate descriptive words into English, then have them work those words into their stories. Encourage students to check with English-proficient classmates to make sure that their constructions make sense.





# Edit and Proofread

## Check Writing

Have students check grammar and spelling, focusing on the Week 3 spelling words and on the past tense of regular verbs. Review linking and helping verbs, and modals.

### Student Sample: Edit and Proofread

### Sample Analysis

Farmer Tate peered at the sky. He noticed dark clouds moving quickly in the distance. Lighting flashed, and thunder cracked. A gigantic storm was on its way!

Mr. Tate have to find shelter for all his animals, and he must move quickly! First, he ran all the horses into the barn. Then, he put the chickens in the coop. But what about the pigs and goats? They needed shelter, too! So Mr. Tate did what he had to do. He led the pigs and goats into his kitchen and waited until the storm passed.

I misspelled *Lightning*. I'll fix that.

I don't think *have* is the correct. The helping verb should be *had*. Mr. Tate had to find shelter for all his animals.

# Publish and Present

## Make a Final Copy

Remind students that they can upload their own photos on **Magazine Maker** by going to My Photos and selecting photos from their hard drive. Have students add titles to their stories and print their work.

### Student Sample: Publish



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### Shelter from the Storm

Farmer Tate peered at the sky. He noticed dark clouds moving quickly in the distance. Lightning flashed, and thunder cracked. A gigantic storm was on its way!

Mr. Tate had to find shelter for all his animals, and he had to move quickly! First, he ran all the horses into the barn. Then, he put the chickens in the coop. But what about the pigs and goats? They needed shelter, too! So Mr. Tate did what he had to do. He led the pigs and goats into his kitchen and waited until the storm passed.

## Share with Others

Tell students: *Reading your work with expression helps to keep your listeners' attention.* Model displaying the sample story and reading it aloud. Then form small groups and have students take turns reading their stories aloud.

Guide students in binding their pages together into a collection of short stories. Have students make additional copies of their stories and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's story.

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and ideas that are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented smoothly and logically.	Most of the writing has a unique voice and tone that is appropriate for the genre and audience.	Most of the words are appropriate to the topic and audience.	Most of the sentences are varied and clear. The writing flows smoothly and is easy to read.	Most of the sentences are complete and correct. There are few errors in grammar, spelling, and punctuation.	The best presentation is in a ready-to-read format. The writing is visually appealing and easy to read.
3	The writing has a clear focus and ideas that are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented smoothly and logically.	Most of the writing has a unique voice and tone that is appropriate for the genre and audience.	Most of the words are appropriate to the topic and audience.	Most of the sentences are varied and clear. The writing flows smoothly and is easy to read.	Most of the sentences are complete and correct. There are few errors in grammar, spelling, and punctuation.	The best presentation is in a ready-to-read format. The writing is visually appealing and easy to read.
2	The writing has a clear focus and ideas that are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented smoothly and logically.	Most of the writing has a unique voice and tone that is appropriate for the genre and audience.	Most of the words are appropriate to the topic and audience.	Most of the sentences are varied and clear. The writing flows smoothly and is easy to read.	Most of the sentences are complete and correct. There are few errors in grammar, spelling, and punctuation.	The best presentation is in a ready-to-read format. The writing is visually appealing and easy to read.
1	The writing has a clear focus and ideas that are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented smoothly and logically.	Most of the writing has a unique voice and tone that is appropriate for the genre and audience.	Most of the words are appropriate to the topic and audience.	Most of the sentences are varied and clear. The writing flows smoothly and is easy to read.	Most of the sentences are complete and correct. There are few errors in grammar, spelling, and punctuation.	The best presentation is in a ready-to-read format. The writing is visually appealing and easy to read.

# Week 3 Assessment & Reteaching

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Explain Text Structure: Problem and Solution
- Review Skill: Summarize Literature
- Visualize to Comprehend Literature

### ASSESSMENTS

**Reading Comprehension Test** Unit 4, Week 3

**The City Blizzard**

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

"The announcement came over the radio just before Jorge went to bed. 'City schools will be closed tomorrow because of the blizzard. It is expected to bury the city under three feet of snow.'"

"Hurray!" Jorge shouted with joy.

"He can have snowball fights and build snow forts all day tomorrow!" said Eric, Jorge's brother.

Jorge had trouble falling asleep because he kept thinking about the day to come. He made himself think quiet thoughts until his eyes finally closed.

When Jorge opened his eyes, bright morning light was pouring through the windows. He and Eric raced to look outside. What they saw made them yell with excitement: snow!

When they got outside, Jorge stopped and stared. He had never seen so much snow. It made his familiar street seem strange, like something was missing, but Jorge could not figure out what it was. Then he heard a blubbed chirp and realized that what was missing was all the usual noise.

**A4.16** Unit 4 | Power of Nature

**Reading Comprehension Test** Unit 4, Week 3

The street was usually busy with honking cars, taxis, and buses, but this morning there was so much snow that nobody could drive down the street. Jorge closed his eyes and listened to the city, which was as silent as a country road. Just then, a snowball struck his back, sending cold snow down his neck. "Ernie!" Jorge laughed. The silence ended!

**A4.17** Unit 4 | Power of Nature

**Reading Strategy Assessment** Unit 4

Check the reading strategies the student used and add the questions that student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's name.

**Reading Strategy Rubric**

Plan and Monitor	Make Connections			Visualize
	4	3	2	
1. Does the student plan to read or listen to the text? Does the student monitor his or her understanding as he or she reads or listens? Does the student adjust his or her strategy when needed?	4	3	2	1
2. Does the student make connections between the text and his or her own life, other texts, or other media? Does the student make connections between the text and his or her own life, other texts, or other media? Does the student make connections between the text and his or her own life, other texts, or other media?	4	3	2	1
3. Does the student visualize the text? Does the student visualize the text? Does the student visualize the text?	4	3	2	1
4. Does the student use the strategy to understand the text? Does the student use the strategy to understand the text? Does the student use the strategy to understand the text?	4	3	2	1

**SG4.30** Unit 4 | Power of Nature

Reading Comprehension Test  
A4.16–A4.17

Reading Strategy Assessment  
SG4.30–SG4.31

#### Fluency

- Expression
- Accuracy and Rate

**Oral Reading Assessment** Unit 4

The city has stopped at Roosevelt High School at 7:30 a.m. It is right on time, as usual. And, as usual, Mr. Brock climbed off, adjusted his glasses, and straightened his bow tie. He did not seem to notice that he was the only one to get off the bus each morning. He just passed and then walked, with purpose, toward his classroom.

Mr. Brock was the Roosevelt high chemistry teacher. He kept to himself most of the time, but his class was very popular. He was well known for the tiny explosion that happened in class one day when a student missed the materials in the wrong order for the experiment. He did not get upset. He just said very seriously, that even a small action could have a big effect.

The other teachers knew Mr. Brock rode the bus each day, but no one was sure why. They thought that he might not have a car or did not like to drive or was trying to save money.

One day, Ms. Cliff, the English teacher, decided to ask about riding the bus. Mr. Brock explained that he rode the bus to help the planet. Every time you drive a car, he said, you add bad gases to the air. The buildup of gases prevents the heat of the Earth from escaping. As a result, the Earth is getting warmer and warmer. Ms. Cliff knew this, but something about the way he explained the facts made her realize that she, too, should be helping.

The next day, at 7:30 a.m., Mr. Brock stepped down from the bus, as usual. This day, however, he was not the only one to get off. Right behind him was Ms. Cliff. Then, ten more teachers came out of the bus. Mr. Brock turned to all of them, nodded, and smiled. He kept smiling all the way to his classroom.

**A4.1** Unit 4 | Power of Nature

**Oral Reading Assessment** Unit 4

**Oral Reading Assessment Rubric**

Fluency	Accuracy				Expression
	4	3	2	1	
1. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1	4
2. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1	4
3. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1	4
4. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1	4

**A4.2** Unit 4 | Power of Nature

**Oral Reading Assessment** Unit 4

**Oral Reading Assessment Rubric**

Oral Reading	Reading Rubric			
	4	3	2	1
1. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1
2. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1
3. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1
4. Does the student read with accuracy and fluency? Does the student read with accuracy and fluency? Does the student read with accuracy and fluency?	4	3	2	1

**A4.3** Unit 4 | Power of Nature

Oral Reading Assessment  
A4.1–A4.3

Use these passages throughout Unit 4. Work with Above Level students this week.

#### Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Verbs Ending in -ed
- Use Commonly Misspelled Words Correctly

**Vocabulary Test** Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. This is a \_\_\_\_\_ of the forest.

2. \_\_\_\_\_ is a large body of water.

3. \_\_\_\_\_ is a large body of water.

4. \_\_\_\_\_ is a large body of water.

5. \_\_\_\_\_ is a large body of water.

6. \_\_\_\_\_ is a large body of water.

7. \_\_\_\_\_ is a large body of water.

8. \_\_\_\_\_ is a large body of water.

9. \_\_\_\_\_ is a large body of water.

10. \_\_\_\_\_ is a large body of water.

11. \_\_\_\_\_ is a large body of water.

12. \_\_\_\_\_ is a large body of water.

13. \_\_\_\_\_ is a large body of water.

14. \_\_\_\_\_ is a large body of water.

15. \_\_\_\_\_ is a large body of water.

16. \_\_\_\_\_ is a large body of water.

17. \_\_\_\_\_ is a large body of water.

18. \_\_\_\_\_ is a large body of water.

19. \_\_\_\_\_ is a large body of water.

20. \_\_\_\_\_ is a large body of water.

**A4.18** Unit 4 | Power of Nature

**Vocabulary Test** Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. \_\_\_\_\_ is a large body of water.

2. \_\_\_\_\_ is a large body of water.

3. \_\_\_\_\_ is a large body of water.

4. \_\_\_\_\_ is a large body of water.

5. \_\_\_\_\_ is a large body of water.

6. \_\_\_\_\_ is a large body of water.

7. \_\_\_\_\_ is a large body of water.

8. \_\_\_\_\_ is a large body of water.

9. \_\_\_\_\_ is a large body of water.

10. \_\_\_\_\_ is a large body of water.

11. \_\_\_\_\_ is a large body of water.

12. \_\_\_\_\_ is a large body of water.

13. \_\_\_\_\_ is a large body of water.

14. \_\_\_\_\_ is a large body of water.

15. \_\_\_\_\_ is a large body of water.

16. \_\_\_\_\_ is a large body of water.

17. \_\_\_\_\_ is a large body of water.

18. \_\_\_\_\_ is a large body of water.

19. \_\_\_\_\_ is a large body of water.

20. \_\_\_\_\_ is a large body of water.

**A4.19** Unit 4 | Power of Nature

**Spelling Words**

Directions: Write the words in the boxes for the weekly Spelling Pretest and Spelling Test.

**Words Ending in -ed**

1. absorbed When the ground **absorbed** all the rain, the puddles disappeared.

2. astonished They were **astounded** by the force of the storm.

3. bulged The family's compost bin **bulged** with wild fruits and vegetables.

4. concealed A large sand dune **concealed** the ocean from the beachfront.

5. cared My fear of thunder was **cured** after the last storm, so I'll not afraid anymore.

6. echoed Their voices **echoed** throughout the mountains, bouncing back to us again and again.

7. evaded We **evaded** the dolphins that swam in the cool water on that hot day.

8. evaporated The water quickly **evaporated** from our skin when we stood in the sun.

9. functioned Our town has **functioned** as a place for people to swim in the summer.

10. identified The children **identified** a nearby park on the map, and Dad took them there.

11. knotted They **knotted** the ropes securely so that the barbecue would not fall.

12. noticed I **noticed** that the flowers were blooming in my garden, but I saw that the grass had died.

13. varied The birds that visited our feeder **varied** widely, from little ones to big ones and from plain to colorful.

14. whizzed A speedy mosquito **whizzed** by my ear.

15. yielded My tomato plant **yielded** a large batch of tomatoes.

**Words Ending in -ed**

16. allowed Are we **allowed** to swim in the creek?

17. aloud I laugh **aloud** as we splash in the cold water.

18. creek The nearby trees **creak** in the wind.

19. creek Visiting the **creek** is a lot of fun.

Vocabulary Test  
A4.18–A4.19

Spelling Pretest/  
Spelling Test  
T245s

#### Grammar and Writing

- Use Linking Verbs
- Use Helping Verbs
- Use Introductory Sentences

**Writing, Revising, and Editing Test** Unit 4, Week 3

Directions: Read the paragraphs. Then answer the questions.

**The Ice Cream Tree**

This is the true story of my ice cream tree. This unusual tree really \_\_\_\_\_ grow right here in my own backyard. My grandpa \_\_\_\_\_ it \_\_\_\_\_ more than 1,000 years ago since I was 1852. I \_\_\_\_\_ did the tree with sugar and watered it with cream.

Now, you \_\_\_\_\_ wonder "what exactly is an ice cream tree?" Well, this tree has all the ice cream you can eat, or cones! You \_\_\_\_\_ any flavor—chocolate, vanilla, bubblegum, and even broccoli! It \_\_\_\_\_ too good to be true!

Last year, my number-one favorite flavor \_\_\_\_\_ strawberry pizza. I \_\_\_\_\_ when 100 cones in a single day! I had a shower at a spoon and a wheelbarrow as a bowl. I don't even \_\_\_\_\_ fall!

If you \_\_\_\_\_ not believe me, come on over and see for yourself. Make sure you bring your chocolate sauce with you!

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

3. Choose the answer that goes in Blank 3.

4. Choose the answer that goes in Blank 4.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

7. Choose the answer that goes in Blank 7.

8. Choose the answer that goes in Blank 8.

9. Choose the answer that goes in Blank 9.

10. Choose the answer that goes in Blank 10.

11. Choose the answer that goes in Blank 11.

12. Choose the answer that goes in Blank 12.

13. Choose the answer that goes in Blank 13.

14. Choose the answer that goes in Blank 14.

15. Choose the answer that goes in Blank 15.

16. Choose the answer that goes in Blank 16.

17. Choose the answer that goes in Blank 17.

18. Choose the answer that goes in Blank 18.

19. Choose the answer that goes in Blank 19.

20. Choose the answer that goes in Blank 20.

**A4.20** Unit 4 | Power of Nature

**Writing, Revising, and Editing Test** Unit 4, Week 3

Directions: Read the paragraphs. Then answer the questions.

1. Choose the answer that goes in Blank 1.

2. Choose the answer that goes in Blank 2.

3. Choose the answer that goes in Blank 3.

4. Choose the answer that goes in Blank 4.

5. Choose the answer that goes in Blank 5.

6. Choose the answer that goes in Blank 6.

7. Choose the answer that goes in Blank 7.

8. Choose the answer that goes in Blank 8.

9. Choose the answer that goes in Blank 9.

10. Choose the answer that goes in Blank 10.

11. Choose the answer that goes in Blank 11.

12. Choose the answer that goes in Blank 12.

13. Choose the answer that goes in Blank 13.

14. Choose the answer that goes in Blank 14.

15. Choose the answer that goes in Blank 15.

16. Choose the answer that goes in Blank 16.

17. Choose the answer that goes in Blank 17.

18. Choose the answer that goes in Blank 18.

19. Choose the answer that goes in Blank 19.

20. Choose the answer that goes in Blank 20.

**A4.21** Unit 4 | Power of Nature

**Writing Rubric**

Writing	Writing Rubric			
	4	3	2	1
1. Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics?	4	3	2	1
2. Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics?	4	3	2	1
3. Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics?	4	3	2	1
4. Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics? Does the student use appropriate grammar and mechanics?	4	3	2	1

**A4.39** Unit 4 | Power of Nature

Writing, Revising, and Editing Test  
A4.20–A4.22

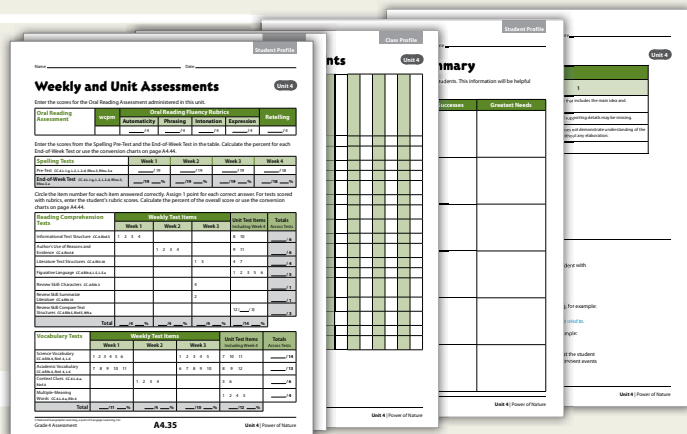
Writing Rubric  
A4.39



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A4.35–A4.36
- Class Profile: Weekly and Unit Assessments** A4.37
- Student Profile: Strengths and Needs Summary** A4.38
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Problem and Solution Text Structure:**

Reteaching Master RT4.6

**Ask Questions: Reteaching Master RT4.7**

#### ADDITIONAL PRACTICE

Comprehension Coach

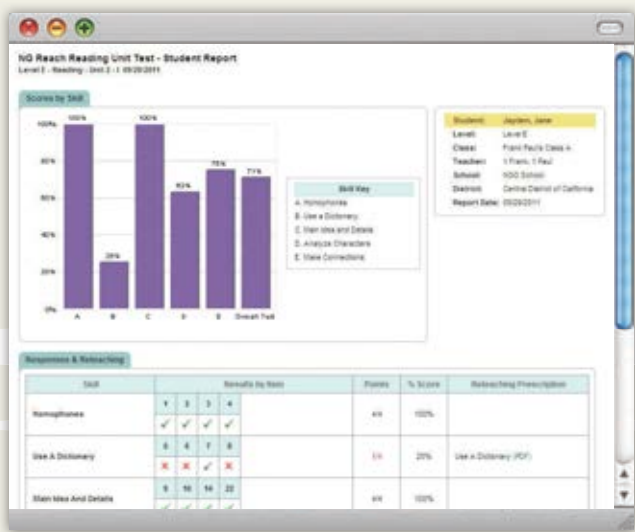
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

### ONLINE ONLY Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

#### ADDITIONAL PRACTICE

Vocabulary Games

Daily Spelling Practice, pages T245s–T245t

### Grammar and Writing

#### RETEACH

**Verbs: Anthology Handbook**, page 606

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

**Writing Trait: Organization: Reteaching Master RT4.8**

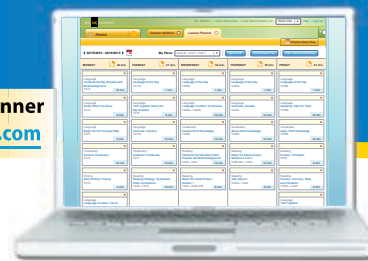
#### ADDITIONAL PRACTICE

More Grammar Practice PM4.8

Daily Writing Skills Practice, pages T245w–T245x

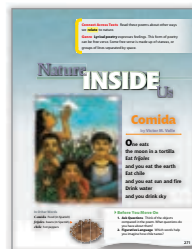
# Week 4 Planner

Online Lesson Planner  
NGReach.com

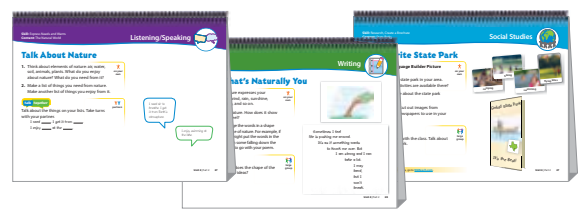


☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	
<b>Anthology</b>	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Academic Talk</b> CC.4.SL.1.d Discuss the Big Question T269q	<b>Academic Talk</b> CC.4.Rlit.1 Preview and Predict T270c
	<b>Language and Vocabulary</b> ⌚ 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; ☑ Pretest: Verbs ending in <i>-ing</i> , CC.4.Rfou.3.a; CC.4.L.1.g; and Commonly Misspelled CC.4.L.2; CC.4.L.2.d Words T269k	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T269k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
	<b>Reading</b> ⌚ 20–40 minutes	<b>Daily Grammar</b> CC.4.L.1; CC.4.L.1.c; CC.4.L.3 ☑ More Helping Verbs T269m	<b>Daily Grammar</b> CC.4.L.1; CC.4.L.1.c; CC.4.L.3 ☑ Review Helping Verbs T269m
	<b>Writing</b> ⌚ 15–45 minutes	<b>Vocabulary Strategy</b> CC.4.Rlit.4; CC.4.Rinf.4; ☑ Multiple-Meaning Words CC.4.L.4; CC.4.L.4.a T269q–T270	<b>Vocabulary Strategy</b> CC.4.Rlit.4; CC.4.Rinf.4; ☑ More Multiple-Meaning Words CC.4.L.4; CC.4.L.4.a T270c
	<b>Reading</b> ⌚ 20–40 minutes	<b>Reading</b> CC.4.Rlit.1; CC.4.Rlit.2; Read Aloud: Lyrical Poetry T270a  <b>Comprehension</b> CC.4.Rlit.4; CC.4.L.5; CC.4.L.5.a ☑ Identify Figurative Language T270a	<b>Reading</b> CC.4.Rlit.1; CC.4.Rlit.2; ☑ Read Lyrical Poetry; CC.4.Rlit.10 Read and Build Comprehension T271–T273  <b>Comprehension</b> CC.4.Rlit.4; CC.4.L.5; ☑ Analyze Figurative CC.4.L.5.a Language T271, T272 ☑ Ask Questions CC.4.Rlit.10 Identify Poetic CC.4.Rlit.5; Elements T272 CC.4.L.5; CC.4.L.5.a
<b>Writing</b> ⌚ 15–45 minutes	<b>Fluency</b> CC.4.Rfou.4 ☑ Model Expression T270a	<b>Fluency</b> CC.4.Rfou.4 ☑ Practice Expression, Accuracy, and Rate T271	
<b>SMALL GROUP READING TIME</b>		<b>Read Science Articles</b>	
<b>Fiction &amp; Nonfiction</b>	<b>Speaking and Listening</b> ⌚ 20 minutes	<b>Power Writing</b> T269q CC.4.W.10 <b>Daily Writing Skills</b> CC.4.L.5; CC.4.L.6 Use Figurative Language T269o	<b>Power Writing</b> T270c CC.4.W.10 <b>Daily Writing Skills</b> CC.4.L.5; CC.4.L.6 Use Figurative Language T269o
	<b>Writing</b> ⌚ 15–45 minutes	<b>Writing</b> CC.4.W.10; CC.4.L.5 Write with Figurative Language T270b	<b>Writing</b> CC.4.W.9 Write a Response T273
<b>SMALL GROUP READING TIME</b>		<b>Read Fiction Books</b>	
<b>Fiction &amp; Nonfiction</b>	<b>Vocabulary</b> CC.4.L.6 Learn Science Vocabulary SG23	<b>Writing Project: Tall Tale</b> CC.4.W.3.d; CC.4.W.5; CC.4.W.10; Study a Model T276 CC.4.L.1; CC.4.L.3; CC.4.L.5	<b>Writing Project: Tall Tale</b> CC.4.W.3.d; CC.4.W.5; CC.4.W.10; Study a Model T276 CC.4.L.1; CC.4.L.3; CC.4.L.5
	<b>Reading</b> CC.4.Rinf.5 Explain Text Structure: Cause and Effect SG22 Build Comprehension CC.4.Rinf.1; SG23 CC.4.Rinf.10	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG24–SG25	<b>Reading</b> CC.4.Rlit.10 Introduce SG24–SG25 Read and Integrate Ideas SG26–SG27 ☑ Ask Questions to Comprehend Literature SG26–SG27 CC.4.L.5 ☑ Identify and Explain Figurative Language SG26–SG27 CC.4.L.5



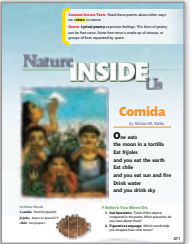
<b>LEARNING STATION TIME</b>	
<b>Fiction &amp; Nonfiction</b>	<b>Speaking and Listening</b> T269i CC.4.Rfou.4.b; CC.4.SL.4 <b>Language and Vocabulary</b> T269i CC.4.L.6 <b>Writing</b> T269i CC.4.W.2.a; CC.4.W.10 <b>Cross-Curricular</b> T269j CC.4.SL.4 <b>Reading and Intervention</b> T269j, SG68 CC.4.Rlit.10; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c



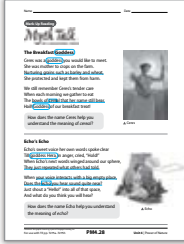


**Big Question** How do we relate to nature?

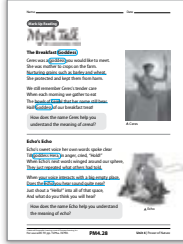
### Day 3

Read and Compare	
<b>Academic Talk</b> Talk Together T274	CC.4.SL.4; CC.4.SL.1.d
<b>Daily Spelling and Word Work</b> ✓ Practice T269I	CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
<b>Daily Grammar</b> ✓ Forms of <i>be</i> and <i>have</i> (present tense; contractions with <i>be</i> , <i>have</i> ) T269n	CC.4.L.1; CC.4.L.3
<b>Vocabulary Review</b> ✓ Review Science and Academic Vocabulary T273a	CC.4.L.6
<b>Comprehension</b> ✓ Compare Figurative Language T273a	CC.4.Rlit.4; CC.4.L.5; CC.4.L.5.a
	
<b>Fluency</b> ✓ Practice Expression T273a	CC.4.Rfou.4
<b>Power Writing</b> T273a <b>Daily Writing Skills</b> Use Figurative Language T269p <b>Writing</b> Write to Reinforce Grammar T275 <b>Writing Project: Tall Tale</b> Draft T277	CC.4.W.10 CC.4.L.5; CC.4.L.6 CC.4.L.1; CC.4.L.3


### Day 4

Read and Comprehend	
<b>Academic Talk</b> Discuss Mythic Words T275d	CC.4.SL.1.d
<b>Daily Spelling and Word Work</b> ✓ Practice T269I	CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
<b>Daily Grammar</b> ✓ Grammar and Writing T269n	CC.4.W.5; CC.4.L.1; CC.4.L.1.c; CC.4.L.3
<b>Vocabulary Practice</b> ✓ More Multiple-Meaning Words T275c	CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.4
<b>Reading</b> ✓ Read a Myth T275a–T275b	CC.4.Rinf.8
	
<b>Comprehension</b> Mythical Word Origins T275a–275b	CC.4.Rlit.4
<b>Fluency</b> ✓ Model and Practice Expression T275b	CC.4.Rfou.4
<b>Power Writing</b> T275 <b>Daily Writing Skills</b> Use Figurative Language T269p <b>Writing</b> Write Word Histories T275d <b>Writing Project: Tall Tale</b> Revise; Edit and Proofread T278	CC.4.W.10 a CC.4.L.5; CC.4.L.6 CC.4.Rlit.4; CC.4.W.9; CC.4.W.9.a


### Day 5

Review and Compare	
<b>Academic Talk</b> Relate Readings to the Big Question T275h	CC.4.SL.1.a; CC.4.SL.1.d
<b>Daily Grammar</b> ✓ Review T269n	CC.4.L.1; CC.4.L.1.c; CC.4.L.3
<b>Vocabulary Practice</b> ✓ Multiple-Meaning Words T275e	CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a
<b>Comprehension</b> Compare Poetic Elements T245f	CC.4.L.5
	
<b>Power Writing</b> T275e <b>Daily Writing Skills</b> Use Figurative Language T269p <b>Writing</b> Write About Poetic Elements T275g <b>Writing Project: Tall Tale</b> Publish and Present T279	CC.4.W.10 CC.4.L.5; CC.4.L.6 CC.4.W.9.a


### Read Fiction Books

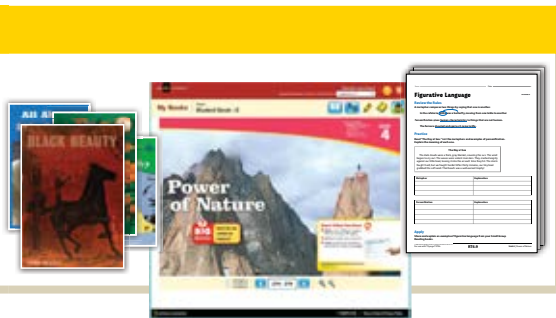
<b>Vocabulary</b> Expand Vocabulary Through Wide Reading SG24–SG27	CC.4.L.6	
<b>Reading</b> Read and Integrate Ideas SG26–SG27	CC.4.Rlit.10	
✓ Ask Questions to Comprehend Literature SG26–SG27	CC.4.L.5	
✓ Identify and Explain Figurative Language SG26–SG27	CC.4.L.5	

### Read Fiction Books

<b>Vocabulary</b> Expand Vocabulary Through Wide Reading SG24–SG27	CC.4.L.6	
<b>Reading</b> Read and Integrate Ideas SG26–SG27	CC.4.Rlit.10	
✓ Ask Questions to Comprehend Literature SG26–SG27	CC.4.L.5	
✓ Identify and Explain Figurative Language SG26–SG27	CC.4.L.5	

### Read Fiction Books

<b>Vocabulary</b> Expand Vocabulary Through Wide Reading SG24–SG27	CC.4.L.6	
<b>Reading</b> Connect Across Texts SG27	CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10; a CC.4.SL.1.a	
<b>Writing</b> Choose a Writing Option SG27	CC.4.W.2	



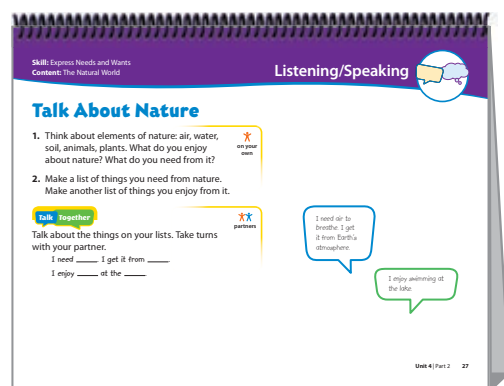
### ASSESSMENT & RETEACHING

<b>Assessment and Reteaching</b> T279a–T279b	
✓ Reading Comprehension Test A4.23–A4.28	CC.4.Rlit.4; CC.4.L.5; CC.4.L.5.a
✓ Reading Strategy Assessment SG57–SG58	CC.4.Rlit.10
✓ Oral Reading Assessment A4.1–A4.3	CC.4.Rfou.4.a
✓ Vocabulary Test A4.29–A4.30	CC.4.L.4.b; CC.4.L.6
✓ Spelling Test: Verbs ending in <i>-ing</i> and Commonly Misspelled Words T269I	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 A4.31–A4.34	CC.4.W.10; CC.4.L.1; CC.4.L.3
Reteaching Masters RT4.9–RT4.11	

# Week 4 Learning Stations

## Speaking and Listening

### Option 1: Talk About Nature



**Talk About Nature**

- Think about elements of nature: air, water, soil, animals, plants. What do you enjoy about nature? What do you need from it?
- Make a list of things you need from nature. Make another list of things you enjoy from it.

**Talk Together**  
Talk about the things on your lists. Take turns with your partner.

I need \_\_\_\_\_ I get it from \_\_\_\_\_  
I enjoy \_\_\_\_\_ at the \_\_\_\_\_

I need air to breathe. I get it from Earth's atmosphere.

I enjoy swimming at the lake.

### PROGRAM RESOURCES

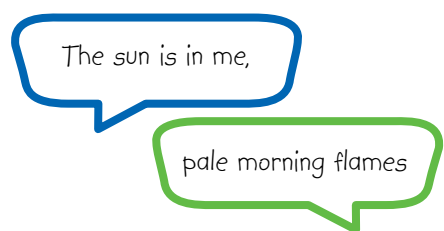
Language and Literacy Teamwork Activities: Card 27

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

Report on a Topic

CC.4.SL.4

### Option 2: Poem Partner Reading



The sun is in me,

pale morning flames

Have partners give oral interpretations of "Comida" and "The Sun in Me" on **Anthology** pages 271–273.

- Have partners practice reading alternate lines aloud.
- Encourage students to add variety and contrast to their expression of the words.
- Have students perform their interpretations.

Read Orally with Expression on Successive Readings

CC.4.Rfou.4.b

## Language and Vocabulary

### Key Words

atmosphere · benefit · element · force · hyperbole  
· interact · landscape · material · modify · natural  
· relate · stanza

### Option 1: Vocabulary Games



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

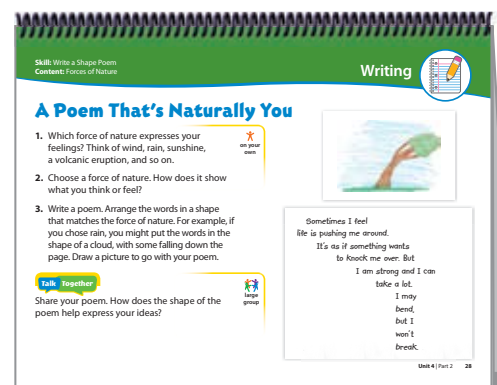
Have students expand word knowledge by identifying the Key Words that are verbs. Under Add More Information > Add What I Know > Related Words, have students add the verbs with the *-ing* ending.

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

CC.4.L.6

## Writing

### Option 1: A Poem That's Naturally You



**A Poem That's Naturally You**

- Which force of nature expresses your feelings? Think of wind, rain, sunshine, a volcanic eruption, and so on.
- Choose a force of nature. How does it show what you think or feel?
- Write a poem. Arrange the words in a shape that matches the force of nature. For example, if you chose rain, you might put the words in the shape of a cloud, with some falling down the page. Draw a picture to go with your poem.

**Talk Together**  
Share your poem. How does the shape of the poem help express your ideas?

Sometimes I feel  
life is pushing me around.  
It's as if something wants  
to knock me over. But  
I am strong and I can  
take a lot.  
I may  
bend,  
but I  
won't  
break.

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 28

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

drawing paper • colored pencils • markers

Write Over Shorter Time for Specific Tasks

CC.4.W.10

### Option 2: My Favorite State Park



**My Favorite State Park**

- Look at the **Language Builder Picture Cards**.
- Find out about a state park in your area. What types of activities are available there?
- Create a brochure about the state park you chose.
- Draw pictures or cut out images from magazines and newspapers to use in your brochure.

**Talk Together**  
Share your brochure with the class. Talk about why you chose the park.

It's the Best!

### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 27

Digital Library: Language Builder Picture Cards E49–E52

Student Resources Directory

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

magazines and newspapers • scissors • glue sticks • markers

Introduce a Topic, Group Related Information in Paragraphs and Sections, and Include Illustrations

CC.4.W.2.a

## Cross-Curricular

### Option 1: Plan a Landform Model



#### PROGRAM RESOURCES & MATERIALS

##### Digital Library: Image E35

drawing paper • colored pencils • calculator

Display the image and the prompt:

Scientists often make models to study landforms. Make a plan to build a scale model of Mount Fuji. List the materials you will need and the steps you will take. Draw a picture of what the model will look like.

Have students explain their plan.

Report on a Topic CC.4.SL.4

### Option 2: Research an Animal



#### MATERIALS

colored pencils • markers • encyclopedia

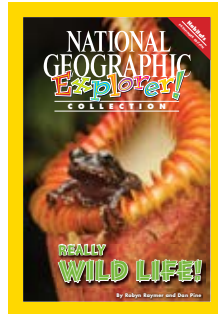
Have students research and report on one animal illustrated on **Anthology** pages 272–273.

- Have students find details about their chosen animal's habitat, size, and diet by looking in an encyclopedia or searching on [nationalgeographic.com](http://nationalgeographic.com).
- Have students draw pictures to accompany their reports.

Report on a Topic CC.4.SL.4

## Reading

### Option 1: Additional Reading



#### PROGRAM RESOURCES

Week 4 Small Group Reading Titles, page SG24

Independent Reading Recommended Books, page SG68

#### Leveled Book Finder

Have students choose a book they haven't read before from the above resources.

Read and Comprehend Literature	CC.4.Rlit.10
Read and Comprehend Informational Texts	CC.4.Rinf.10

### Option 2: Reread for Figurative Language

#### Figurative Language

Title	Example of Figurative Language

#### MATERIALS

books such as **Small Group Reading** fiction titles

Have students add to a figurative language chart for each fiction book they read during the week. Encourage students to reread books from previous units.

Then have partners use their charts to compare the different types of figurative language they found in their reading.

See also **Independent Reading** on page SG68.

Read and Comprehend Literature	CC.4.Rlit.10
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## Intervention

### Option 1: Phonics Games



[NGReach.com](http://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 RT4.9–RT4.11.

## Additional Resources

### Reach into Phonics



#### Lesson 62

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

### ESL Kit



ESL Teacher's Edition pages T270a–281



# Week 4 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✓ Spell Verbs Ending in *-ing*
- ✓ 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.

### Verbs Ending in *-ing*

1. altering	<b>Altering</b> our route by adding a side trail made the hike more enjoyable.
2. cultivating	<b>Cultivating</b> the land for planting was very hard work.
3. debating	We are <b>debating</b> whether we should leave before the storm gets worse.
4. eroding	Storms are <b>eroding</b> the cliffs, so the canyon is growing wider.
5. glittering	The stars were <b>glittering</b> so brightly they seemed to light our way.
6. harvesting	We are <b>harvesting</b> the ears of corn today so we can barbecue them tonight.
7. impacting	The floodwaters are <b>impacting</b> the harvest by making the soil too wet.
8. irrigating	<b>Irrigating</b> the crops used a lot of the farm's water.
9. mingling	We enjoyed <b>mingling</b> with the animals in the petting zoo instead of watching them in cages.
10. overtaking	Those new houses are <b>overtaking</b> the forest.
11. plunging	It was exciting to watch the dolphins <b>plunging</b> into the deep water.
12. producing	The farm is <b>producing</b> the citrus for much of the country.
13. reducing	She started <b>reducing</b> her speed because the road was slick.
14. scarring	Our dog clawed the tree, <b>scarring</b> the bark.
15. supplying	The reservoir is important for <b>supplying</b> much of the town's water.

### Watch-Out Words

16. dew	The grass in the park was covered with <b>dew</b> .
17. do	<b>Do</b> you enjoy picnicking in the park?
18. due	She is <b>due</b> to arrive in time for our picnic lunch.

### Verbs Ending in *-ing*

Day 2



Option 1

## MATERIALS

index cards, 13 per pair of students • scissors

## Teach

Display the word *cultivating*. Explain: *When a word ends in a silent e, drop the e before adding -ing.* Display the words *scar* and *scarring*. Explain: *Usually, when a word with a short vowel ends in a single consonant, double the consonant before adding -ing.*

## Prepare

- Have partners print all *-ing* spelling words, except *scarring*, on separate index cards.
- Have students cut each card in two, separating the *-ing*.
- Have students write the letter *e* on the last index card.

## Practice

- Have one partner choose an index card with a base word, or partial base word, on it. If the base word is incomplete, the student adds the *e* card and reads the word aloud. The student then removes the *e* card and adds the *-ing* card. Then he or she spells the word aloud.
- Explain that as the second partner listens to the spelling, he or she should write the word and point out any errors in spelling.
- Have students reverse roles and play until they have written all spelling words, except *scarring*.

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

### Catchy Phrases

Day 2



Option 2

## Create a Slogan

- Have each student choose one spelling word that might be used to represent the class.
- Tell each student to think about how to incorporate that spelling word into a slogan, or short phrase that is easy to remember.
- Have each student write his or her slogan and read it to the class.
- Then have the class chorally spell the spelling word in the slogan.

Demonstrate Command of Spelling

CC.4.L.2

### Homophone Help

Day 2



Option 3

## Play a Game

- Have each student write questions to help remember the Watch-Out Words. Provide an example: *Do you know when homework is due?*
- Have each partner read his or her questions. The partner answers the questions, trying to include one or two Watch-Out Words.

Use Frequently Confused Words

CC.4.L.1.g

Spell Grade-Appropriate Words

CC.4.L.2.d





## Puzzle Words

Day 3



Option 1

### MATERIALS

large sheets of paper • scissors

### Prepare

- On large sheets of paper, have partners draw a puzzle with 18 interlocking pieces.
- Tell students to write one spelling word on each puzzle piece and then cut the pieces apart.



### Play a Game

- Have students mix up the puzzle pieces and place them face up in the center of the table.
- Explain that Player 1 picks up a puzzle piece and, concealing it from Player 2, reads the spelling word aloud. (For the Watch-Out Words, Player 1 gives a context clue.)
- Explain that then Player 2 spells the word. If Player 2 spells the word correctly, he or she gets to place the puzzle piece in the puzzle. If he or she does not spell it correctly, the puzzle piece goes back in the center.
- Then Player 2 chooses a puzzle piece that will interlock with the piece already on the table and reads the spelling word for Player 1 to write.
- Have partners continue playing until the puzzle is complete.

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

CC.4.Rfou.3.a  
CC.4.L.2.d

## Story Time

Day 3



Option 2

### MATERIALS

magazines • scissors

### Play a Game

- Have students compete to use as many spelling words as they can in a story. Each spelling word is worth two points the first time it is used and one point each time it is used thereafter.
- Tell each student to find a picture or pictures in a magazine or draw a picture or pictures to help them tell their stories.
- Have students cut out the picture/s, glue them on paper, and write their stories beneath, underlining each spelling word.
- Remind students that the player with the most points wins.

Demonstrate Command of Spelling

CC.4.L.2

## Use a Dictionary

Day 4



Option 1

### MATERIALS

index cards, 18 per pair of students • dictionary

### Prepare

- Have partners write each spelling word on a separate card.
- Then have partners look up each word in a dictionary and write its definition on the back of the appropriate card. Encourage students to use the *-ing* form in writing their definitions.

### Play a Game

- Have partners place the cards on the table with the definitions visible.
- Have the first partner choose a definition. Then, without turning the card over, have him or her state and spell the word that goes with the definition.
- Explain that if the student is correct, she or he keeps the card. If the student states the wrong word or misspells the correct word, the card goes back on the table.
- Explain that when all cards are taken, the student with the most cards is the winner.

gathering in  
ripe crops

Consult References  
Spell Grade-Appropriate Words

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

## Categories

Day 4



Option 2

### Prepare

Have partners write each spelling word on a separate slip of paper.

altering  
producing  
overtaking

### Play a Game

- Have the first partner sort the spelling words into categories.
- Explain that categories might include number of syllables, words that change or do not change spelling when *-ing* is added, or other categories that students devise.
- Have the second partner try to identify the categories.
- Explain that when the second partner guesses the sorting strategy or gives up and is told the strategy, he or she takes a turn sorting the cards in a different way.
- Have students continue play until neither player can devise another way to sort the cards.

Apply Phonics and Word Analysis Skills  
Use Letter-Sound Correspondences, Syllabication Patterns,  
and Morphology to Read Multisyllabic Words  
Spell Grade-Appropriate Words

CC.4.Rfou.3  
CC.4.Rfou.3.a  
CC.4.L.2.d

# Week 4 Daily Grammar

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✓ Grammar: Use More Helping Verbs
- ✓ Grammar: Use Forms of *be* and *have*

## COMMON CORE STANDARDS

- Edit Writing CC.4.W.5
- Demonstrate Command of Grammar CC.4.L.1
- Use Modals CC.4.L.1.c

## Day 1

### PROGRAM RESOURCES

Game: Practice Master PM4.24

### Teach the Rules

Use the suggestion on page T270b to introduce new helping verbs. Explain: *The helping verbs could, should, and would tell about things that are possible or that might happen. These helping verbs stay the same whether the subject is singular or plural.* Display the chart below.

#### should

Tourists should travel carefully in the desert. I should follow the marked trail, too.

#### could

Leila could teach children about the national parks. Parents could listen to her information also.

#### would

Butterflies would flutter around my head if I stood still. Tino would feel nervous around all those butterflies.

### Play a Game

Distribute **Practice Master PM4.24**. Have partners take turns playing “Answer the Question.”

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

**Grammar Game**

#### Answer the Question

Read a question to your partner. Have your partner change the question to an answer and write the new sentence. Remember to use the helping verb.

- Should we supply water for the hike?  
We should supply water for the hike.
- Could Keiko alter the route that we follow?  
Keiko could alter the route that we follow.
- Would you and Arnie guide us if we ask you to?  
You and Arnie would guide us if we ask you to.
- Could coyotes stray into the campground?  
Coyotes could stray into the campground.
- Would I feel safer on higher ground?  
I would feel safer on higher ground.

After all the answers are written, take turns using the helping verbs *could, should, and would* to ask and answer six more questions about things in the environment. Here is an example: *Could it rain today? Yes, it could rain today.* Partners get one point for each answer that correctly uses *could, should* or *would*.

For use with TE p. T269m **PM4.24** Unit 4 | Power of Nature

## Differentiate

### AL Above Level

**ISSUE** Students finish the game without difficulty.

**STRATEGY** Have students write a second answer to each question, using the same helping verb but creating a different sentence. Provide an example for question 1: We should pack some juice and dried fruit.

 **Practice Master PM4.24**

## Day 2

### PROGRAM RESOURCES

Game: Practice Master PM4.25

### MATERIALS

scissors

### Review the Rules

Use the suggestion on page T273 to review helping verbs. Explain: *Helping verbs work with main verbs. The main verb tells what the subject is doing. Some helping verbs change depending on whether the subject is singular or plural. Others do not change.*

Display the chart below. Have students point out the helping verbs that change if the subject shows one or more than one. (*do, does, did; have, has, had*)

do, does, did	may	should
have, has, had	might	would
can	must	could

### Play a Game

Distribute **Practice Master PM4.25**. Have small groups play “Speed Sentences.”

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

**Grammar Game**

#### Speed Sentences

- Cut apart the cards. Place the gray main verb cards face up in a pile. Spread out the white helping verb cards and place them face down.
- Together, count “One, two, three!” Players quickly take one white card and read it aloud. The first person to read the word aloud draws a gray card and says a sentence using the helping verb on the white card and the main verb on the gray card. The player keeps the white card and returns the gray card.
- Play until everyone has had a chance to make at least two sentences.

do	did	have	plant
has	can	might	harvest
must	should	would	irrigate
does	may	could	cultivate

For use with TE p. T269m **PM4.25** Unit 4 | Power of Nature

 **Practice Master PM4.25**

## Differentiate

### EL English Learners

**ISSUE** Two-word verbs are frequent in English. English learners may find it difficult to construct sentences correctly using helping verbs and main verbs.

**STRATEGY** Work with one helping verb card (has) and one main verb card (jumped). Create three or four sentences for the student by pairing the two words and reading them aloud. Have the student read aloud the paired verbs in the sentences. Then build new sentences together.



## Day 3

### PROGRAM RESOURCES

Forms of *be* and *have*: eVisual 4.32

### Teach the Rules

Use **Anthology** page 275 to teach the forms of *be* and *have* in the present tense. Reinforce using the teaching suggestions on page T274a. Then review: *Use is and has after singular nouns and the pronouns he, she, and it. Use are and have after plural nouns and the pronouns you, we, and they.* Use **eVisual 4.32** to provide examples.

#### Forms of *be* and *have*

Singular Nouns	be	have
The county <b>park</b>	<b>is</b> open.	<b>has</b> sprinklers.
My <b>backpack</b>	<b>is</b> heavy.	<b>has</b> pockets.
Plural Nouns	be	have
Those <b>falcons</b>	<b>are</b> nesting.	<b>have</b> large claws.
<b>These trails</b>	<b>are</b> rocky.	<b>have</b> many hills.

[NGReach.com](https://www.ngr.com) Forms of *be* and *have* eVisual 4.32

Point out that the subject pronouns *I, you, he, she, it, we, and they* and forms of *be* and *have* are often combined in contractions.

I have / I've	we are / we're	I am / I'm
you are / you're	she is / she's	they have / they've

### Generate Sentences ✖

- Write six sentences about a nearby park or other natural area, such as a beach or hiking trail. Use a form of *be* or *have* in each sentence.
- Use a contraction with *be* or *have* in the last two sentences.

## Differentiate

### SN Special Needs

**ISSUE** Students may need help writing their sentences.

**STRATEGY** Provide students with a sample sentence about the place they chose, and two choices of verb construction: one correct, the other incorrect. Have students write the sentence correctly.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing: Practice Master PM4.30

### Grammar and Writing ✖

Distribute **Practice Master PM4.30**. Have students use editing and proofreading marks to correct errors in helping verbs, forms of *be* and *have*, and contractions.

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

**Grammar: Grammar and Writing**

**Edit and Proofread**

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

- correct helping verbs
- correct forms of *be* and *have*
- correct contractions

Editing and Proofreading Marks	
^	Add.
↗	Take out.
↶	Move to here.
^	Add comma.
⊙	Add period.

What would you like better, hiking along mountain trails or tubing down a river? <sup>I'm</sup> sure that I would like tubing better, but my dad and I <sup>are</sup> debating the topic.

Dad said, "The sun <sup>can</sup> burn you when you are on the water." He <sup>does</sup> not realize that the sun is pretty hot on the mountain.

I said that <sup>could</sup> we fall on the rocky mountain trails. He replied, "Yes, but those tubes could flip over. We better <sup>have</sup> lifejackets on."

After a while, we stopped our debate. Dad said, "We should <sup>try</sup> them both. It is the only way to know." He <sup>is</sup> excited about this adventure in nature. I have a feeling that <sup>we're</sup> going to like both.

For use with TE 4.32 **PM4.30** Unit 4 | Power of Nature

[NGReach.com](https://www.ngr.com) Practice Master PM4.30

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A4.31–A4.34

### Review and Assess ✖✖

Display the sentences below. Have partners identify the errors in each sentence. Have each student write the sentences correctly. Have partners trade papers to check each other's work.

Trees cans keep the air clean. (can)

All plants is important for the environment. (are)

Some flowers has golden pollen. (have)

Grass are home for insects, snails, and other living things. (is)

I's grateful for the plants in my world. (I'm)

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

# Week 4 Daily Writing Skills

## OBJECTIVE

**Thematic Connection: People and the Environment**

✔ Use Figurative Language

## COMMON CORE STANDARDS

Demonstrate Understanding of Figurative Language  
Use Conversational Words

CC.4.L.5  
CC.4.L.6

### Introduce Figurative Language Day 1



## PROGRAM RESOURCES

Figurative Language Paragraph: eVisual 4.28

Figurative Language Chart: eVisual 4.29

## Teach the Skill

Display eVisual 4.28 and chorally read the paragraph.



### Figurative Language Paragraph

Mosquito Lake is a fisherman's dream—and worst nightmare. The fish grow as big as buses there! When the last one was snagged, it took 50 people just to reel it in. How do the fish get so big? They devour the mosquitoes that gave the lake its name. These aren't buzzy little insects. These critters are more like giant buzzing helicopters! A chomp from one of them can suck the blood right out of a person in two seconds flat.

NGReach.com Figurative Language: eVisual 4.28



**INTERACTIVE WHITEBOARD TIP:** Circle examples of figurative language as you read them.

Explain: *When writers use figurative language, they use words and phrases that don't mean exactly what they say.* Provide examples:

- *Some writers use hyperbole, or exaggeration, to make a point.*
- *Some writers use colorful verbs to help readers picture the action.*

Display eVisual 4.29.



Figurative Language	Example	What It Means
hyperbole	The fish grow as big as buses!	The fish are really big.
colorful verbs	chomp	bite

NGReach.com Figurative Language Chart: eVisual 4.29



**INTERACTIVE WHITEBOARD TIP:** Cover the last column and have students volunteer the information.

Discuss the examples and encourage students to identify more examples of figurative language from the sample paragraph.

### Write with Hyperbole Day 2

Day 2



Option 1

## Introduce

Remind students that hyperbole uses exaggeration to make a point and draw a colorful picture for readers. Explain: *You will use hyperbole to make the sentences below more colorful and interesting.*

## Practice

Have students rewrite each sentence below using hyperbole. Then have students share their sentences with a partner and vote on which hyperbole gets the point across the best.

1. The music was loud.
2. The garbage was smelly.
3. The runner was fast.
4. The car was old.
5. The meal tasted good.

### Use Hyperbole Day 2

Day 2



Option 2

## PROGRAM RESOURCES

Digital Library Image: salmon jumping

## Introduce

Explain that students will write a paragraph that uses hyperbole to make the story sound more exciting.

## Practice

Display the image of a jumping salmon from the **Digital Library**, and have students write sentences about the fish, the water, and the action.

Have students share their sentences with a partner. Then have the partners write about the photo using at least three examples of hyperbole.







## SUGGESTED PACING

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

### Write with Colorful Verbs

Day 3



Option 1

#### Introduce

Remind students that colorful verbs can help the reader see a clearer picture of the action. Explain: *You will use colorful verbs to make sentences more exciting and creative.*

#### Practice

Have partners use colorful verbs to complete the paragraph below.

My family \_\_\_\_\_ along a forest path. Suddenly, a wildcat \_\_\_\_\_ in front of us! Everyone \_\_\_\_\_ when they saw it. They \_\_\_\_\_ until the wildcat \_\_\_\_\_.

### Use Colorful Verbs

Day 3



Option 2

#### MATERIALS

timer

#### Introduce

Have students write a fictional paragraph about what happens when a person sees a wild animal. Remind them to use colorful verbs to make the actions clear and exciting.

#### Practice

Give students five minutes to brainstorm colorful verbs they can use in their paragraphs. If students need additional support, provide the following examples of verbs:

animal actions: *roar, click, slither, scuttle, pounce, swoop*  
human actions: *race, freeze, whisper, shriek*

Then have students spend ten minutes using their colorful verbs in a paragraph about an animal encounter.

### Revise with Figurative Language

Day 4



#### Introduce

Explain that students will use figurative language to make their own writing more interesting.

#### Practice

Have students select a description or story from their Weekly Writing folders that could be improved by adding figurative language. Have students rewrite or revise a part of the writing to include hyperbole and colorful verbs.

### Review and Assess

Day 5



#### PROGRAM RESOURCES

Figurative Language Chart: **eVisual 4.29**

Writing, Revising, and Editing Unit Test: **Assessment Masters A4.31–A4.34**

#### Review the Skill

Display **eVisual 4.29** and have students review examples of hyperbole and colorful verbs. Then have partners write a paragraph about a way that people affect the environment. They should concentrate on using colorful verbs and include at least one example of hyperbole.

After writing, have students circle the colorful verbs and underline hyperbole.

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

### OBJECTIVES

**Thematic Connection: People and the Environment**

- ✔ Use Context to Determine Word Meanings
- ✔ Identify and Explain Figurative Language


### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Family Newsletter 4

#### TECHNOLOGY ONLY

Read Aloud: eVisual 4.27



## WARM-UP

Have students share the drawings they made as part of their **Family Newsletter 4**. Explain that today they will read a poem that, like students' drawings, was inspired by the natural world.

### Power Writing

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

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

## Academic Talk

### 1 Discuss the Big Question

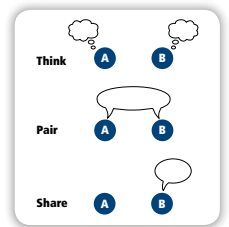
Explain: *If speakers give reasons and evidence to support their opinions, discussions can be more interesting.*

Set up the discussion: *Do you relate well to nature? Why or why not?* Model: *I do not relate to nature as well as I could. Sometimes I am just not aware of the world around me. Doña Flor lets birds make nests in her hair. I don't even notice birds.* Have students identify the reason you use to support your opinion. (reason: not aware of the natural world; evidence: don't notice birds.)

Use **Think, Pair, Share** to have students discuss the question "Do you relate well to nature?" Remind students to use examples from what they have read and good reasons to support their opinions.

- Encourage partners to identify each other's reasons. Students are not likely to use facts in responding.
- Have students share with the class their partner's opinions and reasons.

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



**Think, Pair, Share**

### COMMON CORE STANDARDS

#### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Determine Meanings of Academic and Domain-Specific Words	CC.4.Rinf.4
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

Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
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#### Language and Vocabulary

Determine Meanings of Multiple-Meaning Words	CC.4.L.4
Use Context Clues	CC.4.L.4.a
Demonstrate Understanding of Figurative Language	CC.4.L.5
Explain Metaphors	CC.4.L.5.a

## Vocabulary Strategy

### 2 Multiple-Meaning Words **Anthology** page 270

Project **Student eEdition** page 270 and read aloud the introduction. Elaborate: *Think about the word bat. What does bat mean?* (an animal, a piece of sporting equipment) *What is a context clue in the sentence: "I saw a bat flying outside a cave"?* (flying) *How does it help you understand which meaning of bat is being used?* (Baseball bats don't fly, so it must be referring to the animal.)

Have volunteers read the explanation and first sentence for **force**. Model using the strategy: *If water can shape the **landscape**, it must be very powerful. In this sentence, a **force** must be something powerful that can change other things.* Repeat the process for the second meaning of **force**. Have partners take turns repeating the routine with the sentences below.

- I love the leaves in the *fall*./Alma walked carefully so she wouldn't *fall*.
- I need *change* for the snack machine./I will *change* the light bulb in the lamp.



## Multiple-Meaning Words

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

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



Water is a **force** that can shape the landscape.

**Meaning:** something powerful that can cause change



This town has a **force** of firefighters to keep us safe.

**Meaning:** group of people working together

### Try It Together

Read the sentences. Then answer the questions.

Eli will spend the summer at his uncle's ranch. His uncle will benefit from his help. When Eli returns, he will relate stories of his trip.

1. What does **benefit** mean in the second sentence?

- A to get something good
- B to save money
- C a positive effect
- D a problem

2. What does **relate** mean in the third sentence?

- A to connect
- B to trade
- C to tell
- D to have relatives

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Anthology page 270

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T269o–T269p)
- ✓ Power Writing (T269q, T270c, T273a, T275a, T275e)
- ✓ Writing (T270b, T273, T275, T275d, T275g)
- ✓ Writing Project (T276–T279)

## Best Practices

**Encourage Respect** As pairs of students discuss the Big Question and answer the questions on page 270, encourage them to respond positively to each other's input. Provide examples:

- *That is interesting.*
- *I had not thought of that.*
- *I see why you chose answer B, but I have a different answer.*

## Differentiate

### EL English Learners

**ISSUE** Students lack language skills necessary to use context clues.

**STRATEGY** Read each sentence and each answer choice aloud, substituting simpler vocabulary or language structures. If necessary, give multiple examples using *benefit* and *relate*.

### BL Below Level

**ISSUE** Students need help identifying meanings that match the contexts.

**STRATEGY** Have students look up each word in the dictionary. Help students read and paraphrase each definition. Record the simple definitions. Then point to a context clue in the sentence and ask: *Which definition does this clue remind you of?* Then have students match the paraphrased definition to the appropriate answer choice.

### 3 Try It Together Anthology page 270

Read the directions and sample text aloud and have partners work together to answer the questions. (question 1: A; question 2: C)

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Context to Determine Word Meanings ✓

As students complete **Try It Together**, determine whether they are able to identify word meanings from context.

If students cannot identify the correct meanings from context, display these sentences: My mom is a baseball fan who watches all our games. She uses a portable fan to keep cool.

Ask: *What word is in both sentences? (fan) Does fan have the same meaning in both sentences? (No)*

*What words in the first sentence help you figure out what fan means? (baseball, watches, games)*

*What words in the second sentence help you figure out what fan means? (electric, keep cool)*

## Comprehension

### 4 Figurative Language

Review: *Writers use figurative language to help readers imagine people, places, and things. Metaphor and personification are types of figurative language.* Have students define *metaphor* (a comparison that says one thing is another) and *personification* (giving human traits to something that is not human).

Display **eVisual 4.27**, and read the first stanza of the excerpt from “Song.” Reread the stanza and pause to point out examples of personification. (“Nodding in the sun,” “As the breezes run,” “Holding up”)

Explain the meaning of the examples: *The author compares the flower to a person “nodding,” as if it were saying “yes.” She describes breezes like people who “run,” or move swiftly through the flowers.*

Have students identify and explain the meaning of the metaphor “scent-brimmed cup.” (The flower is shaped like a cup that holds scent.)

### Fluency

**Model Expression** As you read the first stanza of the poem, model how to read text that is rich in description. Explain: *When you read with expression, change your voice to show the feelings expressed in the text.*

### Differentiate

#### **BL** Below Level

**ISSUE** Students have trouble identifying metaphors and personification.

**STRATEGY** To help students identify personification, point out words that describe the butterfly in the second stanza. Ask: *Which words are usually used to describe people?* (*winking, happy*) To help them find a metaphor, ask: *In the phrase “Blossoms hold/Mines of gold,” what cannot actually be found on a flower?* (*mines of gold*) *Where are the mines of gold found?* (*in the center of the flower*) *What is the heart of a flower?* (*the center*) *What is in the center of a flower?* (*nectar*) *So how is the center of the flower like a gold mine to a butterfly?* (It contains nectar, which is precious to the butterfly.)

#### **EL** English Learners

**ISSUE** Students can identify metaphors, but have difficulty explaining what they mean.

**STRATEGY** Provide language frames like these:

- This metaphor compares \_\_\_\_\_ to \_\_\_\_\_.
- The \_\_\_\_\_ is like a \_\_\_\_\_ because \_\_\_\_\_.



### Read Aloud

Lyrical Poem

From **Song** by Amy Lowell

Oh! To be a flower  
Nodding in the sun,  
Bending, then upspringing  
As the breezes run;  
Holding up  
A scent-brimmed cup,  
Full of summer’s fragrance to the sun.

Oh! To be a butterfly  
Still, upon a flower,  
Winking with its painted wings,  
Happy in the hour.  
Blossoms hold  
Mines of gold  
Deep within the farthest heart of each chalice flower.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 4.27



**INTERACTIVE WHITEBOARD TIP:** Underline examples of personification and circle the metaphors.



Have partners read aloud the rest of the poem and identify the metaphors and personification. Have them explain the comparisons and what each figure of speech means. (personification: "Winking with its painted wings, Happy in the hour"; metaphors: "painted wings," "Mines of gold," "chaliced flower")

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Identify and Explain Figurative Language ✓

As partners discuss the poem, be sure that they can distinguish between a metaphor and personification and can explain the meaning of each example of figurative language. If students do not understand personification and metaphor, point to and read aloud each example of personification in the second stanza. ("Winking," "Happy," "heart") Repeat for "painted wings," "Mines of gold," and "chaliced flower."



## Daily Language Arts

**Daily Spelling and Word Work** ✓

Spelling Pretest page T269k

**Daily Grammar** ✓

Point out the helping verb *can* on **Anthology** page 270. Then use page T269m to introduce the additional helping verbs *should*, *could*, and *would*.

**Daily Writing Skills** ✓

Point to the word *upspringing* in the **Read Aloud**. Use page T269o to teach writing with hyperbole and colorful verbs.

# Writing

## 5 Write with Figurative Language

Model using figurative language to write about a powerful force of nature.

Think Aloud	Write
<i>First, I think of a powerful <b>force</b> of nature and explain what it is.</i>	A tornado is a large, twisting wind that destroys whatever is in its path.
<i>Next, I think of a person or thing that is similar to that <b>force</b> of nature.</i>	An angry child twirls and smashes things.
<i>Then, I write a comparison between the two.</i>	The angry tornado smashed houses and trees in its path.

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

Ask students to pick a force of nature and write descriptive sentences about it, using figurative language. Have pairs determine which form of figurative language they used. Students add their writing to their Weekly Writing folders.



**WRAP-UP** To reinforce understanding of figurative language, have students name elements in nature and then add a human quality that could be associated with each element. Examples: crow laughs, rain cries.

## OBJECTIVES

### Thematic Connection: People and the Environment

- ✔ Use Context to Determine Word Meanings
- ✔ Ask Questions to Comprehend Literature
- ✔ Identify and Explain Figurative Language

## MATERIALS

timer • dictionaries

## Power Writing

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

For *Writing Routine 1*, see page BP47.

## COMMON CORE STANDARDS

### Reading

Refer to Details and Examples When Explaining Text	CC.4.Rlit.1
Determine Meanings of Words and Phrases	CC.4.Rlit.4
Refer to Structural Elements of Poems	CC.4.Rlit.5
Determine Meanings of Academic and Domain-Specific Words	CC.4.Rinf.4
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
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### Speaking and Listening

Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
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### Language and Vocabulary

Determine Meanings of Multiple-Meaning Words	CC.4.L.4
Use Context Clues	CC.4.L.4.a
Demonstrate Understanding of Figurative Language	CC.4.L.5
Explain Metaphors	CC.4.L.5.a
Acquire and Use Academic Words	CC.4.L.6

## WARM-UP

Display these words: *fan*, *tag*, *can*. Have students write sentences to show two meanings for each word. Then have students share their sentences.

## Vocabulary Strategy

### 1 More Multiple-Meaning Words ✔

Remind students that many words have more than one meaning. Display these dictionary entries for the word *waste*:

- *n* leftover material that cannot be used
- *v* to spend or throw away needlessly
- *adj* being in a ruined condition

Explain: *These definitions show that the word waste can be a noun, a verb, or an adjective. A word's part of speech can give you a clue to its meaning.*

Display these sentences: We sort our waste into containers. Farmers don't waste water. Model: *In sentence one, I can tell that the word waste means "leftover material that cannot be used" because it is used as a noun.* Have students determine which definition of *waste* applies in sentence two. (to spend or throw away needlessly)

Have students recall the Key Word *current*, which they learned earlier in the unit. Have students look up the word. Ask volunteers to read the definitions. Display these sentences: You can see current news stories on TV. The ocean current moved the boat out to sea. Have partners determine the meaning of *current* in each sentence and explain how the part of speech helped them choose the correct meaning.

## Check & Reteach

### OBJECTIVE: Use Context to Determine Word Meanings ✔

Listen as partners identify word meanings, using parts of speech as context clues. If students do not use parts of speech appropriately, use the sample sentence to explain.

## Academic Talk

### 2 Preview and Predict

Remind students: *You can read the title and look at the illustrations to preview and predict what texts will be about.* Project **Student eEdition** pages 271–273. Have students silently read the titles of the poems and study the illustrations. Then have partners discuss their predictions.

**Connect Across Texts** Read these poems about other ways we **relate** to nature.

**Genre** **Lyrical poetry** expresses feelings. This form of poetry can be free verse. Some free verse is made up of stanzas, or groups of lines separated by space.

# Nature INSIDE Us

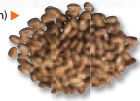


## Comida

by Victor M. Valle

**O**ne eats  
**1** the moon in a tortilla  
 Eat *frijoles*  
 and you eat the earth  
 Eat chile  
 and you eat sun and fire  
 Drink water  
 and you drink sky **2**

**In Other Words**  
**Comida** Food (in Spanish)  
**frijoles** beans (in Spanish) ▶  
**chile** hot peppers



▶ **Before You Move On**

- 1. Ask Questions** Think of the objects compared in the poem. What questions do you have about them?
- 2. Figurative Language** Which words help you imagine how chile tastes?

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STUDENT TECHNOLOGY



Student eEdition

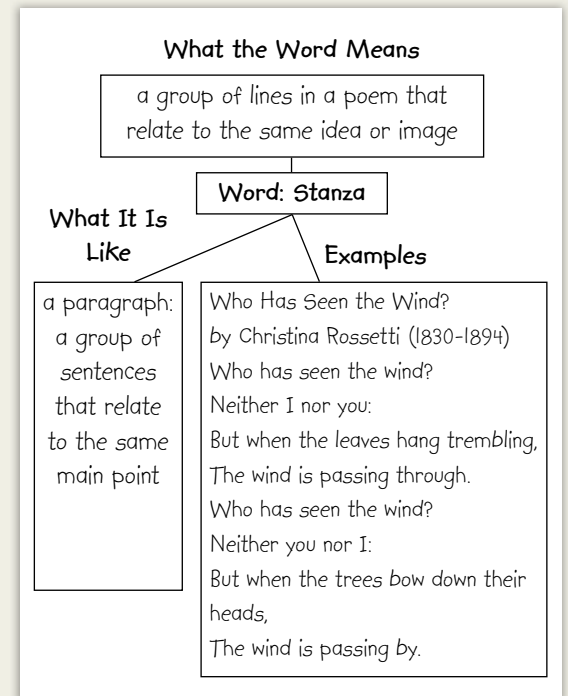
NGReach.com

Anthology page 271

## Fluency

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

### Word Map



## Reading

### 3 Read Lyrical Poetry

**CONNECT ACROSS TEXTS** Project **Student eEdition** page 271. Say: *You read about how Doña Flor related to nature. Now you will read about how the speakers in two poems view nature.* Have a volunteer read aloud **Connect Across Texts**.

**GENRE** Read aloud the explanation of lyrical poetry. Then use the Word Map to teach the word **stanza**. Clarify: *The poem on this page is not divided into stanzas. The poem on the next page is.* Have students turn the page. Ask how many lines are in each stanza of “The Sun in Me.” (four)

**SOCIAL STUDIES BACKGROUND** Before students read “Comida,” point out the Spanish words in the **In Other Words** feature on the bottom of **Anthology** page 271. If there are Spanish speakers in the class, ask them to pronounce the words and add information about the words.

### Read and Build Comprehension

- 1 Analyze Figurative Language** ✓ *What is the first metaphor in the poem? (“One eats/the moon in a tortilla”) How does the picture help you understand the comparison between the moon and a tortilla? (The moon and the tortilla that the boy is eating are both round and have similar-looking colors and textures.)*
- 2 Analyze Author’s Viewpoint** *How do you think the poet feels about food and nature? (Possible responses: He seems to appreciate food and nature. He seems to feel that he is one with nature and nature is part of him.)*

### Answers Before You Move On

- 1. Ask Questions** ✓ Possible responses: How are beans like the earth? How are the sky and water alike?
- 2. Figurative Language** ✓ The words *sun* and *fire* help me imagine the burning taste of the hot peppers.


**Daily Language Arts**
**Daily Spelling and Word Work** ✓

Practice pages T269k

**Daily Grammar** ✓

Review: *Today we have read a poem about nature.* Explain that the verb *have* is a helping verb with *read*. Use page T269m to teach more about helping verbs.

**Daily Writing Skills** ✓

Have partners discuss the figurative language in each other's stanzas. Then use page T269o to teach and practice using figurative language in writing.

**Read and Build Comprehension**

- 1 Relate to Personal Experience** *Think about your own experiences with the wind. How might the wind lead you into a new day?* (Possible response: When I walk out my door in the morning, the wind often blows on my face. It gives me energy for a new day.)
- 2 Ask Questions** ✓ *What questions do you have about how the speaker **relates** to the sea and to the rivers?* (Possible responses: Why does she say that the sea whispers wild music? What does she mean when she says that the river swirls questions around her head?)
- 3 Analyze Figurative Language** ✓ *How does the poet personify the moon in the last **stanza**?* (She describes the moon as an artist whose moonlight, or "paint," brings sadness to the speaker's dreams.)

**Mini Lesson****Identify Poetic Elements**

Display **Student eEdition** pages 272–273. Review what students have learned about repetition, rhythm, personification, and metaphor in poetry.

Have volunteers briefly explain each element. Clarify any concepts as needed. Have partners work together to identify examples of each practice element.

**Check & Reteach****OBJECTIVE: Ask Questions to Comprehend Literature** ✓

Listen to students' responses to the comprehension and Before You Move On questions about asking questions.

If students have difficulty asking their own questions, provide these sentence frames: I am confused by \_\_\_\_\_. I need to understand \_\_\_\_\_.

Explain that students can turn the sentence frames into questions by asking why and how questions.

Model the strategy: *I need to understand why the speaker calls the sun's light pale. I can ask a question by changing around the words: "Why does the speaker call the sun's light pale?" To find an answer, I can reread the text or read on. I can also stop and think about how a pale sun would look and feel.*

**OBJECTIVE: Identify and Explain Figurative Language** ✓

Listen to students' responses to the questions about figurative language.

If students have difficulty, explain that figurative language helps readers look at ordinary things in new ways. Ask: *What is the wind compared to?* (clear blue breath) *In what new ways does this impression make you think about the wind?* (Possible response: The wind can be cool and gentle.)

**Answers Before You Move On**

- 1. Elements of Poetry** The stanzas help the poet describe different elements of nature separately. She can give detailed descriptions and show her feelings about each.
- 2. Figurative Language** Possible response: She means that the speaker can feel the sun's warmth inside her. She feels one with nature and has strong feelings in response.



# The Sun in Me

by Moira Andrew

The sun is in me,  
pale morning flames  
setting my still-sleeping  
heart alight.

The wind is in me,  
clear blue breath  
leading my bare feet  
into a new day. **1**



The sea is in me,  
deep green waves  
whispering wild music  
in my ears.

The river is in me,  
dark brown waters  
swirling its questions  
around my head. **2**

The moon is in me,  
sad silver beams  
painting my dreams  
with shadows. **3**



#### In Other Words

setting my still-sleeping heart alight  
waking me up from a deep sleep  
silver beams moonlight

#### Before You Move On

- Elements of Poetry** How do the stanzas help the poet express her feelings about nature?
- Figurative Language** What does the author mean by "The sun is in me"?

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Anthology  
pages 272–273

## Writing

### 4 Write a Response

Introduce: *One way to respond to literature is to add to or say more about the author's ideas. The assignment is to write another stanza for "The Sun in Me."* Model:

#### Think Aloud

*Sometimes I relate to thunderstorms.*

*I think about how I feel when I am in a thunderstorm and what I can compare those feelings to. I use metaphor and personification to show my feelings.*

#### Write

The storm is in me,  
big pounding fist  
awakening my  
thundering heart.

Have students write a four-line stanza, including figurative language, continuing the pattern of "The Sun in Me." Add them to their Weekly Writing folders.

See **Differentiate**

### Best Practices

Link to Experience As students write their stanzas, encourage them to make links to their personal lives. For example, ask: *What kind of weather do you like the best? What sights, sounds and feelings do you enjoy about the weather?*

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty dividing their thoughts into four lines and matching the poem's structure.

**STRATEGY** Suggest that students work with one line at a time, substituting their own words for each of the words in the line.

### BL Below Level

**ISSUE** Students have difficulty coming up with figurative language for their stanzas.

**STRATEGY** Have students complete these sentence frames as they apply: (Element of nature) sounds like \_\_\_\_\_. It looks like \_\_\_\_\_. It \_\_\_\_\_ like \_\_\_\_\_. It \_\_\_\_\_ like \_\_\_\_\_.

## WRAP-UP

Have partners talk about the two poems and the way that the speaker in each poem feels about nature. Remind students to support their ideas with examples from the texts.

### OBJECTIVES

**Thematic Connection: People and the Environment**

- ✔ Compare Figurative Language
- ✔ Grammar: Use Forms of *be* and *have*

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Comparison Chart: Practice Master PM4.26
- Grammar Practice: Practice Master PM4.27

#### TECHNOLOGY ONLY

- Grammar Passage: eVisual 4.31

### MATERIALS

timer

### Power Writing

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

For *Writing Routine 1*, see page BP47.

### Fluency

**Practice Expression** As partners reread the poem aloud, circulate and listen for correct expression.

### COMMON CORE STANDARDS

#### Reading

- |  |             |
|--|-------------|
| Determine Meanings of Words and Phrases    | CC.4.Rlit.4 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

#### Speaking and Listening

- |  |             |
|--|-------------|
| Review Key Ideas and Explain Ideas and Understanding | CC.4.SL.1.d |
| 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   |
| Demonstrate Understanding of Figurative Language | CC.4.L.5   |
| Explain Metaphors                                | CC.4.L.5.a |
| Acquire and Use Domain-Specific Words            | CC.4.L.6   |

## WARM-UP

Have students choose quotations from “Doña Flor,” or lines or stanzas from “Comida,” or “The Sun in Me” that express their own feelings about nature. Have students share their chosen lines and the reasons they made their choices.

## Vocabulary Review

### 1 Review Science and Academic Vocabulary

Project **Student eEdition** page 274 and point out the Key Words. Also display the word **stanza**. Chorally read all the words. Pause after each word and have volunteers give the definition.

Have each student write a sentence that includes a Key Word, leaving a blank where the word should be. Have partners take turns writing the missing words.

## Review and Integrate Ideas

### 2 Compare Figurative Language ✔ Anthology page 274

Read aloud the introduction on **Student eEdition** page 274. Review metaphor and personification. Have volunteers give examples of each.

Review **hyperbole**: *Tall tales like “Doña Flor” are full of exaggerations: things that are bigger, smaller, or otherwise more extreme than in real life. Figurative language that uses extreme exaggeration is called hyperbole.* Point out an example on page 257: “she built her own house, *una casa* big as a mountain and open as a canyon.” Note that this hyperbole also contains two similes: the house is compared to a mountain and to a canyon using the word *as*.

Have partners complete the activity on page 274, using **Practice Master PM4.26**. For each example, have students identify the type of figurative language.

### Check & Reteach

**OBJECTIVE: Compare Figurative Language** ✔

As partners discuss examples of figurative language, determine whether they understand the difference between literal and nonliteral meanings.

For each example, have students explain why the words could not be literally true.

- *a voice sweet as river music* (simile; rivers don’t play music)
- *One eats/the moon in a tortilla* (metaphor; a person could not eat the moon)
- *the sun opened one eye* (personification; the sun doesn’t have eyes)
- *Flor jumped so high, she bumped into the sun* (hyperbole; no one can bump into the sun)



Key Words	
atmosphere	landscape
benefit	material
element	modify
force	natural
interact	relate

## Compare Figurative Language

Writers use words in creative ways. **Figurative language** helps you visualize. It uses words that mean something different from their exact meaning. Figurative language often compares things that are not really alike.

Find examples of figurative language in the story and poems. Compare them. Work with a partner to complete the chart.

### Comparison Chart

Title	Example	What It Means	What You Picture
"Doña Flor"	"the houses smelled corn good"	The houses smelled like corn, which smells good.	I picture a kitchen with people eating.
"Comida"			
"The Sun in Me"			

### Talk Together

How is nature part of us? Think about the story and poems. Use **Key Words** to talk about how nature is part of who we are.

274

### STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 274

## Academic Talk

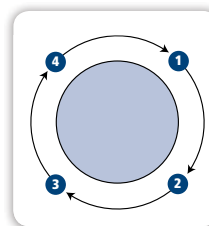
### 3 Talk Together Anthology page 274

Review how the characters in "Doña Flor" and the speakers in "Comida" and "The Sun in Me" interact with nature. For example, Doña Flor tames a wild puma; the speaker in "Comida" celebrates the textures and flavors of food; the speaker in "The Sun in Me" sees the natural world within her.

Have students think about how they themselves interact with nature during the course of a normal day. Have students use a **Roundtable** to discuss their ideas. Remind them to use Key Words.

- Have students number off in groups of four.
- Explain that Student 1 should provide an example of how he or she interacts with nature during a normal day. In turn, Students 2, 3, and 4 should either elaborate on the example from Student 1 or present a new example of interacting with nature.
- Repeat the rotation several times.
- Have each group share one or two examples with the class.

For **Roundtable**, see page BP46.



Roundtable

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

### Comparison Chart

## Compare Figurative Language

Write examples of figurative language from the story and poems. Explain what they mean.

Title	Example/Type	What It Means	What You Picture
"Doña Flor"	"the houses smelled corn good" metaphor	The houses smelled like corn, which smells good.	I picture a kitchen with people eating.
"Comida"	Responses will vary. Possible responses: "eat frijoles and you eat the earth" metaphor	When you eat beans, you eat something that came from the earth.	I picture beans that grow from rich soil in the sun.
"The Sun in Me"	Responses will vary. Possible responses: "waves whispering" metaphor	When waves crash they sound like whispers.	I picture foamy waves and imagine hearing their soft noises.

Compare charts with a partner. Discuss the examples of figurative language you found. Compare what they mean.

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For use with TE p. T274

PM4.26

Unit 4 | Power of Nature

NGReach.com Practice Master PM4.26



## Differentiate

### EL English Learners

**ISSUE** In Chinese languages, Haitian Creole, Hmong, Korean, and Vietnamese, the verb *be* isn't necessarily used in sentences with adjectives and prepositional phrases. Speakers of these languages may say *Snow on the ground* instead of *Snow is on the ground* and *I cold* instead of *I am cold*.

**STRATEGY** Write the following sentence frames for students to copy and complete: *I \_\_\_\_\_ in school.*  
*The clown \_\_\_\_\_ funny.* *The clouds \_\_\_\_\_ in the sky.*

### BL Below Level

**ISSUE** Students have difficulty using the contractions *I'm*, *you're*, *he's*, *she's*, *it's*, *we're*, and *they're* correctly.

**STRATEGY** Have students create sentences to use as mnemonic devices for each contraction. Each sentence should include both the contraction and its component words. Provide examples: *I'm a good student, yes I am.* *You're going to love grammar: you really are.*

## Grammar Focus

### 4 Forms of *be* and *have* Anthology page 275

Project **Student eEdition** page 275. Have a volunteer read aloud the introduction. Review the chart with students, clarifying that each pronoun represents one or more nouns. Give an example: *Charlotte and Cari are friends. They are friends.*

Display the **eVisual 4.31** with the grammar passage below. Have a student read the passage aloud. Then read the first sentence and identify the first form of *be* and its rule: *Use the form is after a singular noun or the pronouns he, she, and it.*

Have students go sentence by sentence through the passage, identifying the remaining forms of *be* and *have* and explaining the rule for using each form.



### Grammar Passage

Earth's atmosphere is very important. The air around us has oxygen, which we need to stay alive. Carbon dioxide and other components of air are also important to life on Earth. We have a responsibility to protect our air. It's a natural resource that provides many benefits. I'm sure that you've got many ideas on how to protect our atmosphere.

[NGReach.com](http://NGReach.com) Grammar Passage eVisual 4.31



**INTERACTIVE WHITEBOARD TIP:** Circle forms of *be*. Underline forms of *have*.

### 5 Read Forms of *be* and *have* Anthology page 275

Read aloud the directions and the sentences about Doña Flor. After students find the forms of *be* and *have* in the sentences on the page, refer them back to page 230. Have them identify forms of *be* and *have* on this page of the science article "Wind at Work" and explain for each how it conforms to the rules.

See **Differentiate**

### 6 Write Forms of *be* and *have* Anthology page 275

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM4.27**.

## Check & Reteach

**OBJECTIVE:** Grammar: Use Forms of *be* and *have*

As students write their sentences about an illustration in the story, check for correct usage of the present-tense forms of *be* and *have*.

If students have trouble, have them underline the subject of each sentence. Then have them check the rules on page 275 to confirm the correct form of *be* or *have* to use with that subject.

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

**Grammar: Practice**

### The Moon Is...

**Grammar Rules Forms of *be* and *have***

The verbs *be* and *have* must agree with the subject.

	<b>be</b>	<b>have</b>
• Use for <i>I</i> :	am	have
• Use for <i>you, we, or they</i> and plural subjects:	are	have
• Use for <i>he, she, or it</i> and singular subjects:	is	has

Complete the sentences with forms of the verbs *to be* or *to have*. Use contractions if a subject is missing.

"The moon is Swiss Cheese," I said. " I'm serious! It has holes all over it."

" You're silly," said my sister. "The holes are craters. They look like holes but they're not. We have a book about the moon. It's in the house."

"Well, get it quickly. Hungry mice are on the moon," I said.

"Look, they've eaten almost all of it."

**Read your latest writing activity to a partner. Tell how you used forms of *be* and *have*. Fix any that may be incorrect.**

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## Forms of *be* and *have*

The verbs *be* and *have* have irregular forms. The subject and verb must agree. Look at the present tense forms.

### Grammar Rules Irregular Present-Tense Verbs

	be	have
• Use for <b>I</b> :	<i>am</i>	<i>have</i>
• Use for <b>you</b> :	<i>are</i>	<i>have</i>
• Use for <b>he, she, or it</b> :	<i>is</i>	<i>has</i>
• Use for <b>we</b> :	<i>are</i>	<i>have</i>
• Use for <b>they</b> :	<i>are</i>	<i>have</i>

Sometimes you can form a contraction with the subject and the verb. For example, you can change *I am* to *I'm* and *you are* to *you're*. An apostrophe shows where one or more letters are left out.

### Read Forms of *be* and *have*

Read these sentences about "Doña Flor." Find present-tense forms of *be* and *have*. Identify the subjects. Find two contractions.

Flor has many friends. Plants, animals, and even the wind are her friends. They're always welcome at her house. Flor is helpful. She's generous, too.

### Write Forms of *be* and *have*

Choose an illustration in the story. Write a short paragraph about it. Include present-tense forms of *be* and *have*.

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Anthology page 275

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T269l

### Daily Grammar ✓

Point to the word *is* in the **Read Aloud**. Then use page T269n to practice the forms of the verbs *be* and *have*.

### Daily Writing Skills ✓

Discuss with students the types of figurative language the class has discussed today. Then use pages T269p to practice writing with hyperbole and colorful verbs.

## Writing

### 7 Write to Reinforce Grammar

Have each student write a paragraph about a group of friends. Say: *In your paragraph, explain what you and your friends do together and what your friends are like.* Remind students to use forms of *be* and *have* in their paragraphs.

Model writing sentences about friends: *My best friends are Jack and Pete. They are great baseball players. Jack is good at throwing a baseball, but he is not a fast runner. I am the best batter. We have fun every weekend.* Point out the forms of *be* and *have* and the pronouns in your model.

After students write their paragraphs, have them circle each form of *be* and *have*. Have them use the grammar rules on page 275 to check the correct form of each verb. Then have students add their paragraphs to their Weekly Writing folders.

**WRAP-UP** Have students recall examples of people's feelings about nature that they heard today. Have them discuss with a partner why people's feelings about nature might affect how people treat nature's resources and add their ideas to the unit concept map.

## OBJECTIVES

**Thematic Connection: People and the Environment**

**Determine Meanings of Words with Mythical Origins**

Use Context to Determine Word Meanings

## PROGRAM RESOURCES

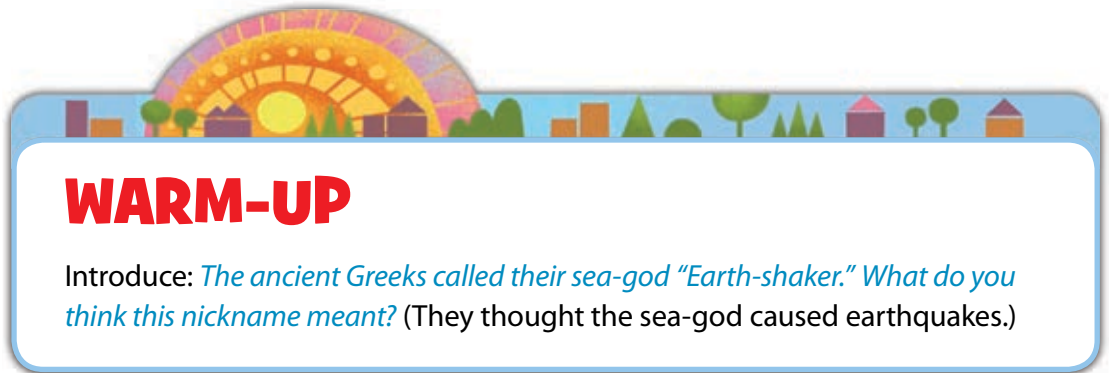
PRINT & TECHNOLOGY

**Mark-Up Reading: Practice Masters PM4.28–PM4.29**

TECHNOLOGY ONLY

**Mark-Up Model 4.2 or Model 4.2 PDF**

**Vocabulary Strategy Practice: eVisual 4.33**



## WARM-UP

Introduce: *The ancient Greeks called their sea-god “Earth-shaker.” What do you think this nickname meant?* (They thought the sea-god caused earthquakes.)

## Comprehension

### 1 Mythical Word Origins

Explain that students will learn about the ancient origins of some familiar words.

#### SCREEN 1

- 1 Display and read aloud the poem “The Breakfast Goddess” on **Mark-Up Model 4.2**. Explain that poetry sometimes inverts ordinary English subject-verb-object word order and often uses figurative language. Point out and explain an example of each.
- 2 Read aloud the definition of *myth*. Ask: *What clues in the poem tell you that it is about a myth?* (*goddess* in title and first and last lines) Have volunteers circle the clues and click the Clues button to confirm. Have students circle the clues in the first poem on **Practice Master PM4.28**. Click the arrow to go to the next screen.

#### SCREEN 2

- 3 Elaborate: *Ancient Romans told myths about their gods in a language called Latin. The name Ceres and the root of cereal come from a Latin word meaning “of grain.”* Have a volunteer draw a box around the part of *cereal* that matches part of *Ceres*. (*cere*) Click the Latin Root button to confirm. Have students mark the first poem on **Practice Master PM4.28**.
- 4 Read the question aloud and invite a volunteer to write an answer. Have another volunteer erase the blue box to confirm the answer. Have students write the answer on **Practice Master PM4.28**. Click on the arrow to go to the next screen.

#### SCREEN 3

- 5 Review: *Who was Ceres?* (goddess of grain) *What words in the poem show this?* (“nurturing grains such as barley and wheat”) Underline the phrase and explain that Ceres’s function is one clue that her name is the origin of the word *cereal*.
- 6 Ask: *What other clues can you find that show that Ceres’s name is the origin of the word cereal?* Have volunteers underline the additional clues. Click on the Clues button to confirm. Read the question aloud and invite a volunteer to write an answer. Have another volunteer erase the blue box to confirm the answer. Remind students to underline clues and write answers on **Practice Master PM4.28**.

Have students mark up the remaining poems similarly to show how they determine meanings of *echo*, *panic*, and *narcissist*, using dictionaries as necessary. Have partners review **Practice Masters PM4.28–PM4.29** and compare their mark-ups.

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

Mark-Up Reading


### Myth Talk

BY CASSANDRA TRON

#### The Breakfast Goddess

Ceres was a goddess you would like to meet.  
She was mother to crops on the farm.  
Nurturing grains such as barley and wheat,  
She protected and kept them from harm.

We still remember Ceres’s tender care  
When each morning we gather to eat  
The bowls of cereal that her name still bear.  
Hail! Goddess of our breakfast treat!



▲ Ceres


How does the name Ceres help you understand the meaning of cereal?

---

#### Echo’s Echo

Echo’s sweet voice her own words spoke clear  
Till goddess Hera, in anger, cried, “Hold!”  
When Echo’s next words winged around our sphere,  
They just repeated what others had told.

When your voice interacts with a big empty place,  
Does the echo you hear sound quite near?  
Just shout a “Hello!” into all of that space,  
And what do you think you will hear?



▲ Echo

How does the name Echo help you understand the meaning of echo?

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 **Practice Masters PM4.28–PM4.29**

## COMMON CORE STANDARDS

### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Determine Meanings of Academic and Domain-Specific Words	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.9a

### Speaking and Listening

Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
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### Language and Vocabulary

Determine Meanings of Multiple-Meaning Words	CC.4.L.4
--	----------



SCREEN 1

**Myth Talk**  
BY CASSANDRA TROY

2 A **myth** is an ancient story about a god or a goddess or a hero. The story explains an event in nature.

1 Ceres was a goddess you would like to meet. She was mother to crops on the farm. Nurturing grains such as barley and wheat, She protected and kept them from harm.

We still remember Ceres's tender care  
When each morning we gather to eat  
The bowls of cereal that her name still bear.  
Hail! Goddess of our breakfast treat!

Circle clues that this poem is about a myth.

2

NGReach.com Mark-Up Model 4.2

SCREEN 2

**Myth Talk**  
BY CASSANDRA TROY

Ceres was a goddess you would like to meet. She was mother to crops on the farm. Nurturing grains such as barley and wheat, She protected and kept them from harm.

We still remember Ceres's tender care  
When each morning we gather to eat

3 The bowls of cereal that her name still bear. Hail! Goddess of our breakfast treat!

Draw a box around the Latin root in the word *cereal*.

4 How does the word part *cere* help show the origin of *cereal*?

Cere means "of grain," so the word *cereal* must mean something made of grain.

4 3

Latin Root

SCREEN 3

**Myth Talk**  
BY CASSANDRA TROY

Ceres was a goddess you would like to meet. She was mother to crops on the farm.

5 Nurturing grains such as barley and wheat, She protected and kept them from harm.

We still remember Ceres's tender care  
When each morning we gather to eat

6 The bowls of cereal that her name still bear. Hail! Goddess of our breakfast treat!

Underline clues that show that Cere's name is the origin of *cereal*.

How does the name Ceres help you understand the meaning of *cereal*?

Ceres was the goddess of grain, and cereals are made of grain.

5

Fluency ✓

**Model and Practice Expression** Explain: *Fluent readers reflect the emotions of what they read. When they read aloud, they emphasize certain words to express the feeling in the text.* Model reading the second stanza of "The Breakfast Goddess" with expression. Have students practice reading with expression by reading the second stanza of "Echo's Echo."

Check & Reteach

**OBJECTIVE:** Determine Meanings of Words with Mythical Origins

Look at students' marked-up **Practice Masters PM4.28–PM4.29** to check that they can determine word meanings from the contexts of the myths.

To reteach, follow the procedure used to teach about *cereal* to determine the meaning of *echo* from the poem "Echo's Echo."



**Daily Language Arts****Daily Spelling and Word Work** ✓

Practice page T269l

**Daily Grammar** ✓

Have students identify the helping verb in the first line of "The Breakfast Goddess." (*would*) Then use page T269n and **Practice Master PM4.30** to practice correcting errors with helping verbs, forms of *be* and *have*, and related contractions.

**Daily Writing Skills** ✓

Ask students to explain the meaning of the third line of the poem "Echo's Echo" on **Practice Master PM4.28**. (Echo's words went around the world.) Then use page T269p to practice using figurative language.

**Power Writing**

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

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

**Vocabulary Strategy****2 More Multiple-Meaning Words** ✓

Remind students that a word sometimes has different meanings depending on its use, or part of speech, such as *guard* (noun) meaning "watcher" and *guard* (verb) meaning "to protect." To distinguish a multiple-meaning word like *guard* from a related word, such as *guarded*, explain: *The word guarded has the ending -ed and is closely related to the word guard. But guard and guarded are not multiple-meaning words. Related words are listed separately in a dictionary.* Display **eVisual 4.33**.

**Vocabulary Strategy Practice**

A mythical Greek inventor named Daedalus had an urgent need. He and his son had to escape from their prison on an island. So he crafted wings for himself and his son. They would fly away to safety, away from the dangers of the island. Daedalus gave his son an order; he commanded him not to fly too high.

**order** *noun* a command; *verb* to give a command

**safe** *noun* a place to keep valuable things; *adjective* not dangerous

**safety** *noun* a place away from danger

**urge** *noun* a strong desire to act; *verb* to try to convince someone to do something

**urgent** *adjective* needing attention right now

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Vocabulary Strategy: eVisual 4.33



**INTERACTIVE WHITEBOARD TIP:** Circle the context clue for each underlined word.

Have partners study each underlined word, its context clues, and its own and related dictionary entries. Have a volunteer identify the dictionary meaning for each word that is used in the passage. Then have volunteers name the multiple-meaning word (*order*) and the related words (*safe/safety; urge/urgent*) used in the passage and explain how they distinguished between multiple-meaning and related words.

**Check & Reteach****OBJECTIVE:** Use Context to Determine Word Meanings ✓

Check that students have correctly identified meanings of multiple-meaning and related words.

If students have difficulty determining word meanings, offer the example of *judge*, a verb that means "to evaluate" and *judge*, a noun that means "a person who evaluates." Display this sentence:

- A famous scientist will judge the science projects.

Explain that, in this sentence, the word *judge* tells what someone will do, so it is used as a verb that means "to evaluate."



# Writing

## 3 Write Word Histories

Introduce the activity: *Now you will write a paragraph explaining the mythological origin of a word from one of the poems.* Model the process with the word *cereal*.

Think Aloud	Write
<i>I know that Ceres's function was to protect crops, such as grain.</i>	In Roman myth, the goddess Ceres protected crops, such as grain.
<i>Cereal has a root from the name Ceres.</i>	The origin of the word <i>cereal</i> is the Latin name of the goddess Ceres.
<i>I know that cereal is made of grain.</i>	Cereal means "a breakfast food made from grain."

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

See **Differentiate**

Have students use the marked-up **Practice Masters PM 4.28–PM4.29** to plan their explanations. Invite partners to read each other's paragraphs and discuss if they have clearly identified the key points in the myth they have chosen and used these points to explain how the words got their meanings from myths.

# Academic Talk

## 4 Discuss Mythic Words

Explain: *When you explain how the meaning of a word came from a myth, you provide the key details of the myth that relate to the specific meaning of the word. For example: Vulcan was the god of fire and metalworking. Remembering Vulcan, we call a fiery mountain a volcano.*

Have partners use their completed **Practice Masters PM4.28–PM4.29** to guide their explanations of how the word meanings relate to myths.

## Differentiate

### EL English Learners

**ISSUE** Students lack sufficient vocabulary to explain how the details of a myth relate to the origin of a word.

**STRATEGY** Provide a chart to guide students.


Word	Meaning	Link to Myth
cereal	a food made from grain	Goddess Ceres cared for grain.

### SN Below Level

**ISSUE** Students cannot identify the key elements of the myth presented in the poem.

**STRATEGY** Prompt with questions:

- *Who is the character in the myth?*
- *What happens to the character?*
- *How is the character's name related to a word we use today?*



**WRAP-UP** Ask: *What did you learn about the importance of myths?* (Possible response: Ancient myths are sources of some words we use today.)  
*How does "The Sun in Me" remind you of characters in the myth poems?*

## OBJECTIVES

**Thematic Connection: People and the Environment**

- ✔ Use Context to Determine Word Meanings
- Compare Poetic Elements

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM4.2

Mark-Up Reading: Practice Masters PM4.28–PM4.29

### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 4.34

Comparison Chart: eVisual 4.35

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- Determine Meanings of Words and Phrases CC.4.Rlit.4
- Determine Meanings of Academic and Domain-Specific Words 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

### Speaking and Listening

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.4.SL.1.a
- Review Key Ideas and Explain Ideas and Understanding CC.4.SL.1.d

### Language and Vocabulary

- Determine Meanings of Multiple-Meaning Words CC.4.L.4
- Use Context Clues CC.4.L.4.a
- Demonstrate Understanding of Figurative Language CC.4.L.5



## WARM-UP

Display the sentence below and ask: *Does this sentence use a multiple-meaning word or related words?*

- We honor war heroes with medals. An Olympic medal is also a great honor. (multiple-meaning word)

## Vocabulary Practice

### 1 Multiple-Meaning Words ✔

Display the following eVisual 4.34.



### Vocabulary Strategy Practice

Word	First Meaning	Second Meaning
<b>benefit</b>	<i>noun</i> help given to someone	<i>verb</i> to give help
<b>change</b>	<i>noun</i> a difference	<i>verb</i> to make different
<b>fall</b>	<i>noun</i> a downward change in quantity or value	<i>verb</i> to move downward quickly
<b>force</b>	<i>noun</i> a power that can cause change	<i>noun</i> a group of people working together
<b>guard</b>	<i>noun</i> a protector	<i>verb</i> to protect
<b>relate</b>	<i>verb</i> to tell	<i>verb</i> to connect to

NGReach.com Vocabulary Strategy: eVisual 4.34



**INTERACTIVE WHITEBOARD TIP:** Have students circle the part(s) of speech of each word.

Explain that students will create oral sentences that show which meaning of a multiple-meaning word is used in the sentence.

Display this sentence to model creating an oral sentence that clearly shows which meaning of the multiple-meaning word *fall* is being used: *Why did the vase fall to the floor?* Explain that the words *vase* and *to the floor* show that the second meaning is used. Display the sentence below and explain which meaning of *fall* the sentence uses: *The prices of oranges fall when the markets have too many to sell.*

## Check & Reteach

**OBJECTIVE:** Use Context to Determine Word Meanings ✔

Listen to students' sentences to check that they provide contexts that make clear the multiple meaning used in each sentence.

If students have difficulty, reteach by modeling: He relates the story of Ceres every day at breakfast. The word *cereal* relates to Ceres because she was the goddess of grains.

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

**Mark-Up Reading**


### Myth Talk

BY CASSANDRA TROTT

**The Breakfast Goddess**

Ceres was a goddess you would like to meet. She was mother to crops on the farm. Nurturing grains such as barley and wheat, she protected and kept them from harm.

We still remember Ceres's tender care when each morning we gather to eat the bowls of cereal that her name still bear. Hail, Goddess of our breakfast treat!



▲ Ceres


How does the name Ceres help you understand the meaning of cereal?

---

**Echo's Echo**

Echo's sweet voice her own words spoke clear till goddess Hera, in anger, cried, "Hold!" When Echo's next words winged around our sphere, they just repeated what others had told.

When your voice interacts with a big empty place, does the echo you hear sound quite near? Just shout a "Hello!" into all of that space, and what do you think you will hear?



▲ Echo

How does the name Echo help you understand the meaning of echo?

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

**Mark-Up Reading**


### Myth Talk

(continued)

**Pan, the Troublemaker**

The Greek god of nature in the wild, Pan caused trouble any way he could. His eerie screams clutched man or child, so they ran madly through the wood.

The outcome of Pan's type of game reminds us of him today. When we say people panic, we use Pan's name, to show that folks act in what way?



▲ Pan


How does the name Pan help you understand the meaning of panic?

---

**Reflecting on Narcissus**

Narcissus was a handsome lad, Greek women hoped to win his heart. Instead he made them very sad and, cold as ice, stood apart.

Narcissus, looking into a pool, fell in love with what he'd seen. Now if we call a silly fool a narcissist, what do we mean?



▲ Narcissus

How does the name Narcissus help you understand the meaning of narcissist?

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## Review and Integrate Ideas

### 2 Identify Poetic Elements

Explain that students will identify the poetic elements in the poems on **Practice Masters PM4.28–PM4.29**. Briefly review figurative language, rhyme, rhythm, and meter. Display the beginning of a poetic elements chart and model identifying some poetic elements in “The Breakfast Goddess.”

#### Poetic Elements Chart

Poem	Figurative Language	Rhyme	Rhythm and Meter
“The Breakfast Goddess”	<ul style="list-style-type: none"> <li>mother to crops</li> </ul>	<ul style="list-style-type: none"> <li>meet/wheat</li> <li>farm/harm</li> </ul>	<p><i>Céres wās ā gódděss yōu wōuld líke tō méet. Shě wās móthěr tō cróps òn thě fárm.</i></p>

Explain: *I note language that expresses ideas beyond the literal meaning of words.* Read aloud the lines 1 and 2. Ask: *Was Ceres literally or figuratively the mother of the crops?* (figuratively) *So I'll list "mother to crops" under Figurative Language.*

Continue: *I also listen for words that rhyme.* Read aloud the first line and ask: *What is the last word in Line 1?* (meet) *Which line in the stanza ends with a word that sounds like meet?* (Line 3, wheat). *I'll list word pairs like meet/wheat under Rhyme.*



## Daily Language Arts

### Daily Spelling and Word Work

Test page T269k

### Daily Grammar

Have students find a helping verb in the first stanza of the poem "Echo's Echo." (*had*) Then use page T269n to review and assess students' understanding of helping verbs and forms of *be* and *have*.

### Daily Writing Skills

Point out the phrase *win his heart* in the poem "Reflecting on Narcissus." Ask students what the phrase means. (to gain his affection) Then use page T269p to review and assess students' understanding of how to use figurative language.

## 3 Compare Poetic Elements

Explain to students that they will now compare how the authors of "Comida," "The Sun in Me," and the "Myth Words" use the poetic elements of figurative language, rhyme, and rhythm and meter. Display **eVisual 4.35**.



### Comparison Chart

Poem	Figurative Language	Rhyme	Rhythm and Meter
"Myth Talk"	<ul style="list-style-type: none"> <li>• <i>mother to crops</i></li> <li>• <i>screams clutched</i></li> <li>• <i>cold as ice</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>meet/wheat</i></li> <li>• <i>farm/harm</i></li> </ul>	<i>Cérés wäs ä góddëss yǝ wǝuld líke tǝ méet. Shě wäs móthër tǝ cróps òn thě fárm.</i>
"Comida"	<ul style="list-style-type: none"> <li>• <i>the moon is a tortilla</i></li> <li>• <i>drink sky</i></li> </ul>	no rhymes	<i>Eát fřijólës aňd yǝ eát the eárh.</i>
"The Sun in Me"	<ul style="list-style-type: none"> <li>• <i>still-sleeping heart</i></li> </ul>	no rhymes	<i>Ťhe sún iš iš mé. The wínd iš iš mé.</i>

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Comparison Chart: eVisual 4.35



**INTERACTIVE WHITEBOARD TIP:** Have students write examples of each poetic element.

Explain: *Sometimes authors use only some poetic elements in their poems.* Model how to examine "Comida" for rhymes and make the appropriate entry in the chart. Then have students expand and complete the charts they began in step 2.

## Check & Reteach

### OBJECTIVE: Compare Poetic Elements

Look at students' charts to check their ability to compare poetic elements in poems. Reteach by pointing out examples of poetic elements in "Comida" and modeling making appropriate entries in the chart.

## Differentiate

### SN Special Needs

**ISSUE** Students do not perceive rhythm and meter.

**STRATEGY** Have students clap their hands for stressed syllables and slide a hand to the side for unstressed syllables. Then have partners discuss how the patterns in two poems differ or are similar.

### AL Above Level

**ISSUE** Students satisfy the minimum requirement for the assignment.

**STRATEGY** Challenge students to evaluate the effects of the use of poetic elements in the two poems they have chosen.

## Writing

### 4 Write About Poetic Elements

Introduce: *Now you will write a paragraph comparing and contrasting the uses of poetic elements in two of the poems you read this week.* Have students select and write about the two poems. Have students add to their Weekly Writing folders.

See **Differentiate**



# Academic Talk

## 5 Relate Readings to the Big Question

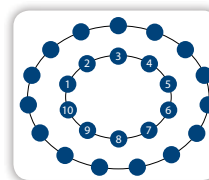
Have students recall the unit's Big Question: How do we relate to nature? Then say: *Think about "Comida," "The Sun in Me," "Myth Talk," and a Small Group Reading book you have read. How do the authors of these texts express how people relate to nature?*

Model a response to the Big Question based on "Pan, the Troublemaker": *In "Pan, the Troublemaker," Pan's screams represented sounds in nature that can frighten some people.*



Use a **Fishbowl** to have students continue discussion about how the readings relate to the Big Question.

- Pose questions for students on the inside to discuss how the the authors of this week's readings express different ways in which we relate to nature:
  - *What does the author of "Comida" express about the foods we get from nature?*
  - *What human emotions does the author of "The Sun in Me" associate with the sun, the wind, the sea, the river, and the moon?*
- Have students on the outside listen to the discussion and evaluate the comments on the readings.
- Have groups reverse positions and students on the inside discuss these questions:
  - *How did ancient myths show that people were curious about natural events?*
  - *What does a Small Group Reading book express about how humans relate to nature?*



Fishbowl

Ask students to add their ideas to their unit concept maps.

## Best Practices

**Link to Experience** Encourage students to use their own experiences of nature in discussing the questions.

**WRAP-UP** Have small groups briefly review the myth poems "Comida," "Myth Talk," and "The Sun in Me." As you call out the name of each poem, have students respond by raising right hands if the poem shows nature as helpful and left hands if the poem shows nature as scary or confusing.

## OBJECTIVES

**Thematic Connection: People and the Environment**

✔ Write a Tall Tale: Word Choice

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A4.39

### TECHNOLOGY ONLY

Writing Trait: Word Choice: eVisual 4.30

## SUGGESTED PACING

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

## COMMON CORE STANDARDS

### Writing

Use Concrete Words and Phrases	CC.4.W.3.d
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

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Conventions	CC.4.L.3
Demonstrate Understanding of Figurative Language	CC.4.L.5

## Study a Model

**Read the Tall Tale** Anthology page 276

Read aloud the prompt on **Student eEdition** page 276. Have students read the model tall tale silently or in pairs. Then have volunteers read aloud the notes next to the tall tale and identify the features. (problem, events, solution)

## Review the Trait: Word Choice

Display and read aloud **eVisual 4.30**. Have students find examples of effective word choices in the model: *Which words provide colorful and precise descriptions and help you picture the main character or the action?* (Possible responses: monster tornado, raced, stomped, screamed in pain, skinny piece of string)



### Writing Trait: Word Choice

Writing with effective word choice

- uses concrete words and a variety of ways to tell the story
- grabs the reader's attention.

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

Writing Trait: eVisual 4.30



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

## Prewrite

**Choose a Topic** Anthology page 277

Have students reread the prompt on page 276. Then ask questions such as *What is your role?* to unpack the prompt and begin completing a RAFT.

**Role:** Storyteller

**Audience:** Storytelling festival audience

**Form:** Tall tale

Have students read step 1 on page 277. Then have students use the Language Frames as they talk with partners about possible topics. Have each student choose a topic to complete the RAFT.

**Create Story Elements** Anthology page 277

Ask a volunteer to read aloud step 2. Remind students: *In a tall tale, both characters and events can be exaggerated.* Have each student create a main character and think about what the problem in the tall tale will be.

**Get Organized** Anthology page 277

Have a volunteer read aloud step 3. Display the sample problem-and-solution chart for the model tall tale and ask: *What would you write for Event 3?* (The tornado twists tightly into a skinny piece of string.) Tell students to create a chart to help them plan their tall tales. At the bottom of the chart, have them add a box titled "Solution."

Writing Project

## Write Like an Entertainer

### Write a Tall Tale

Write a story about someone who battles a force of nature. Share your tall tale during a storytelling festival.



### Study a Model

A tall tale is a story that has a lot of exaggerated details. The details make it funny and impossible to believe.

#### Slue-Footed Sue and the Tornado

by Isabel Morales

##### A monster tornado was headed toward town.

Everyone was scared—but not Slue-Foot Sue!

Sue raced toward the spinning tornado. She jumped up and grabbed the tornado by the tail. She pulled it down to the ground and stomped on its tail. The tornado screamed in pain. It twisted so tightly that it became a skinny piece of string.

##### Sue rolled the skinny tornado into a little ball.

"You can forget about this tornado!" she said to the cheering crowd.

The **problem** gets the story started.

The **events** show what the character does to try to solve the problem.

The **solution** tells how the problem is solved.

### Prewrite

**1. Choose a Topic** What event in nature will you build your story around? Consider a hurricane, an earthquake, a tornado, or another natural force. Talk with a partner to choose a good idea.

#### 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 \_\_\_\_\_.

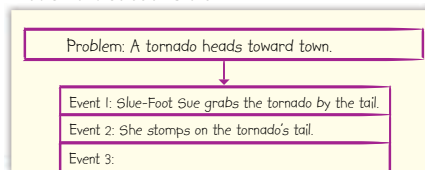
##### Respond to Ideas

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

**2. Create Story Elements** Make up a character. Note what's special about the character. How will he or she solve the problem?

**3. Get Organized** Use a problem-and-solution chart to help you organize your details.

#### Problem-and-Solution Chart



### Draft

Use your chart to write your draft. Start with the problem and end with the solution. Exaggerate some details. Be sure to use words and sentences that sound like what the character would say and do.

Anthology  
pages 276–277

## Draft

### Write Ideas Anthology page 277

Invite a volunteer to read the instructions aloud. Explain how to turn a problem-and-solution chart into a tall tale.

- Use the ideas in the “Problem” box to write an introduction. Use concrete words to make it clear and interesting.
- Next, describe your main character.
- Then write about each event in the order listed in your chart. Remember to add vivid verbs and hyperbole as you write.
- Conclude your tall tale by writing the solution from the “Solution” box.

Remind students to choose their words carefully as they draft: *Use concrete words to help your reader picture the character and events in your tall tale.*

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty developing exaggerated traits for their characters.

**STRATEGY** Have students determine the most important traits for their character. Then have them draw an exaggerated picture for each trait. Then offer precise language that students can use to describe the character.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T269k–T269l

### Daily Grammar ✓

Have students find a form of the helping verb *be* in the tall tale on **Anthology** page 276. (*was*) Then use pages 269m–269n to teach helping verbs forms of *be* and *have*.

### Daily Writing Skills ✓

Point out how hyperbole (exaggeration) is used in the model tall tale. Explain that these are examples of figurative language. Then use pages T269o–T269p to practice using figurative language in writing.

## Revise

### Read, Retell, Respond **Anthology** page 278

Read aloud step 1 on **Anthology** page 278. Have partners take turns reading their stories to each other and then retelling what they have heard. Model how to offer feedback using the sample tall tale: *It is easy for me to picture the action because of the vivid verbs like grabbed and stomped. But it is hard for me to picture the character. You could add more details to describe her more precisely.*

### Make Changes **Anthology** page 278

Read aloud the instructions and sample changes on page 278. Ask for volunteers to explain why each change improves the tall tale: *How does inserting on its tail improve the description of the event?* (Possible responses: It helps me see what Sue does. It tells me where she stomped.) *How does replacing Sue's words improve the story?* (Possible response: This is how Sue would sound.)

Write the following sentence and model how to improve word choice:

It twisted into a piece of string.

Explain: *That sentence doesn't effectively describe what happens to the tornado. I will add a concrete word to describe more precisely how it twisted. I will also add concrete words to describe the string.* Revise the text to reflect the changes:

It twisted so tightly that it became a skinny piece of string.

Have students use the Revising Marks on page 585 to improve their drafts. Remind them to focus on improving word choice by choosing concrete words. Encourage them to add vivid verbs and hyperbole to describe people and events, so that their story is an unbelievable tall tale.

See **Differentiate**

## Edit and Proofread

### Check the Tall Tale **Anthology** page 279

Read the instructions on page 279 aloud. Point out the Spelling Tip on the page. Then have students edit their tall tales, focusing on helping verbs, forms of *be* and *have*, and the Week 4 spelling words.

## Differentiate

### BL Below Level

**ISSUE** Students struggle with appropriate word choice.

**STRATEGY** Encourage students to use a thesaurus to find vivid word choices.

### AL Above Level

**ISSUE** Students feel they have found the “right” description and do not want to vary their word choices.

**STRATEGY** Challenge students to create several different word choices for key sentences and have other students vote for the choices they feel are most appealing.



Writing Project, continued

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the story. Next, talk about ways to improve your writing.

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

2. **Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 585 to mark your changes.

- Is every event clearly described? If not, add details.

She pulled it down and stomped <sup>on its tail.</sup> <sub>^</sub>

- Make sure what the character says sounds like that character. Replace words that don't.

"You can forget about this tornado!" <sub>^</sub>  
 ^ This tornado can't hurt anyone now."

Edit and Proofread

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.

Spelling Tip

When you write a contraction, use an **apostrophe** in place of the letters that are left out. I have = I've

Publish

1. **On Your Own** Add pictures. Read your story to your classmates. You may even want to use sound effects!

Presentation Tips	
If you are the speaker...	If you are the listener...
Read with expression. If your story is funny, make it sound funny.	Try to picture the story in your mind.
Use gestures to help your listeners imagine what the text describes.	Laugh or smile to show the speaker when you think something is funny.

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.



Anthology pages 278–279

Publish

On Your Own Anthology page 279

Have students write final drafts and illustrate their tall tales. Give them the option of typing their tall tales in a word processing program and adding scanned illustrations.

Model how to read the tall tale "Slue-Footed Sue and the Tornado" using the Presentation Tips. For example, hold your arms out, open your eyes wide, and emphasize the word *monster* as you read "a monster tornado." Review the listening tips. Explain: *Visualizing helps a listener understand and appreciate a story. When listeners laugh or smile at appropriate times, the speaker knows the story is being understood and appreciated.*

Then have volunteers read their tall tales using expression and gestures that match the tone of their work. Use the **Writing Rubric** to assess each student's tall tale. Then have students add their tall tales to their Weekly Writing folders.

With a Group Anthology page 279

Arrange a storytelling festival for students' families or for students in other classes. The festival can feature individuals presenting their tall tales or small groups dramatizing some of the stories. Allow time for students to rehearse before the festival.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> <li>The writing has a clear focus and a clear purpose.</li> <li>Details are accurate and show depth of knowledge of the topic.</li> <li>Most of the writing shows that the writer has a clear purpose and a clear audience.</li> <li>The writing is accurate and shows knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear structure and a clear purpose.</li> <li>All of the writing is relevant to the purpose and audience.</li> <li>The writing is organized and easy to follow.</li> <li>The writing is written in a clear and concise style.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear voice and a clear tone.</li> <li>The writing is written in a clear and concise style.</li> <li>The writing is written in a clear and concise style.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate words were chosen to convey the writer's message.</li> <li>Language used is appropriate for the purpose and audience.</li> <li>Many appropriate words were chosen to convey the writer's message.</li> <li>Most language is appropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences are varied and have appropriate punctuation.</li> <li>When read aloud, the writing flows smoothly and has a clear rhythm.</li> <li>Most of the writing is written in a clear and concise style.</li> <li>When read aloud, the writing flows smoothly and has a clear rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has only a few minor errors in grammar, usage, and mechanics.</li> <li>When read aloud, the writing flows smoothly and has a clear rhythm.</li> <li>Most of the writing is written in a clear and concise style.</li> </ul>	<ul style="list-style-type: none"> <li>The text is presented in an orderly way that is easy to follow.</li> <li>Visuals are appropriate for the purpose and audience.</li> <li>Most of the text is presented in an orderly way that is easy to follow.</li> <li>Visuals are appropriate for the purpose and audience.</li> </ul>
3	<ul style="list-style-type: none"> <li>The writing has a clear focus and a clear purpose.</li> <li>Details are accurate and show depth of knowledge of the topic.</li> <li>Most of the writing shows that the writer has a clear purpose and a clear audience.</li> <li>The writing is accurate and shows knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear structure and a clear purpose.</li> <li>All of the writing is relevant to the purpose and audience.</li> <li>The writing is organized and easy to follow.</li> <li>The writing is written in a clear and concise style.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear voice and a clear tone.</li> <li>The writing is written in a clear and concise style.</li> <li>The writing is written in a clear and concise style.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate words were chosen to convey the writer's message.</li> <li>Language used is appropriate for the purpose and audience.</li> <li>Many appropriate words were chosen to convey the writer's message.</li> <li>Most language is appropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences are varied and have appropriate punctuation.</li> <li>When read aloud, the writing flows smoothly and has a clear rhythm.</li> <li>Most of the writing is written in a clear and concise style.</li> <li>When read aloud, the writing flows smoothly and has a clear rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has only a few minor errors in grammar, usage, and mechanics.</li> <li>When read aloud, the writing flows smoothly and has a clear rhythm.</li> <li>Most of the writing is written in a clear and concise style.</li> </ul>	<ul style="list-style-type: none"> <li>The text is presented in an orderly way that is easy to follow.</li> <li>Visuals are appropriate for the purpose and audience.</li> <li>Most of the text is presented in an orderly way that is easy to follow.</li> <li>Visuals are appropriate for the purpose and audience.</li> </ul>
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# Week 4 Assessment & Reteaching

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Explain Text Structure: Cause and Effect; Problem and Solution
- Explain How an Author Uses Reasons and Evidence
- Explain Figurative Language
- Ask Questions to Comprehend Text

### ASSESSMENTS

**Reading Comprehension Test**

**What's Outside**

Through the grassy fields I fly,  
Downs more than I pass by.  
A butterfly with sails for wings  
is only one of many things  
I see when out in nature's world.  
An ant upon a leaf that's curled  
is looking for some food to munch,  
reminding me it's time for lunch!  
And to leave this pretty place,  
Through a swamp, toward home I race.  
As I step through the kitchen door,  
grass and mud fall to the floor.  
More exclams, "Oh no, oh dear!"  
You've carried what's outside in here!"

**A4.23**

**Reading Comprehension Test**

Which words from the poem are an example of personification?

Read this line from the poem.

Check the box from the poem that is a metaphor?

**A4.24**

**Reading Strategy Assessment**

Plan and Monitor	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1

**SG4.30**

**Reading Comprehension Unit Test**  
A4.23–A4.28

**Reading Strategy Assessment**  
SG4.30–SG4.31

#### Fluency

- Intonation
- Accuracy and Rate

**Oral Reading Assessment**

The city bus stopped at Roosevelt High School at 7:30 a.m. It was right on time, as usual. And, as usual, Mr. Brock climbed off, adjusted his glasses, and straightened his bow tie. He did not seem to notice that he was the only one to get off the bus each morning. He got passed and then walked, with purpose, toward his classroom.

Mr. Brock was the Roosevelt high chemistry teacher. He kept to himself most of the time, but his class was very popular. He was best known for the tiny explosion that happened in class one day when a student mixed the materials in the wrong order for the experiment. He did not get upset. He just said, very seriously, that even a small action could have a big effect.

The other teachers knew Mr. Brock rode the bus each day, but no one ever asked him why. They thought that he might not have a car or did not like to drive or was trying to save money.

One day, Mr. Brock, the English teacher, decided to ask about riding the bus. Mr. Brock explained that he rode the bus to help the planet. Every time you drive a car, he said, you add bad gases to the air. The buildup of gases prevents the heat of the Earth from escaping. As a result, the Earth is getting warmer and warmer. Mr. Brock knew this, but something about the way he explained the facts made his students think that he, too, should be helping.

The next day, at 7:30 a.m., Mr. Brock stopped down from the bus, as usual. This day, however, he was not the only one to get off. Right behind him was Ms. Clark. Then, ten more teachers came out of the bus. Mr. Brock turned to all of them, nodded, and smiled. He kept smiling all the way to his classroom.

**A4.1**

**Oral Reading Assessment**

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

**A4.2**

**Oral Reading Assessment**

Code	Score	4	3	2	1
1	4	4	3	2	1
2	3	3	2	1	0
3	2	2	1	0	0
4	1	1	0	0	0

**A4.3**

**Oral Reading Assessment**  
A4.1–A4.3

Use these passages throughout Unit 4. Work with Below Level students this week.

#### Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Use Context Clues
- Spell Words Ending in -ing
- Use Commonly Misspelled Words Correctly

**Vocabulary Test**

What does the word **basin** mean in this sentence?

The parents **basin** on their new baby.

What does the word **basin** mean in this sentence?

Clear water is **basin** in the bottom of our planet.

What does the word **basin** mean in this sentence?

The teacher **basin** the students on the assignment.

What does the word **basin** mean in this sentence?

Link **basin** that we study on the web better project that they had another idea.

**A4.29**

**Vocabulary Test**

What is the best word to complete the sentence correctly?

Wardens help \_\_\_\_\_ electricity for light.

Send a one \_\_\_\_\_ of the beach.

Flame by high through Earth's \_\_\_\_\_.

My bird cannot \_\_\_\_\_ his dashboard to make it go faster.

You can read about \_\_\_\_\_ events in today's newspaper.

**A4.30**

**Spelling Words**

Write ending in -ing

- altering Altering our route by adding a side trail made the hike more enjoyable.
- cultivating We are **cultivating** the land for planting was very hard work.
- gabbling We are **gabbling** whether we should leave before the storm gets worse.
- eroding Storms are **eroding** the cliffs, so the canyon is growing wider.
- glittering The stars were **glittering** so brightly they seemed to light out way.
- harvesting We are **harvesting** the ears of corn today so we can barbecue them tonight.
- impacting The floodwaters are **impacting** the harvest by making the soil too wet.
- irrigating **Irrigating** the crops used a lot of the farm's water.
- mingling We enjoyed **mingling** with the animals in the petting zoo instead of watching them in cages.
- overruling Those new houses are **overruling** the forest.
- plunging It was exciting to watch the dolphins **plunging** into the deep water.
- producing The farm is **producing** the citrus for much of the country.
- reducing She started **reducing** her speed because the road was slick.
- scarring Our dog clawed the tree, **scarring** the bark.
- supplying The reservoir is important for **supplying** much of the town's water.

**Watch-Out Words**

- draw The grass in the park was covered with **draw**.
- do Do you enjoy **do** in the park?
- due She is **due** to arrive in time for our picnic lunch.

**A4.31**

**Vocabulary Unit Test**  
A4.29–A4.30

**Spelling Pretest/ Spelling Test**  
T269k

#### Grammar and Writing

- Use Present Tense
- Use Subject-Verb Agreement
- Use Linking Verbs
- Use Helping Verbs
- Use Forms of be and have
- Use Figurative Language

**Writing, Revising, and Editing Test**

Plants \_\_\_\_\_ not seem powerful, but they quietly help our world. Trees make oxygen while they \_\_\_\_\_ tall in the forest. Oxygen is part of the air we breathe. While rain \_\_\_\_\_ the ground, grass holds the soil in place. Without grass, the soil \_\_\_\_\_ away. Many plants give us food. Without plants, we couldn't breathe on Earth!

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.

**A4.31**

**Writing, Revising, and Editing Test**

If you \_\_\_\_\_ near the top or bottom of the world, go outside at night. (E) If you see \_\_\_\_\_ something special. (F) During the fall and winter, giant ribbons of color appear to dance across the sky. (G) This colorful light show, called the aurora, could be compared to a rainbow. (H) While it do have many colors like a rainbow, the aurora happens only at night. (I) The colors gently glow and sway across Earth's black curtain. (J) You should see it!

What is the correct way to write sentence 1?

If you ever near the top or bottom of the world, go outside at night.

If you ever near the top or bottom of the world, you see something special.

If you ever near the top or bottom of the world, you see something special.

What is the correct way to write sentence 2?

the sure will you see something special?

do you ever see something special?

do you ever see something special?

Correct as is.

**A4.32**

**Writing Rubric**

Score	Content	Organization	Style	Conventions
4	Meets or exceeds the expectations of the prompt. The student's response is clear, relevant, and well-developed. The student uses a variety of details and examples to support the response.	Meets or exceeds the expectations of the prompt. The student's response is clear, relevant, and well-developed. The student uses a variety of details and examples to support the response.	Meets or exceeds the expectations of the prompt. The student's response is clear, relevant, and well-developed. The student uses a variety of details and examples to support the response.	Meets or exceeds the expectations of the prompt. The student's response is clear, relevant, and well-developed. The student uses a variety of details and examples to support the response.
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**A4.33**

**Writing, Revising, and Editing Unit Test**  
A4.31–A4.34

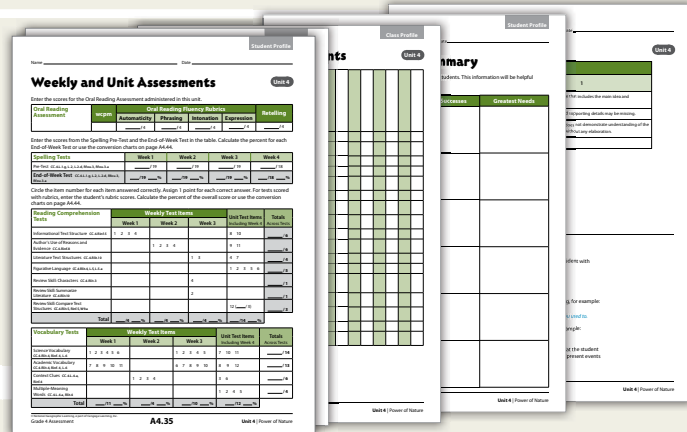
**Writing Rubric**  
A4.39



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A4.35–A4.36
- Class Profile: Weekly and Unit Assessments** A4.37
- Student Profile: Strengths and Needs Summary** A4.38
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Explain Figurative Language: Reteaching Master RT4.9**

**Ask Questions: Reteaching Master RT4.10**

#### 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)

### Vocabulary and Spelling

#### RETEACH

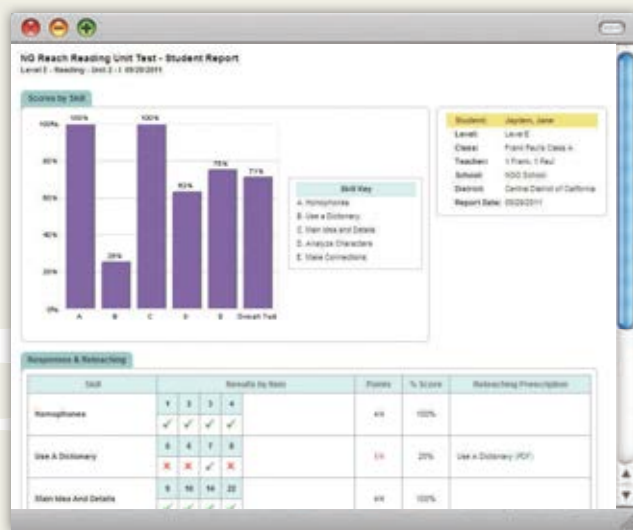
**Vocabulary Routine 6, page BP40**

**Spelling and Word Work Routine, page BP52**

#### ADDITIONAL PRACTICE

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

**Daily Spelling Practice, pages T269k–T269l**



eAssessment™

### ONLINE ONLY Automated Reports

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

### Grammar and Writing

#### RETEACH

**Verbs: Anthology Handbook, pages 604–606**

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

**Writing Trait: Word Choice: Reteaching Master RT4.11**

#### ADDITIONAL PRACTICE


**More Grammar Practice PM4.31**

**Daily Writing Skills Practice, pages T269o–T269p**

*See Weeks 1–3 for additional reteaching resources.*

# Unit 4 Wrap-Up


**Big Question** How do we relate to nature?



**Talk Together**

In this unit, you found lots of answers to the **Big Question**. Now use your concept map to discuss the **Big Question** with the class.

**Concept Map**



**Write a Description**

Use your concept map. Choose one way in which you relate to nature. Write a journal entry about it.

280

**Anthology**  
pages 280–281

## OBJECTIVES

**Thematic Connection: Natural Resources**  
Review Content

## PROGRAM RESOURCES

**PRINT & TECHNOLOGY**

**Unit Concept Map: Practice Master PM4.1**

## COMMON CORE STANDARDS

### Writing

Write Over Shorter Time for Specific Tasks and Purposes CC.4.W.10

### Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

## Unit 4 Wrap-Up

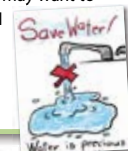
### Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

#### Write It!

##### Write a Poster

Make a persuasive poster about water conservation. Tell why it's important to protect water resources. You may want to include helpful tips on how to keep from wasting water.



#### Talk About It!

##### Talk About Parks

What's your favorite park? Think about the ones in your neighborhood. Think of others you have visited. Choose a favorite park and tell a partner about it. Describe the plants and animals. Describe the activities you can do there.

#### Do It!

##### Give a Weather Report

Watch or listen to a weather report on TV, radio, or online. Use this information to plan your own weather report. Use any new weather terms that you learned. Include a diagram or picture to help you explain weather concepts. Then present your report.

#### Write It!

##### Write a Poem

Write a poem about how you relate to nature. Use sensory words to help people think of how things look, sound, smell, taste, or feel. Use figurative language, too.

Clouds pass  
Like floating thoughts.

281

## Academic Talk

### 1 Talk Together **Anthology** page 280

Display the Big Question. Read aloud the instructions. Have students revisit **Practice Master PM4.1** to remind them of their answers to the Big Question. Encourage students to think about their class discussions, the selections in the unit, and the books they read during Small Group Reading.

As the class discusses ideas, encourage students to restate their peers' ideas before adding ideas of their own.

## Writing

### 2 Write a Description **Anthology** page 280

Read aloud the instructions. Use page **Anthology 9** to review the features of a journal entry. Remind students that journal entries include the following features:

- They begin with the date.
- They can be just a paragraph or two.
- They include opinions, thoughts, and impressions.



## Unit Projects

### 3 Share Your Ideas **Anthology** page 281

Read aloud the project options. Students should work on the Talk About It project with a partner. Students should work on the Do It project in small groups. Other students work independently.

### Write It!



#### MATERIALS

colored markers or colored pencils • poster paper

#### Plan

Review: *When you want to persuade, you use reasons and evidence to support your opinion.* Have students review the reasons and evidence on **Anthology** pages 239–243 and brainstorm other ideas.

#### Write a Poster

On their posters, encourage students to

- create eye-catching illustrations
- include reasons to conserve water and evidence of what happens when people do or don't.

Students may choose to display their posters or present them to the class.

Write Opinions on Topics

CC.4.W.1

### Talk About It!



#### Plan

Review that using concrete and sensory details helps a listener picture what you are describing. Model: *The park in my hometown is square in shape. It has a lovely fountain in the middle. People can relax on wooden benches under shade trees around the fountain and listen to the gentle splashing of the cool water.*

Students may wish to draw a picture or a map of their park before describing it orally.

#### Talk About Parks

Have each student take a turn describing his or her favorite park to a partner. After each partner has had a turn, encourage partners to compare the parks they described.

Report on a Topic

CC.4.SL.4

### Do It!



#### PROGRAM RESOURCES

Digital Library Weather Report audio file

#### Plan

Listen to the radio weather report from the **Digital Library**. Then discuss the how visual features, such as maps, illustrations, and diagrams, can support a weather report.

Allow students time to research, plan, and practice their weather report. Have students create visuals.

#### Give a Weather Report

Have small groups perform their weather reports for the class. Encourage students to use accurate weather terms while explaining weather concepts.

Report on a Topic

CC.4.SL.4

Add Visual Displays to Presentations

CC.4.SL.5

### Write It!



#### Plan

Briefly review the use of figurative language, such as personification, simile, metaphor, and hyperbole. Model using figurative language and sensory words to write a poem about how you relate to nature:

*I stand in the cool green shadows of silent trees,*

*A forest of giants that makes me feel small and safe.*

Point out examples of sensory language (cool, green, silent, small, safe) and figurative language (a forest of giants) in the poem.

#### Write a Poem

Allow students adequate time to brainstorm and write their poems. When they have finished, students may wish to display their poems or read them to the class.

Write Over Shorter Time for Specific Tasks and Purposes

CC.4.W.10

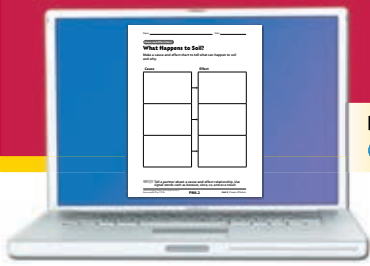
Demonstrate Understanding of Figurative Language

CC.4.L.5

# Unit 4 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



## Contents at a Glance

Practice Masters		Pages
<b>Family Newsletter 4: English and Spanish</b>		
<b>Week 1</b>	<b>Day 1:</b> Unit Concept Map . . . . .	PM4.1
	Cause-and-Effect Chart . . . . .	PM4.2
	<b>Day 3:</b> Grammar Game . . . . .	PM4.3
	<b>Day 4:</b> Grammar and Writing . . . . .	PM4.4
	<b>Day 5:</b> Test-Taking Strategy Practice . . . . .	PM4.5
	Cause-and-Effect Chart . . . . .	PM4.6
	Fluency Practice . . . . .	PM4.7
	<b>Reteach:</b> Grammar Practice . . . . .	PM4.8
<b>Week 2</b>	<b>Day 1:</b> Grammar Game . . . . .	PM4.9
	<b>Day 2:</b> Grammar Game . . . . .	PM4.10
	<b>Day 3:</b> Comparison Chart . . . . .	PM4.11
	Grammar Practice . . . . .	PM4.12
	<b>Day 4:</b> Mark-Up Reading . . . . .	PM4.13
	Grammar and Writing . . . . .	PM4.15
	<b>Reteach:</b> Grammar Practice . . . . .	PM4.16
<b>Week 3</b>	<b>Day 1:</b> Problem-and-Solution Chart . . . . .	PM4.17
	<b>Day 2:</b> Grammar Game . . . . .	PM4.18
	<b>Day 4:</b> Grammar and Writing . . . . .	PM4.19
	<b>Day 5:</b> Test-Taking Strategy Practice . . . . .	PM4.20
	Problem-and-Solution Chart . . . . .	PM4.21
	Fluency Practice . . . . .	PM4.22
	<b>Reteach:</b> Grammar Practice . . . . .	PM4.23
<b>Week 4</b>	<b>Day 1:</b> Grammar Game . . . . .	PM4.24
	<b>Day 2:</b> Grammar Game . . . . .	PM4.25
	<b>Day 3:</b> Comparison Chart . . . . .	PM4.26
	Grammar Practice . . . . .	PM4.27
	<b>Day 4:</b> Mark-Up Reading . . . . .	PM4.28
	Grammar and Writing . . . . .	PM4.30
	<b>Reteach:</b> Grammar Practice . . . . .	PM4.31



# NATIONAL GEOGRAPHIC Reach



## NEWSLETTER

Level E | Unit 4

### Dear Family Member,

“How do we relate to nature?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about natural resources and the power of wind, water, air, and Earth. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

### Directions:

1. Talk together about things that show how strong nature is. Then look out the window. What signs of the natural world do you see? Try to use some of the New Words in your discussion.
2. On the lines below, make notes describing the “signs of nature” you see. In the box below, draw a picture of the scene. Then help add labels to the drawing. Use the New Words when you can.
3. Remind your student to bring the completed notes and drawing to class.

### What We're Reading

#### “Wind at Work”

by Beth Geiger

This article explains ways wind affects people.

#### “Water: The Blue Gold”

by Alexandra Cousteau, with Carol Verbeeck

In this persuasive article, Explorer Alexandra Cousteau encourages readers to preserve Earth’s water resources.

#### “Doña Flor”

by Pat Mora

In this tall tale, Doña Flor the giantess uses her large size to protect the villagers from the wind.

#### “Nature Inside Us”

poems by Victor M. Valle and Moira Andrew

Two poems show the connection between nature and people.

**And more!**

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COPY READY





# New Words

## Weeks 1 and 2

available

electricity

renewable

conservation

flow

resource

convert

generate

scarce

current

power

## Weeks 3 and 4

atmosphere

interact

natural

benefit

landscape

relate

element

material

force

modify

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



# NATIONAL GEOGRAPHIC Reach



## BOLETÍN DE NOTICIAS

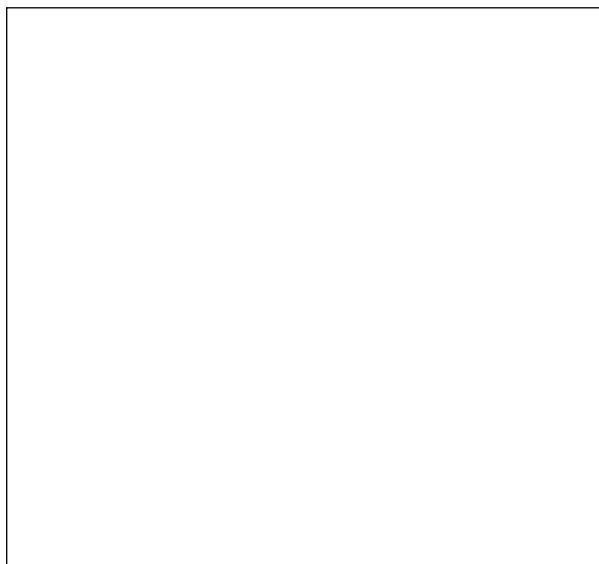
Nivel E | Unidad 4

### Estimado miembro de la familia,

“¿Cómo nos relacionamos con la naturaleza?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de los recursos naturales y el poder del viento, agua, aire y tierra. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

### Instrucciones:

1. Juntos, hablen de cosas que muestren la fuerza de la naturaleza. Luego, miren por la ventana. ¿Qué señales del mundo natural pueden observar? Intenten usar algunas de las Nuevas Palabras en su conversación.
2. En las líneas siguientes, escriban notas que describan las “señales de la naturaleza” que observen. En el recuadro que aparece más abajo, dibujen la escena. Luego ayuden a su estudiante a agregar etiquetas al dibujo. Usen las Nuevas Palabras cada vez que puedan.
3. Recuerde a su estudiante traer las notas y el dibujo completos a clase.



### Qué estamos leyendo

#### “Wind at Work”

por **Beth Geiger**

Este artículo explica las maneras en que el viento afecta a las personas.

#### “Water: The Blue Gold”

por **Alexandra Cousteau, con Carol Verbeeck**

En este convincente artículo, la exploradora Alexandra Cousteau invita a los lectores a preservar los recursos acuíferos de la tierra.

#### “Doña Flor”

por **Pat Mora**

En este cuento fantástico, la gigante Doña Flor usa su gran tamaño para proteger a los habitantes de la villa contra el viento.

#### “Nature Inside Us”

poemas por **Victor M. Valle y Moira Andrew**

Dos poemas que muestran la conexión entre la naturaleza y las personas.

**¡Y más!**

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COPY READY



# Nuevas Palabras

## Semanas 1 y 2

**available**  
disponible

**electricity**  
electricidad

**renewable**  
renovable

**conservation**  
conservación

**flow**  
fluir

**resource**  
recurso

**convert**  
convertir

**generate**  
generar

**scarce**  
escaso

**current**  
corriente

**power**  
potencia

## Semanas 3 y 4

**atmosphere**  
atmósfera

**interact**  
interactuar

**natural**  
natural

**benefit**  
beneficio

**landscape**  
paisaje

**relate**  
relacionar

**element**  
elemento

**material**  
material

**force**  
fuerza

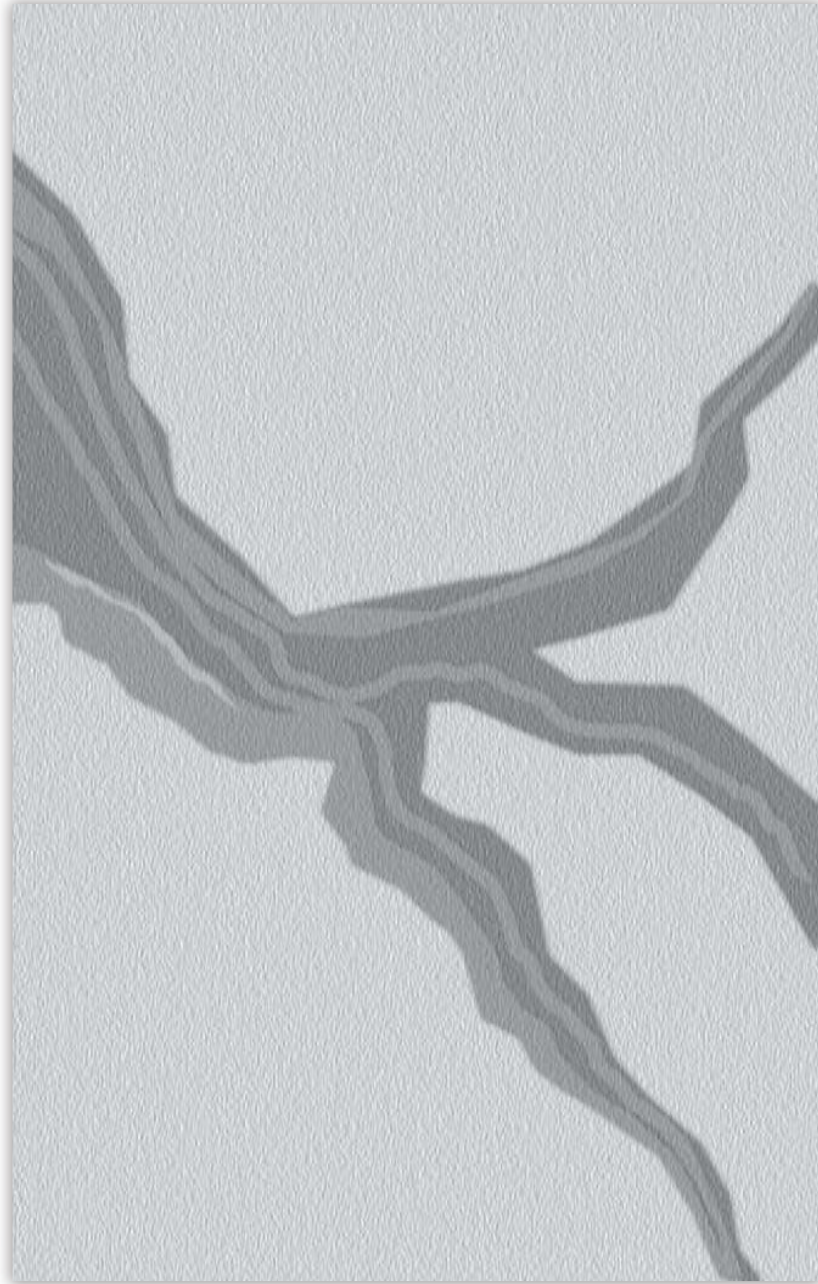
**modify**  
modificar

COPY READY

Unit Concept Map

# Power of Nature

Make a concept map with the answers to the Big Question:  
How do we relate to nature?



COPY READY




Cause-and-Effect Chart

# What Happens to Soil?

Make a cause-and-effect chart to tell what can happen to soil and why.

COPY READY

Cause	Effect

 Tell a partner about a cause-and-effect relationship. Use signal words such as *because*, *since*, *so*, and *as a result*.

**Grammar: Game**

# Agree with Me

## Topics

SUN	HAIL	SNOW	WIND	RAIN
-----	------	------	------	------

1. Cut out the cards and arrange them on a desk or the floor.
2. Toss a beanbag onto a gray helping verb card.
3. Toss another beanbag onto a subject card.
4. Toss a third beanbag onto a main verb card.
5. If the first two cards agree, choose topic from the box and orally compose a sentence. Be sure to use the subject, helping verb, and main verb in your sentence. If the subject and helping verb do not agree, choose a different helping verb. Then compose your sentence.

am		are		is	
I	you	we	they		
he		she		it	
slipping	running	flying	pounding	blowing	

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:

- spelling of present-tense verbs
- subject-verb agreement with forms of *be*
- present progressive

**Editing and Proofreading Marks**

^	Add.
↷	Take out.
↶	Move to here.
^,	Add comma.
⊙	Add period.

We lives<sup>↷</sup> in a part of the country with some very intense weather.

The mayor are scheduling community meetings four times a year to make sure we are ready for anything. She am planning one next week.

Before the cold weather start, the meeting is about getting ready for winter. The police chief reminds us to check our tires. He tell us to have blankets in our cars, in case we am stuck in the snow.

In early spring, we hear about tornado safety I is always nervous about this time of year because tornadoes are so unpredictable. The summer meeting are about using sunscreen and conserving water.

Weather affect us every day, so it's important to be prepared. Our town sure is!

**Test-Taking Strategy Practice**

# Understand the Question

**Directions:** Read each question. Choose the best answer.

## Sample

**1** All of the following are caused by wind except \_\_\_\_\_?

- Ⓐ hurricanes
- Ⓑ rain
- Ⓒ tornadoes
- Ⓓ erosion

**2** Where do wind farms work best?

- Ⓐ in wide-open spaces
- Ⓑ near a city
- Ⓒ in a forest
- Ⓓ in a thunderstorm

**3** What are the most predictable winds that sailors used?

- Ⓐ warm rising air
- Ⓑ trade winds
- Ⓒ twisters
- Ⓓ hurricane winds

 **Tell a partner how you used the test-taking strategy to answer the questions.**




Cause-and-Effect Chart

# "Wind at Work"

Make a cause-and-effect chart for "Wind at Work."

COPY READY

Causes	Effects
Sunlight warms the land and the air above it.	The warm air rises.
Sunlight hits Earth most directly at the equator.	

 Share your cause-and-effect chart with a partner. Work together to write sentences with the words *because*, *since*, *so*, and *as a result* to tell about each cause-and-effect relationship.

**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. 9  
18  
25

Hurricanes form over tropical oceans. Warm, moist air rises. More air moves in underneath and then rises. Big, wet clouds start to gather. 34  
45  
48

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. 58  
69  
76

Once hurricanes hit land, they can do extreme damage. The winds can destroy trees and buildings, and huge waves flood coasts. 85  
95  
97

**From “Wind at Work,” page 234**

**Intonation**

- 1 Does not change pitch.
- 2 Changes pitch, but does not match content.
- 3 Changes pitch to match some of the content.
- 4 Changes pitch to match all of the content.

**Accuracy and Rate Formula**

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

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

**Grammar: Reteach**

# Being Outside

## Grammar Rules Verbs

### Present Tense

A verb in the **present tense** shows

- that the action is happening now
- that the action happens all the time

Some winds **blow** in regular patterns.

Air **moves** around the Earth all the time.

### Subject-Verb Agreement with *be*

The **subject** and **verb** must agree, even when other words come between them.

Earth's water **is** a precious resource.

Rivers around the world **are** important to all life.

### Present-Progressive Form

The **present-progressive** form tells about an action as it is happening.

Water is flowing both night and day.

Winds are blowing constantly around the world.

Choose the correct form of each verb to complete the sentences.

1. Anne always \_\_\_\_\_ (whisper) to her little brother.
2. She \_\_\_\_\_ (carry) her lunch in a basket.
3. Anne's aunt \_\_\_\_\_ (make) tortillas for the family.
4. They \_\_\_\_\_ (be/eat) enchiladas.
5. Anne \_\_\_\_\_ (think) the meal is delicious.

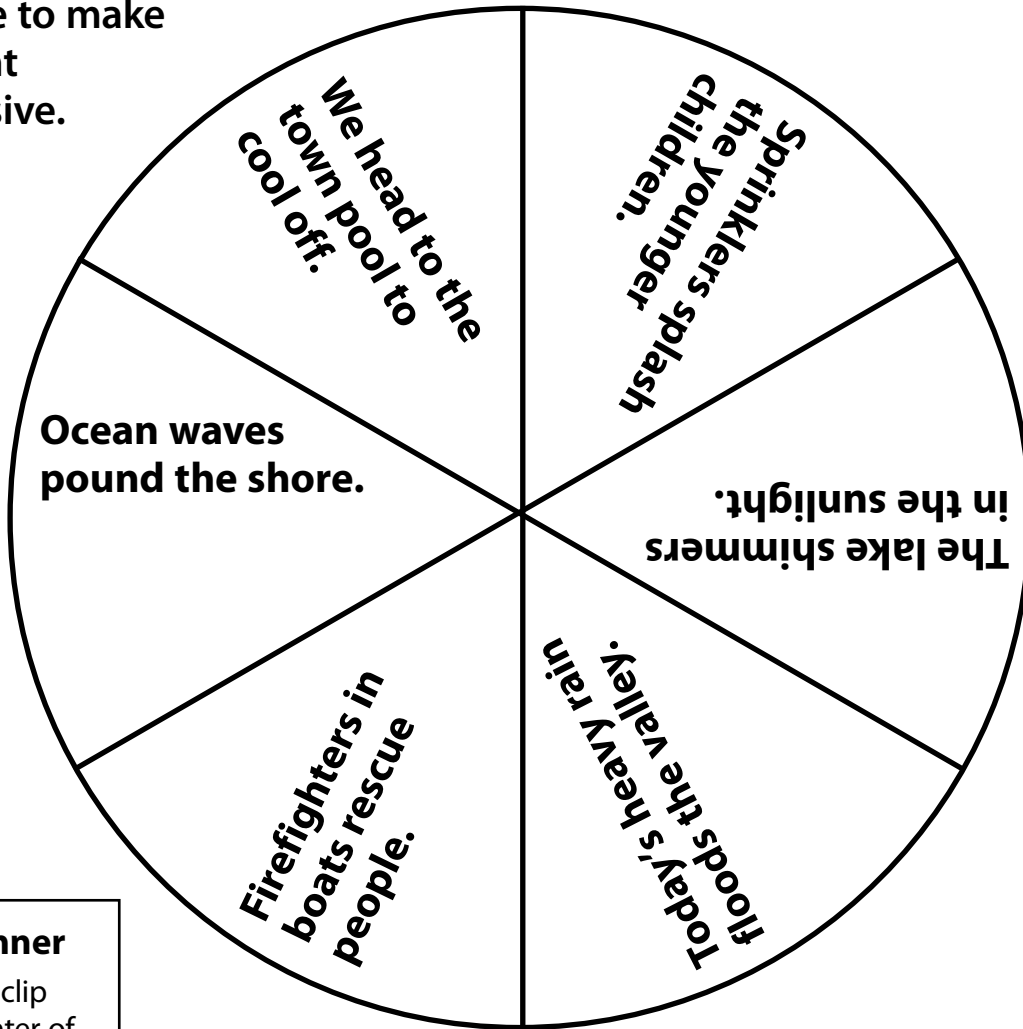
 Have your partner silently act out a scene. Narrate the scene with correct subject-verb agreement.

**Grammar: Game**

# What Is Happening Now?

1. Play with a partner.
2. Spin the spinner.
3. Change each sentence to make it present progressive.

**Example:**  
*He sails on the bay./*  
*He is sailing on the bay.*



### Make a Spinner

1. Put a paper clip over the center of the spinner.
2. Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
3. Spin the paper clip to make a spinner.

COPY READY



**Grammar: Game**

# Action Verb Charades

1. Work in a group of four. Write each sentence below on a separate slip of paper.
2. Take turns picking a slip and acting out the action verb written on it. If the slip says "He/she," act out the action verb yourself. If it says "They," show the slip of paper to one group member. Act out the action verb together.
3. As you act, other group members guess what you are doing, using the sentence frames "He/she \_\_\_\_\_." or "They \_\_\_\_\_."
4. Once the correct action is guessed, all group members write the sentence.
5. Continue playing until all the actions have been completed.

They dance.	He/She throws.
He/She runs.	He/She catches.
He/She writes.	They talk.
They read.	They draw.
They skip.	He/She digs.
He/She spins.	They swim.
He/She climbs.	He/She plants.
They build.	He/She crawls.

**Comparison Chart**

# Compare Genres

Compare a science article and a persuasive essay.

	<b>"Wind at Work"</b>	<b>"Water: The Blue Gold"</b>
<b>Topic</b>	wind	water
Point of view: first person or third person?	third person	
Author's purpose		
What statements from the text support the purpose?		
Does the author express a strong opinion about the topic? Give an example. Explain it.		
What did you learn?		

COPY READY

 Take turns with a partner. Name other ways the selections are similar and different.

**Grammar: Practice**

# Lots of Action

## Grammar Rules Present-Tense Action Verbs

1. An action verb tells what the subject does.
2. The verb must agree with the subject.

<i>he, she, it, or singular noun:</i> add -s or -es to the verb	<i>I, you, we, they, or plural noun:</i> add nothing to the verb
Mom <b>tells</b> me to close the window.	I <b>listen</b> to the wind.
The rain <b>begins</b> to fall.	The leaves <b>blow</b> across the street.
The thunder <b>crashes</b> and <b>booms</b> .	The tree branches <b>bend</b> .

Imagine yourself in the middle of a storm. Use present-tense action verbs to tell what you, other people, and things do in the storm. Write your sentences. Example: When we hear thunder, Mom turns off the TV.

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 Read your sentences to a partner.

**Mark-Up Reading**

# Saving Giants

by Jason Chapman

Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that saving these forests is important because many living things, including people, depend on them. Only about 5% of the original redwood forests remain. The redwood forests are scarce resources that we must protect.

Redwoods are extraordinary living things we should care for. They must be amazing if Mike Fay would walk for an entire year to save them! What makes these trees so special? First, they can live for more than 1,500 years. Also, they aren't just big—they're colossal! Some even grow to heights of more than 300 feet. That's as tall as the Statue of Liberty! If we don't work hard to save these forests now, future generations might never get to see these amazing natural skyscrapers.



▲ Mike Fay hiked through redwood forests to help save them.



## Mark-Up Reading

# Saving Giants

 (continued)

Why are redwoods in danger? Logging. Logging, cutting trees for timber, is the biggest threat. Logging damages habitats because it destroys natural homes for many animals. Owls, deer, chipmunks, and foxes are just a few animals that depend on the redwood forests. Salmon live in the streams that flow through these forests, and many endangered animals make their homes in the forests. If we care about animals, we must protect the animals' habitats.



▲ Redwoods are the world's tallest trees.

While some people might think that we should stop logging all redwoods, there is a way to compromise. Let's face it. Logging companies need to stay in business, and redwood forests are a great source of timber. Like Fay, I believe loggers need to rethink which trees they cut down. They should choose smaller, weaker trees, and let the rest grow. This type of logging conserves natural resources. It uses fewer redwoods than were cut down in the past. This way we will not destroy all the redwoods and loggers can stay in business. If we use the redwood forests without wasting them, everyone and everything can benefit.

How does the author use reasons to support his opinions?

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How does the author use evidence to support his opinions?

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**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:

- present-tense action verbs
- present progressive

### Editing and Proofreading Marks

^	Add.
~	Take out.
○—^	Move to here.
^,	Add comma.
⊙	Add period.

You probably don't realize just how much water you use at home.  
<sup>am</sup>  
 I <sup>g</sup>is trying to figure it out. Let's see what I come up with.  
 ^

When you brushes your teeth, you need water. After breakfast, you rinses your dishes. That's more water being used!

When we am washing the dog, we use a big bucket of soapy water. And don't forget about washing the car. My sister and I scrubs the headlights but that takes water, too.

This doesn't even count laundry and cooking! That soup are simmering on the stove with six quarts of water in it.

When you thinks about it, we have to be very watchful about the way we use water. Once it's down the drain, you can't get it back.

## Grammar: Reteach

**The Storm****Grammar Rules Present and Present-Progressive Verbs**

A **present-tense action verb** tells about an action that happens now or all the time.

Add -s or -es to most action verbs to tell what one person, animal, or thing does.

The rain pours down.

Ana dashes to the porch.

Her dog scurries to her side.

A **present-progressive verb** tells about an action as it is happening.

Use am, is, or are with a main verb that ends in -ing.


The water is beating on the roof.

Giant puddles are forming in the yard.

I am staying inside!

Circle the word or phrase that completes each sentence.

1. Dark clouds (gather/gathers) in the sky.
2. An icy wind (is whipping/are whipping) through the trees.
3. A storm (is approaching/are approaching) from the east.
4. The windows (is rattling/are rattling) from the wind.
5. The storm (pass/passes) the small town.

 Tell a partner about three things that happen during a storm. Use present-progressive verbs and present-tense action verbs to tell about the storm.

**Problem-and-Solution Chart**


# Problem and Solution

Make a problem-and-solution chart to tell about a problem that you solved.

## Problem-and-Solution Chart

<b>Problem:</b>
↓
Event 1:
Event 2:
↓
<b>Solution:</b>

COPY READY

 Share your chart with a partner. Use the chart to tell how you solved your problem.



**Grammar: Game****Helping the Environment**

recycle	conserve	trickle
evaporate	float	predict

1. Choose an action verb from the chart.
2. Challenge your partner to use it in a sentence about the environment. The sentence must also use a form of the helping verb *do* or *have*. The form of the action verb may have to change to make the sentence correct.
3. If the sentence is correct, your partner gets one point. If the sentence is not correct, you get one point.
4. Then your partner chooses a word and you must make a sentence.
5. Continue playing until you each have used all the words.

**Grammar: Grammar and Writing**

# Edit and Proofread

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

- correct linking verbs
- correct helping verbs

### Editing and Proofreading Marks

^	Add.
~	Take out.
○ → ^	Move to here.
^,	Add comma.
⊙	Add period.

My cousins <sup>are</sup> ~~am~~ farmers. A few years ago, Cousin Marc became concerned, "I do not think I cans add any more chemicals to this land," he said one night. "Can we make our farm organic?"

Cousin James felt unsure. "It seem hard to imagine farming without chemicals," he said. "Organic farming must work. Others has accomplished it."

That was five years ago. I are visiting the farm this week, and it are thriving! Cousin Marc musts spray some of the vegetables with pepper oil to keep away certain pests. Cousin James are planting basil plants to help repel pests from the tomatoes.

I is astonished at how much their farm yields.

COPY READY

**Test-Taking Strategy Practice**

# Understand the Question

**Directions:** Read each question about “Doña Flor.” Choose the best answer.

## Sample

- 1** How did the people in the village use the extra tortillas that Doña Flor made?
- Ⓐ They ate the tortillas for breakfast.
  - Ⓑ They used the tortillas as roofs and rafts.
  - Ⓒ They used the tortillas as an alarm clock.
  - Ⓓ They were the best tortillas in the world.
- 2** What caused the village people to hide in their homes?
- Ⓐ The river was flowing.
  - Ⓑ It was raining.
  - Ⓒ They were waiting for tortillas.
  - Ⓓ They heard a mountain lion.
- 3** What did the puma use to make his roars louder to scare the villagers?
- Ⓐ the canyon
  - Ⓑ a hollow log
  - Ⓒ a deep breath
  - Ⓓ Doña Flor

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

**Problem-and-Solution Chart**

# "Doña Flor"

Complete a problem-and-solution chart to retell the story of "Doña Flor."

**Problem: Puma frightens Doña Flor's friends.**



<b>Event 1:</b>
<b>Event 2:</b>
<b>Event 3:</b>



**Solution:**

 Use your problem-and-solution chart to retell the story for a partner.

COPY READY



**Fluency Practice**

# "Doña Flor"

Use this passage to practice reading with proper expression.

Doña Flor just smiled at that brave cat and said, "Why, you're 12  
 just a kitten to me, Pumito." She bent down and scratched that 24  
 puma behind the ears, and she whispered to him in cat talk 36  
 until that cat began to purr. 42

Suddenly Flor heard a new noise. "Doña Flor, ¿dónde estás? 52  
 Where are you?" called her worried neighbors. Even though they 62  
 were frightened, they had all come, holding hands, looking for her. 73

"Meet my new amigo," said Doña Flor. 80

That evening, Flor plucked a star and plunked it on the tallest 92  
 tree so her friends in the pueblo could find their way home. 104

## From "Doña Flor," page 264

**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 Library

## Grammar Rules Linking and Helping Verbs

**Linking verbs** like *be, seem, become, and feel* connect the subject to a part of the predicate that tells about the subject.


Mara **is** a wonderful storyteller.  
Her characters **seem** so real.  
Mara **feels** proud of her stories.

Some verbs are made up of more than one word. A **helping verb** like *do, does, can, may, might, and must* comes before the **main verb**.

We **do enjoy** trips to the library.  
The librarian **can find** several books for us.  
I **may request** his help again.  
He **might have** more books.

Read the sentences below. Underline linking verbs. Circle helping verbs.

1. Mrs. Kim is a marine biologist at the aquarium.
2. Our teachers can invite her to our classes.
3. Mrs. Kim seems friendly and helpful.
4. She may tell us about her work with sea animals.
5. We can ask her questions about her work.

 With a partner, role-play a conversation between Mrs. Kim and a student. Take turns asking and answering questions that use linking and helping verbs.

COPY READY

**Grammar: Game**

# Answer the Question

Read a question to your partner. Have your partner change the question to an answer and write the new sentence. Remember to use the helping verb.

1. Should we supply water for the hike?

\_\_\_\_\_

2. Could Keiko alter the route that we follow?

\_\_\_\_\_

3. Would you and Arnie guide us if we ask you to?

\_\_\_\_\_

\_\_\_\_\_

4. Could coyotes stray into the campground?

\_\_\_\_\_

5. Would I feel safer on higher ground?

\_\_\_\_\_

After all the answers are written, take turns using the helping verbs *could*, *should*, and *would* to ask and answer six more questions about things in the environment. Here is an example: *Could it rain today? Yes, it could rain today.* Partners get one point for each answer that correctly uses *could*, *should* or *would*.

**Grammar: Game**

# Speed Sentences

1. Cut apart the cards. Place the gray main verb cards face up in a pile. Spread out the white helping verb cards and place them face down.
2. Together, count "One, two, three!" Players quickly take one white card and read it aloud. The first person to read the word aloud draws a gray card and says a sentence using the helping verb on the white card and the main verb on the gray card. The player keeps the white card and returns the gray card.
3. Play until everyone has had a chance to make at least two sentences.

do	did	have	plant
has	can	might	harvest
must	should	would	irrigate
does	may	could	cultivate

COPY READY



**Comparison Chart**

# Compare Figurative Language

Write examples of figurative language from the story and poems. Explain what they mean.

COPY READY

Title	Example/Type	What It Means	What You Picture
<b>"Doña Flor"</b>	"the houses smelled corn good" metaphor	The houses smelled like corn, which smells good.	I picture a kitchen with people eating.
<b>"Comida"</b>			
<b>"The Sun in Me"</b>			

 Compare charts with a partner. Discuss the examples of figurative language you found. Compare what they mean.

**Grammar: Practice**

# The Moon Is...

## Grammar Rules Forms of *be* and *have*

The verbs *be* and *have* must agree with the subject.


	<b>be</b>	<b>have</b>
• Use for <i>I</i> :	am	have
• Use for <i>you, we, or they</i> and plural subjects:	are	have
• Use for <i>he, she, or it</i> and singular subjects:	is	has

Complete the sentences with forms of the verbs *to be* or *to have*. Use contractions if a subject is missing.

"The moon <sup>is</sup> \_\_\_\_\_ Swiss Cheese," I said. "\_\_\_\_\_ serious! It \_\_\_\_\_ holes all over it."

"\_\_\_\_\_ silly," said my sister. "The holes \_\_\_\_\_ craters. They look like holes but \_\_\_\_\_ not. We \_\_\_\_\_ a book about the moon. \_\_\_\_\_ in the house."

"Well, get it quickly. Hungry mice \_\_\_\_\_ on the moon," I said. "Look, \_\_\_\_\_ eaten almost all of it."

 **Read your latest writing activity to a partner. Tell how you used forms of *be* and *have*. Fix any that may be incorrect.**

COPY READY

## Mark-Up Reading

# Myth Talk

BY CASSANDRA TROY

## The Breakfast Goddess

Ceres was a goddess you would like to meet.  
She was mother to crops on the farm.  
Nurturing grains such as barley and wheat,  
She protected and kept them from harm.

We still remember Ceres's tender care  
When each morning we gather to eat  
The bowls of cereal that her name still bear.  
Hail! Goddess of our breakfast treat!

How does the name Ceres help you understand the meaning of *cereal*?



▲ Ceres

## Echo's Echo

Echo's sweet voice her own words spoke clear  
Till goddess Hera, in anger, cried, "Hold!"  
When Echo's next words winged around our sphere,  
They just repeated what others had told.

When your voice interacts with a big empty place,  
Does the echo you hear sound quite near?  
Just shout a "Hello!" into all of that space,  
And what do you think you will hear?

How does the name Echo help you understand the meaning of *echo*?



▲ Echo

**Mark-Up Reading**

# Myth Talk (continued)

## Pan, the Troublemaker

The Greek god of nature in the wild,  
Pan caused trouble any way he could.  
His eerie screams clutched man or child,  
So they ran madly through the wood.

The outcome of Pan's type of game  
Reminds us of him today.  
When we say people panic, we use  
Pan's name,  
To show that folks act in what way?



▲ Pan

How does the name Pan help you understand the meaning of *panic*?

## Reflecting on Narcissus

Narcissus was a handsome lad.  
Greek women hoped to win his heart.  
Instead he made them very sad  
And, cold as ice, stood apart.

Narcissus, looking into a pool,  
Fell in love with what he'd seen.  
Now if we call a silly fool  
A narcissist, what do we mean?



▲ Narcissus

How does the name Narcissus help you understand the meaning of *narcissist*?



**Grammar: Grammar and Writing**

# Edit and Proofread

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

- correct helping verbs
- correct forms of *be* and *have*
- correct contractions

## Editing and Proofreading Marks

^	Add.
ƒ	Take out.
⤴ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

What would you like better, hiking along mountain trails or tubing down a river? <sup>I'm</sup> ~~He~~ <sup>re</sup> sure that I would like tubing better, but my dad and I am debating the topic.

Dad said, "The sun cans burn you when you are on the water." He do not realize that the sun is pretty hot on the mountain.

I said that could we fall on the rocky mountain trails. He replied, "Yes, but those tubes could flip over. We better has lifejackets on."

After a while, we stopped our debate. Dad said, "We shoulds try them both. It is the only way to know." He am excited about this adventure in nature. I have a feeling that we's going to like both.

**Grammar: Reteach**

# The Big Event

## Grammar Rules Helping Verbs

**Helping verbs** work with **main verbs**. The main verbs tell what the subject does.

We are **cheering** for the team.  
The player is **struggling** to win.

The **helping verbs** *be, have, and do* change to match the subject.

The goalie does **block** the ball.  
The players do **run** very quickly.


The **helping verbs** *can, may, might, must, should, would, and could* do not change.

We can **go** to the game on Friday.  
Ethan can **play**.  
The other children can **play**, too.

COPY READY

Use the correct form of the helping verb to complete each sentence. Then read the sentences to a partner.

1. Ana's family \_\_\_\_\_ camping by the Grand Canyon this summer.  
(be)
2. Her mom \_\_\_\_\_ planned all the details.  
(have)
3. The kids \_\_\_\_\_ pack their own bags.  
(should)
4. Ana's father \_\_\_\_\_ bring the tents.  
(can)
5. Both of her parents \_\_\_\_\_ be ready to explore nature!  
(must)

 Imagine you are getting ready for a big event like a vacation or an important game. Tell a partner what you are planning to do.

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

**Unit Concept Map**

## Power of Nature

Make a concept map with the answers to the Big Question:  
How do we relate to nature?

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**PM4.1**

Unit 4 | Power of Nature

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

**Cause-and-Effect Chart**

## What Happens to Soil?

Make a cause-and-effect chart to tell what can happen to soil and why.

Cause	Effect
Responses will vary. Possible responses: Rain falls on a hillside.	Responses will vary. Possible responses: Soil on the hillside washes away.
Soil is rich and good.	Garden plants grow well.
Soil is rich and good.	Weeds grow well.

**Tell a partner about a cause-and-effect relationship. Use signal words such as *because, since, so, and as a result.***

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**PM4.2**

Unit 4 | Power of Nature

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

**Grammar: Game**

## Agree with Me

**Topics**

SUN	HAIL	SNOW	WIND	RAIN
-----	------	------	------	------

- Cut out the cards and arrange them on a desk or the floor.
- Toss a beanbag onto a gray helping verb card.
- Toss another beanbag onto a subject card.
- Toss a third beanbag onto a main verb card.
- If the first two cards agree, choose topic from the box and orally compose a sentence. Be sure to use the subject, helping verb, and main verb in your sentence. If the subject and helping verb do not agree, choose a different helping verb. Then compose your sentence.

am	are	is		
I	you	we	they	
he	she	it		
slipping	running	flying	pounding	blowing

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**PM4.3**

Unit 4 | Power of Nature

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:

- spelling of present-tense verbs
- subject-verb agreement with forms of *be*
- present progressive

Editing and Proofreading Marks	
^	Add.
↗	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

We lives in a part of the country with some very intense weather. The mayor are scheduling community meetings four times a year to make sure we are ready for anything. She am planning one next week. Before the cold weather start, the meeting is about getting ready for winter. The police chief reminds us to check our tires. He tell us to have blankets in our cars, in case we am stuck in the snow. In early spring, we hear about tornado safety. I is always nervous about this time of year because tornadoes are so unpredictable. The summer meeting are about using sunscreen and conserving water. Weather affect us every day, so it's important to be prepared. Our town sure is!

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**PM4.4**

Unit 4 | Power of Nature

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

**Test-Taking Strategy Practice**

## Understand the Question

**Directions:** Read each question. Choose the best answer.

**Sample**

- 1 All of the following are caused by wind except \_\_\_\_\_?
  - A hurricanes
  - B rain
  - C tornadoes
  - D erosion
  
- 2 Where do wind farms work best?
  - A in wide-open spaces
  - B near a city
  - C in a forest
  - D in a thunderstorm
  
- 3 What are the most predictable winds that sailors used?
  - A warm rising air
  - B trade winds
  - C twisters
  - D hurricane winds

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

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

**Cause-and-Effect Chart**

## “Wind at Work”

Make a cause-and-effect chart for “Wind at Work.”

Causes	Effects
Sunlight warms the land and the air above it.	The warm air rises.
Sunlight hits Earth most directly at the equator.	Possible responses: The area near the equator is heated more than other areas.
Possible responses: Wind blows pieces of rock from landscapes.	Landscapes slowly wear away.
Wind blows in predictable patterns.	People used predictable winds to sail trade ships around the world.
Wind makes windmills spin.	The spinning motion creates energy.
Wind causes tornadoes.	Tornado winds can do a lot of damage.
Wind causes hurricanes.	Hurricanes can do a lot of damage.

Share your cause-and-effect chart with a partner. Work together to write sentences with the words *because*, *since*, *so*, and *as a result* to tell about each cause-and-effect relationship.

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**

- 1  Does not change pitch.
- 2  Changes pitch, but does not match content.
- 3  Changes pitch to match some of the content.
- 4  Changes pitch to match all of the content.

**Accuracy and Rate Formula**

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

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

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

**Grammar: Reteach**

## Being Outside

**Grammar Rules Verbs**

<p><b>Present Tense</b></p> <p>A verb in the <b>present tense</b> shows</p> <ul style="list-style-type: none"> <li>• that the action is happening now</li> <li>• that the action happens all the time</li> </ul>	<p>Some winds <b>blow</b> in regular patterns.</p> <p>Air <b>moves</b> around the Earth all the time.</p>
<p><b>Subject-Verb Agreement with be</b></p> <p>The <b>subject</b> and <b>verb</b> must agree, even when other words come between them.</p>	<p>Earth’s <b>water</b> is a precious resource.</p> <p>Rivers around the world <b>are</b> important to all life.</p>
<p><b>Present-Progressive Form</b></p> <p>The <b>present-progressive</b> form tells about an action as it is happening.</p>	<p>Water is <b>flowing</b> both night and day.</p> <p>Winds are <b>blowing</b> constantly around the world.</p>

Choose the correct form of each verb to complete the sentences.

1. Anne always whispers (whisper) to her little brother.
2. She carries (carry) her lunch in a basket.
3. Anne’s aunt makes (make) tortillas for the family.
4. They are/eating (be/eat) enchiladas.
5. Anne thinks (think) the meal is delicious.

Have your partner silently act out a scene. Narrate the scene with correct subject-verb agreement.

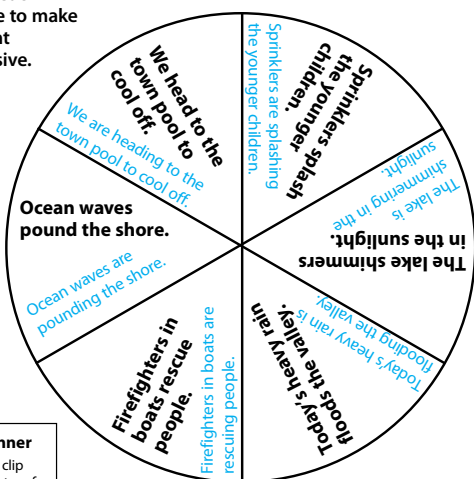


**Grammar: Game**

### What Is Happening Now?

1. Play with a partner.
2. Spin the spinner.
3. Change each sentence to make it present progressive.

Example:  
He sails on the bay./  
He is sailing on the bay.



**Make a Spinner**  
1. Put a paper clip over the center of the spinner.  
2. Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.  
3. Spin the paper clip to make a spinner.

**Grammar: Game**

### Action Verb Charades

1. Work in a group of four. Write each sentence below on a separate slip of paper.
2. Take turns picking a slip and acting out the action verb written on it. If the slip says "He/she," act out the action verb yourself. If it says "They," show the slip of paper to one group member. Act out the action verb together.
3. As you act, other group members guess what you are doing, using the sentence frames "He/she \_\_\_\_\_" or "They \_\_\_\_\_."
4. Once the correct action is guessed, all group members write the sentence.
5. Continue playing until all the actions have been completed.

They dance.	He/She throws.
He/She runs.	He/She catches.
He/She writes.	They talk.
They read.	They draw.
They skip.	He/She digs.
He/She spins.	They swim.
He/She climbs.	He/She plants.
They build.	He/She crawls.

**Comparison Chart**

### Compare Genres

Compare a science article and a persuasive essay.

	"Wind at Work"	"Water: The Blue Gold"
<b>Topic</b>	wind	water
Point of view: first person or third person?	third person	first person
Author's purpose	to inform	to persuade
What statements from the text support the purpose?	Responses will vary.	Responses will vary.
Does the author express a strong opinion about the topic? Give an example. Explain it.	No Responses will vary.	Yes Responses will vary.
What did you learn?	Responses will vary.	Responses will vary.

Take turns with a partner. Name other ways the selections are similar and different.

**Grammar: Practice**

### Lots of Action

**Grammar Rules Present-Tense Action Verbs**

1. An action verb tells what the subject does.
2. The verb must agree with the subject.

<b>he, she, it, or singular noun:</b> add -s or -es to the verb	<b>I, you, we, they, or plural noun:</b> add nothing to the verb
Mom <u>tells</u> me to close the window.	I <u>listen</u> to the wind.
The rain <u>begins</u> to fall.	The leaves <u>blow</u> across the street.
The thunder <u>crashes</u> and <u>booms</u> .	The tree branches <u>bend</u> .

Imagine yourself in the middle of a storm. Use present-tense action verbs to tell what you, other people, and things do in the storm. Write your sentences. Example: When we hear thunder, Mom turns off the TV.

Responses will vary.

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Read your sentences to a partner.

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

Mark-Up Reading

# Saving Giants

by Jason Chapman

Mike Fay is my hero! He is a National Geographic Explorer who loves to walk. In 2007, he walked more than 1,800 miles, camping along the way. Fay was hiking through redwood forests in California on a mission to help save them. Mike and I believe that saving these forests is important because many living things, including people, depend on them. Only about 5% of the original redwood forests remain. The redwood forests are scarce resources that we must protect.



▲ Mike Fay hiked through redwood forests to help save them.

Redwoods are extraordinary living things we should care for. They must be amazing if Mike Fay would walk for an entire year to save them! What makes these trees so special? First, they can live for more than 1,500 years. Also, they aren't just big—they're colossal! Some even grow to heights of more than 300 feet. That's as tall as the Statue of Liberty! If we don't work hard to save these forests now, future generations might never get to see these amazing natural skyscrapers.

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PM4.13

Unit 4 | Power of Nature

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

Mark-Up Reading

# Saving Giants (continued)

Why are redwoods in danger? Logging. Logging, cutting trees for timber, is the biggest threat. Logging damages habitats because it destroys natural homes for many animals. Owls, deer, chipmunks, and foxes are just a few animals that depend on the redwood forests. Salmon live in the streams that flow through these forests, and many endangered animals make their homes in the forests. If we care about animals, we must protect the animals' habitats.



▲ Redwoods are the world's tallest trees.

While some people might think that we should stop logging all redwoods, there is a way to compromise. Let's face it. Logging companies need to stay in business, and redwood forests are a great source of timber. Like Fay, I believe loggers need to rethink which trees they cut down. They should choose smaller, weaker trees, and let the rest grow. This type of logging conserves natural resources. It uses fewer redwoods than were cut down in the past. This way we will not destroy all the redwoods and loggers can stay in business. If we use the redwood forests without wasting them, everyone and everything can benefit.

How does the author use reasons to support his opinions?

How does the author use evidence to support his opinions?

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PM4.14

Unit 4 | Power of Nature

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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:

- present-tense action verbs
- present progressive

Editing and Proofreading Marks

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

You probably don't realize just how much water you use at home. I <sup>am</sup> trying to figure it out. Let's see what I come up with.

When you <sup>brush</sup> brushes your teeth, you need water. After breakfast, you rinses your dishes. That's more water being used!

When we <sup>are</sup> am washing the dog, we use a big bucket of soapy water. And don't forget about washing the car. My sister and I scrubs the headlights but that takes water, too.

This doesn't even count laundry and cooking! That soup <sup>is</sup> are simmering on the stove with six quarts of water in it.

When you thinks about it, we have to be very watchful about the way we use water. Once it's down the drain, you can't get it back.

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PM4.15

Unit 4 | Power of Nature

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

Grammar: Reteach

# The Storm

Grammar Rules Present and Present-Progressive Verbs

A **present-tense action verb** tells about an action that happens now or all the time. Add **-s** or **-es** to most action verbs to tell what one person, animal, or thing does.

The rain pours down.  
Ana dashes to the porch.  
Her dog scurries to her side.

A **present-progressive verb** tells about an action as it is happening. Use **am**, **is**, or **are** with a main verb that ends in **-ing**.

The water is beating on the roof.  
Giant puddles are forming in the yard.  
I am staying inside!

Circle the word or phrase that completes each sentence.

1. Dark clouds (gather/gathers) in the sky.
2. An icy wind (is whipping/are whipping) through the trees.
3. A storm (is approaching/are approaching) from the east.
4. The windows (is rattling/are rattling) from the wind.
5. The storm (pass/passes) the small town.

Tell a partner about three things that happen during a storm. Use present-progressive verbs and present-tense action verbs to tell about the storm.

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PM4.16

Unit 4 | Power of Nature

**Problem-and-Solution Chart**

### Problem and Solution

Make a problem-and-solution chart to tell about a problem that you solved.

**Problem-and-Solution Chart**

**Problem:** Responses will vary.

Event 1:

Event 2:

**Solution:**

Share your chart with a partner. Use the chart to tell how you solved your problem.

**Grammar: Game**

### Helping the Environment

recycle	conserve	trickle
evaporate	float	predict

1. Choose an action verb from the chart.
2. Challenge your partner to use it in a sentence about the environment. The sentence must also use a form of the helping verb *do* or *have*. The form of the action verb may have to change to make the sentence correct.
3. If the sentence is correct, your partner gets one point. If the sentence is not correct, you get one point.
4. Then your partner chooses a word and you must make a sentence.
5. Continue playing until you each have used all the words.

**Grammar: Grammar and Writing**

### Edit and Proofread

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

- correct linking verbs
- correct helping verbs

**Editing and Proofreading Marks**

^	Add.
↗	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

My cousins <sup>are</sup> ~~am~~ farmers. A few years ago, Cousin Marc became concerned, "I do not think I cans<sup>y</sup> add any more chemicals to this land," he said one night. "Can we make our farm organic?"

Cousin James felt unsure. "It seem<sup>s</sup> hard to imagine farming without chemicals," he said. "Organic farming must work.

Others <sup>have</sup> ~~has~~ accomplished it."

That was five years ago. I <sup>am</sup> ~~are~~ visiting the farm this week, and it <sup>is</sup> ~~are~~ thriving! Cousin Marc must<sup>s</sup> spray some of the vegetables with pepper oil to keep away certain pests. Cousin James <sup>is</sup> ~~are~~ planting basil plants to help repel pests from the tomatoes.

I <sup>am</sup> ~~is~~ astonished at how much their farm yields.

**Test-Taking Strategy Practice**

### Understand the Question

**Directions:** Read each question about "Doña Flor." Choose the best answer.

**Sample**

- 1 How did the people in the village use the extra tortillas that Doña Flor made?
  - A They ate the tortillas for breakfast.
  - B They used the tortillas as roofs and rafts.
  - C They used the tortillas as an alarm clock.
  - D They were the best tortillas in the world.
- 2 What caused the village people to hide in their homes?
  - A The river was flowing.
  - B It was raining.
  - C They were waiting for tortillas.
  - D They heard a mountain lion.
- 3 What did the puma use to make his roars louder to scare the villagers?
  - A the canyon
  - B a hollow log
  - C a deep breath
  - D Doña Flor

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

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

**Problem-and-Solution Chart**

## "Doña Flor"

Complete a problem-and-solution chart to retell the story of "Doña Flor."

**Problem: Puma frightens Doña Flor's friends.**

↓

**Event 1:**  
Doña Flor and her animal friends try to find the puma.

**Event 2:**  
Doña Flor tries to cheer her frightened human friends by making a river for them.

**Event 3:**  
Doña Flor looks for the puma herself and finds that it is very small.

↓

**Solution:**  
Possible answer: Doña Flor makes the puma her pet.

Use your problem-and-solution chart to retell the story for a partner.

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

**Fluency Practice**

## "Doña Flor"

Use this passage to practice reading with proper expression.

Doña Flor just smiled at that brave cat and said, "Why, you're just a kitten to me, Pumito." She bent down and scratched that puma behind the ears, and she whispered to him in cat talk until that cat began to purr.

Suddenly Flor heard a new noise. "Doña Flor, ¿dónde estás? Where are you?" called her worried neighbors. Even though they were frightened, they had all come, holding hands, looking for her.

"Meet my new amigo," said Doña Flor.

That evening, Flor plucked a star and plunked it on the tallest tree so her friends in the pueblo could find their way home.

12  
24  
36  
42  
52  
62  
73  
80  
92  
104

**From "Doña Flor," page 264**

**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.

words attempted in one minute	-	number of errors	=	words correct per minute (wcpm)
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Reteach**

## The Library

**Grammar Rules Linking and Helping Verbs**

<p>Linking verbs like <i>be</i>, <i>seem</i>, <i>become</i>, and <i>feel</i> connect the subject to a part of the predicate that tells about the subject.</p>	<p>Mara <u>is</u> a wonderful storyteller. Her characters <u>seem</u> so real. Mara <u>feels</u> proud of her stories.</p>
<p>Some verbs are made up of more than one word. A <b>helping verb</b> like <i>do</i>, <i>does</i>, <i>can</i>, <i>may</i>, <i>might</i>, and <i>must</i> comes before the <b>main verb</b>.</p>	<p>We <u>do</u> enjoy trips to the library. The librarian <u>can</u> find several books for us. I <u>may</u> request his help again. He <u>might</u> have more books.</p>

Read the sentences below. Underline linking verbs. Circle helping verbs.

- Mrs. Kim is a marine biologist at the aquarium.
- Our teachers can invite her to our classes.
- Mrs. Kim seems friendly and helpful.
- She may tell us about her work with sea animals.
- We can ask her questions about her work.

With a partner, role-play a conversation between Mrs. Kim and a student. Take turns asking and answering questions that use linking and helping verbs.

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

**Grammar: Game**

## Answer the Question

Read a question to your partner. Have your partner change the question to an answer and write the new sentence. Remember to use the helping verb.

- Should we supply water for the hike?  
We should supply water for the hike.
- Could Keiko alter the route that we follow?  
Keiko could alter the route that we follow.
- Would you and Arnie guide us if we ask you to?  
You and Arnie would guide us if we ask you to.
- Could coyotes stray into the campground?  
Coyotes could stray into the campground.
- Would I feel safer on higher ground?  
I would feel safer on higher ground.

After all the answers are written, take turns using the helping verbs *could*, *should*, and *would* to ask and answer six more questions about things in the environment. Here is an example: *Could it rain today? Yes, it could rain today.* Partners get one point for each answer that correctly uses *could*, *should* or *would*.

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**Grammar: Game**

### Speed Sentences

1. Cut apart the cards. Place the gray main verb cards face up in a pile. Spread out the white helping verb cards and place them face down.
2. Together, count "One, two, three!" Players quickly take one white card and read it aloud. The first person to read the word aloud draws a gray card and says a sentence using the helping verb on the white card and the main verb on the gray card. The player keeps the white card and returns the gray card.
3. Play until everyone has had a chance to make at least two sentences.

do	did	have	plant
has	can	might	harvest
must	should	would	irrigate
does	may	could	cultivate

**Comparison Chart**

### Compare Figurative Language

Write examples of figurative language from the story and poems. Explain what they mean.

Title	Example/Type	What It Means	What You Picture
"Doña Flor"	"the houses smelled corn good" metaphor	The houses smelled like corn, which smells good.	I picture a kitchen with people eating.
"Comida"	Responses will vary. Possible responses: "eat frijoles and you eat the earth" metaphor	When you eat beans, you eat something that came from the earth.	I picture beans that grow from rich soil in the sun.
"The Sun in Me"	Responses will vary. Possible responses: "waves whispering" metaphor	When waves crash they sound like whispers.	I picture foamy waves and imagine hearing their soft noises.

Compare charts with a partner. Discuss the examples of figurative language you found. Compare what they mean.

**Grammar: Practice**

### The Moon Is...

**Grammar Rules Forms of be and have**

The verbs *be* and *have* must agree with the subject.

	be	have
• Use for <i>I</i> :	am	have
• Use for <i>you, we, or they</i> and plural subjects:	are	have
• Use for <i>he, she, or it</i> and singular subjects:	is	has

Complete the sentences with forms of the verbs *to be* or *to have*. Use contractions if a subject is missing.

"The moon is Swiss Cheese," I said. "I'm serious! It has holes all over it."

"You're silly," said my sister. "The holes are craters. They look like holes but they're not. We have a book about the moon. It's in the house."

"Well, get it quickly. Hungry mice are on the moon," I said. "Look, they've eaten almost all of it."

Read your latest writing activity to a partner. Tell how you used forms of *be* and *have*. Fix any that may be incorrect.

**Mark-Up Reading**

### Myth Talk

BY CASSANDRA TROY

#### The Breakfast Goddess

Ceres was a goddess you would like to meet. She was mother to crops on the farm. Nurturing grains such as barley and wheat, she protected and kept them from harm.

We still remember Ceres's tender care  
When each morning we gather to eat  
The bowls of cereal that her name still bear.  
Hail! Goddess of our breakfast treat!

How does the name Ceres help you understand the meaning of *cereal*?



▲ Ceres

#### Echo's Echo

Echo's sweet voice her own words spoke clear  
Till goddess Hera, in anger, cried, "Hold!"  
When Echo's next words winged around our sphere,  
They just repeated what others had told.

When your voice interacts with a big empty place,  
Does the echo you hear sound quite near?  
Just shout a "Hello!" into all of that space,  
And what do you think you will hear?

How does the name Echo help you understand the meaning of *echo*?



▲ Echo

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

**Mark-Up Reading**

## Myth Talk (continued)

### Pan, the Troublemaker

The Greek god of nature in the wild, Pan caused trouble any way he could. His eerie screams clutched man or child, So they ran madly through the wood.



▲ Pan

The outcome of Pan's type of game Reminds us of him today. When we say people panic, we use Pan's name, To show that folks act in what way?

How does the name Pan help you understand the meaning of *panic*?

### Reflecting on Narcissus

Narcissus was a handsome lad. Greek women hoped to win his heart. Instead he made them very sad. And, cold as ice, stood apart.



▲ Narcissus

Narcissus, looking into a pool, Fell in love with what he'd seen. Now if we call a silly fool A narcissist, what do we mean?

How does the name Narcissus help you understand the meaning of *narcissist*?

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**PM4.29**

Unit 4 | Power of Nature

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

**Grammar: Grammar and Writing**

## Edit and Proofread

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

- correct helping verbs
- correct forms of *be* and *have*
- correct contractions

### Editing and Proofreading Marks

^	Add.
↷	Take out.
⤴	Move to here.
^,	Add comma.
⊙	Add period.

What would you like better, hiking along mountain trails or tubing down a river? I'm sure that I would like tubing better, but my dad and I am debating the topic.

Dad said, "The sun can burn you when you are on the water." He does not realize that the sun is pretty hot on the mountain.

I said that could we fall on the rocky mountain trails. He replied, "Yes, but those tubes could flip over. We better has lifejackets on."

After a while, we stopped our debate. Dad said, "We should try them both. It is the only way to know." He is excited about this adventure in nature. I have a feeling that we's going to like both.

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**PM4.30**

Unit 4 | Power of Nature

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

**Grammar: Reteach**

## The Big Event

### Grammar Rules Helping Verbs

**Helping verbs** work with **main verbs**. The main verbs tell what the subject does.

We are cheering for the team.  
The player is struggling to win.

The **helping verbs** *be*, *have*, and *do* change to match the subject.

The goalie does block the ball.  
The players do run very quickly.

The **helping verbs** *can*, *may*, *might*, *must*, *should*, *would*, and *could* do not change.

We can go to the game on Friday.  
Ethan can play.  
The other children can play, too.

Use the correct form of the helping verb to complete each sentence. Then read the sentences to a partner.

1. Ana's family are camping by the Grand Canyon this summer.  
(be)
2. Her mom has planned all the details.  
(have)
3. The kids should pack their own bags.  
(should)
4. Ana's father can bring the tents.  
(can)
5. Both of her parents must be ready to explore nature!  
(must)

Imagine you are getting ready for a big event like a vacation or an important game. Tell a partner what you are planning to do.

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**PM4.31**

Unit 4 | Power of Nature

## 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 Weather	DAY 1 Explorer Books, <b>Hurricane Hunters</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Beth Geiger	Hurricanes	SG4–SG5
	<b>BL</b> <b>Introduction to Weather</b>	Pamela Bliss	Weather Conditions	SG6, SG8
	<b>BL</b> <b>Wind</b>	Nash Kramer	Wind	SG6, SG8
	<b>OL</b> <b>Tornadoes</b>	Josie Green	Tornadoes	SG7, SG9
	<b>AL</b> <b>Hurricanes</b>	Josie Green	Hurricanes	SG7, SG9
Week 2 Water	DAY 1 Explorer Books, <b>The Energy of Water</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Barbara Keeler	Water and Energy	SG10–SG11
	<b>BL</b> <b>Tsunami! Deadly Wall of Water</b>	Jeff Putnam	Tsunamis	SG12, SG14
	<b>BL</b> <b>Wonders of Water</b>	Nancy Finton	Water Resources	SG12, SG14
	<b>OL</b> <b>Floods</b>	Josie Green	Floods	SG13, SG15
	<b>AL</b> <b>Our World of Water: Children and Water Around the World</b>	Beatrice Hollyer	Water Resources	SG13, SG15
Week 3 People and the Environment	DAY 1 Explorer Books, <b>Bay in the Balance</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Emily Murphy and Greta Gilbert	Wetlands	SG16–SG17
	<b>BL</b> <b>Rain Forest Discovery</b>	Jo Weaver	Wildlife Resources	SG18, SG20
	<b>BL</b> <b>There's an Owl in the Shower</b>	Jean Craighead George	Wildlife Resources	SG18, SG20
	<b>PART 1</b> <b>OL</b> <b>Tuck Everlasting</b>	Natalie Babbitt	Limited Resources	SG19, SG21
	<b>PART 1</b> <b>AL</b> <b>My Side of the Mountain</b>	Jean Craighead George	Resources and Survival	SG19, SG21
Week 4 People and the Environment	DAY 1 Explorer Books, <b>Really Wild Life!</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Robyn Raymer and Dan Pine	Rainforests	SG22–SG23
	<b>BL</b> <b>Turtle Beach Mystery</b>	Helen Moore	Wildlife Resources	SG24, SG26
	<b>BL</b> <b>There's an Owl in the Shower</b>	Jean Craighead George	Wildlife Resources	SG24, SG26
	<b>PART 2</b> <b>OL</b> <b>Tuck Everlasting</b>	Natalie Babbitt	Limited Resources	SG25, SG27
	<b>PART 2</b> <b>AL</b> <b>My Side of the Mountain</b>	Jean Craighead George	Resources and Survival	SG25, SG27

\*See page R2 for Guided Reading (GR) and other leveling translation information.

# Unit 4 Reading Routines

Fiction & Nonfiction

## PROGRAM RESOURCES

### PRINT ONLY

Fiction and Nonfiction Books

### PRINT & TECHNOLOGY

Unit 4 Practice Masters: SG4.1–SG4.36

Unit 4 Assessment Masters:  
SG4.37–SG4.40

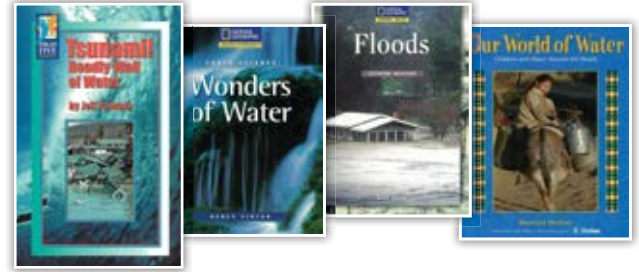
### TECHNOLOGY ONLY

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. Analyze the Unit 3 **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: *How do we relate to nature?*

**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 = not at all; 2 = a little; 3 = very well). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**, for example: *To occur means to happen.*
5. Relate each word to students' knowledge and experience. *Lunch occurs at the same time every day.* Have students work in pairs to elaborate.
6. Have students record each word in **My Vocabulary Notebook**.

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

## 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 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 2: SG62–SG63
- Week 3: SG64–SG65
- 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.



BEFORE READING

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

**Academic Vocabulary**

**Story Words**

**Introduction to Weather data** (in-uh-uh) *noun*  
Data is facts and information that you can collect. It is a record of what has happened or is happening.

**particle** (par-ti-ku-luh) *noun*  
A particle is a very small piece of something.

**quality** (kwol-uh-tee) *noun*  
Quality has to do with how good something is. Things with high quality are better than things with low quality.

**violent** (vay-uh-lee-uh) *adjective*  
Something that is violent can break or hurt things. A violent storm will destroy things.

**vibrate** (vay-brayt) *verb*  
To vibrate is to shake or move quickly. The ground vibrates during an earthquake.

**Tornadoes affect** (uh-af-ekt) *verb*  
When you affect something, you change it in some way. Strong winds can affect the weather.

**occur** (uh-kuir) *verb*  
To occur is to happen. Tornadoes occur in some parts of the world.

**recover** (uh-ri-kuir) *verb*  
To recover is to get well or to get back to normal. It takes some people a long time to recover from the flu.

**severe** (uh-seer) *adjective*  
Something that is severe is very strong or powerful. A severe winter will have a lot of snow.

**violent** (vay-uh-lee-uh) *adjective*  
Something that is violent can break or hurt things. A violent storm can make the bridge fall down.

**Wind affected** (uh-af-ekt) *verb*  
If you are affected by something, it changes you in some way. Strong winds can affect the weather.

**Damage** (daj-mij) *noun*  
Damage is the harm that has been done to a person or thing. The storm caused a lot of damage to the city.

**occur** (uh-kuir) *verb*  
To occur is to happen. A lot of things can occur every day.

**suffer** (su-fer) *verb*  
When you suffer, you feel pain or sadness because of something that happened. The drought made the crops suffer.

**inspect** (in-spekt) *verb*  
When you inspect something, you look at it very closely. I will inspect your paper to make sure that it is perfect.

**Hurricanes analyze** (uh-an-ay-ze) *verb*  
To analyze something is to study it and think about it. Scientists analyze the weather so that they can make predictions.

**mass** (mas) *noun*  
A mass is a large amount of something. A large mass of people gathered at the airport before the storm.

**occur** (uh-kuir) *verb*  
To occur is to happen. Hurricanes occur in the Caribbean.

**progress** (pruh-ghres) *noun*  
Progress is improvement or forward movement. The progress of the hurricane was very fast.

**transform** (tranz-form) *verb*  
To transform is to completely change. Category 5 hurricanes can transform a beach into a wasteland.

SG4.1 Unit 4 | Power of Nature

[NGReach.com](https://www.ngr.com) Practice Masters  
SG4.1, SG4.8, SG4.15, SG4.22

AFTER READING

**Speaking and Listening Observation Log**

Student Name	1	2	3	4	5	6	7	8	9	10

**Speaking and Listening Standards**

**Comprehension and Collaboration**

1. Participate actively in relevant discussions and group activities.
2. Analyze a topic or issue, and express your ideas and opinions clearly.
3. Compare and contrast your ideas and opinions with those of others.
4. Support an opinion with clear facts and relevant information.
5. Use appropriate nonverbal cues, such as eye contact, facial expressions, and body language, to interact with others.
6. Use appropriate nonverbal cues, such as eye contact, facial expressions, and body language, to interact with others.
7. Use appropriate nonverbal cues, such as eye contact, facial expressions, and body language, to interact with others.
8. Use appropriate nonverbal cues, such as eye contact, facial expressions, and body language, to interact with others.
9. Use appropriate nonverbal cues, such as eye contact, facial expressions, and body language, to interact with others.
10. Use appropriate nonverbal cues, such as eye contact, facial expressions, and body language, to interact with others.

SG4.29 Unit 4 | Power of Nature

[NGReach.com](https://www.ngr.com) Assessment Master  
SG4.29

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 name.

Ask: **What did you do while you were reading?**  
Were there any parts of the book that confused you or were hard to follow?  
What did you do to understand better?  
How did it work?

	Reading Strategy Rubrics		
	Plan and Monitor	Make Connections	Visualize
4	4 3 2 1 When did you do anything in the book that confused you or were hard to follow? When you were reading, did you go back and read any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you?	4 3 2 1 When you read anything in the book that confused you or were hard to follow, how did you understand it? When you read anything that confused you or were hard to follow, how did you understand it? When you read anything you already knew about in the world around you, what did you do to understand it better?	4 3 2 1 Were there any parts of the book that made you think about things you've read? How did this help you understand what you were reading? Are there any other words that helped you understand?
3	Often preview text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently.	Makes some type of relevant connections, but does not elaborate on how the connection helped understanding.	Describes small sensory mental images and gives beyond the literal text.
2	Sometimes preview text 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 when to monitor comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

Grade 4 Assessment SG4.30 Unit 4 | Power of Nature

[NGReach.com](https://www.ngr.com) Practice Masters  
SG4.30–SG4.32

Connect Across Texts 

**Form heterogeneous groups.** Group students who have read different books. Include at least one representative for each book read that week.

**Introduce the activity.** Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about 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 SG4.29** 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 SG4.30 and SG4.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Response **Assessment Master SG4.32** 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 on pages RT4.1–RT4.12.
- 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: Weather

Read and Comprehend Informational Text

Comprehend Visual Information

## Hurricane Hunters

by Beth Geiger

**Summary** *Hurricane Hunters* explores the work of scientists who fly into hurricanes to study them. It also explains how hurricanes form and describes the destruction they can cause. In “Hurricane Hunters,” students meet Captain Chad Gibson. He flies his plane directly into hurricanes to gather data. When he collected data about Hurricane Lili in 2002, he was able to warn people to leave New Orleans before the storm hit. “A Mighty Wind” tells why hurricanes, the largest storms on Earth, are hard to study. A diagram shows the parts of a hurricane, including its eye and the eye wall, a ring of clouds around the eye. The winds in the eye wall can reach 350 miles per hour. “Katrina Hits” recounts the story of Hurricane Katrina in 2005. It describes the devastation it caused, particularly in New Orleans.



**Activate Prior Knowledge** Display the front cover, pointing out that it shows a hurricane, or big storm. Ask: *What happens during a hurricane?* (Possible responses: heavy wind; floods; houses are destroyed; trees fall)

**Build Background** Explain that hurricanes are the most dangerous storms on Earth. A hurricane’s winds can reach over 155 miles an hour. Display the chart “Scaling Hurricanes” on page 8. Explain how to use the rows and columns to find information. Ask students to use information from the chart to describe the different categories of hurricanes.

### PROGRAM RESOURCES

#### PRINT ONLY

*Hurricane Hunters*, Pioneer Edition

*Hurricane Hunters*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Tornadoes

### COMMON CORE STANDARDS

#### Reading

Interpret Information Presented Visually CC.4.Rinf.7

Read and Comprehend Informational Text CC.4.Rinf.10

#### Language

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

### Mini Lesson

#### Comprehend Visual Information

**Explain:** *Often scientific texts present information in a visual way to explain key points in the text and to add information. Such visual information may appear in a diagram or map.* Point out that good readers know how to interpret visual information presented in texts.

Read aloud the following text from page 6 of the Pioneer Edition of *Hurricane Hunters* as students listen.

#### Flying Into Lili

[Hurricane Lili] was headed for the United States. How strong was it? Where would it hit land? The Hurricane Hunters had to find out.

#### Text from Pioneer Edition

Then, think aloud to model how to comprehend visual information. *In the text, the author says that the storm was heading toward the United States. I will use the information in the map “Where Do Hurricanes Form” to help me understand why people have to find out exactly where the storm will hit land:*

- *Each white swirl with a blue dot stands for a hurricane.*
- *The red arrows show the paths most hurricanes follow.*
- *A hurricane over the Atlantic can hit land both in the southern United States and along the East Coast of North America.*

*The information in the map helps me understand that the storm can take different paths and therefore can hit in different places .*

Have students practice comprehending visual information by explaining the paths of a hurricane off the West Coast of the U.S. (It can hit land midway up the West Coast of the U. S. or it can go out to sea.) Have students tell how this information adds to what they know about hurricanes. (Possible response: it tells me there is only one area on the West Coast where a hurricane usually hits land.)

**BL** BELOW LEVEL 450L



**PIONEER EDITION**

Lexile: 450L | GR: P

**Content Connection:** Hurricanes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*data eye eye wall*

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

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** Why is a hurricane dangerous? (A hurricane is the most powerful storm on Earth. Because of its strong winds, it can blow down houses, buildings, and trees. A hurricane can also cause whole cities flood. People can get hurt or killed during a hurricane.)
- Details** Why do Hurricane Hunters fly into storms? (They fly into storms to collect data about storms, such as wind speed and air temperature. They also find out if the storm will hit land so that they can warn people and help keep them safe.)
- Explain** How do warnings keep people safe? (When people hear the warnings, most leave their homes to go to a safe place away from the storm.)
- Comprehend Visual Information** Describe the eye of a hurricane. (Possible response: The eye, or center, is calm since there is no wind there. The eye can be about 15 miles wide.)
- Evaluate** Would you like to be a Hurricane Hunter? (Possible response: Yes) Why or why not? (Possible response: Flying would be exciting and I would feel good knowing that I was helping people stay safe.)

**OL** ON LEVEL 640L



**PATHFINDER EDITION**

Lexile: 640L | GR: R

**Content Connection:** Hurricanes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*dropsonde eye eye wall*

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

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** Why is a hurricane dangerous? (It is the most powerful storm on Earth. Its strong winds can blow down houses, buildings, and trees. A hurricane can also cause whole cities to flood. People can get hurt or killed during one.)
- Comprehend Visual Information** How is a hurricane's eye wall different from its eye? (The eye wall is the wall of clouds that surrounds the eye, or center, of the hurricane. Usually, the eye wall has the strongest winds, but in the eye, there is no wind. It is totally calm.)
- Explain** What is a dropsonde? (It is a piece of weather equipment that looks like a cylinder.) Why is it useful to hurricane hunters? (They toss it into a storm so that it can gather data such as the storm's wind speed and air temperature. The dropsonde radios data back to the plane.)
- Make Inferences** Why is a hurricane hunter's work important? (They can warn people about storms and save lives.)
- Details** How was New Orleans affected by Hurricanes Lili and Katrina? (Lili hit the city but no one was injured. Katrina flooded 80 percent of the city and stranded more than 50,000 people.)

**Check & Reteach**

**OBJECTIVE:** Comprehend Visual Information

Have partners take turns using the diagram on pages 8–9 to explain why the eye wall has the highest winds. (wind blows toward the storm's center) Have them explain how the information adds to their understanding. (It helps understand how a hurricane forms.)  
 For students who cannot comprehend visual information, reteach with the map on pages 6–7. Remind students that the text says that hurricanes form over the ocean (page 5). Say: *The map tells where hurricanes develop most often. What information on the diagram tells you where they form?*  
 Have students look at the light blue areas and read the caption to tell where hurricanes form. (They form above warm ocean water between Asia and Australia; between North and South America; and on the east side of Africa.) Have students explain how this information adds to their understanding. (It tells me where ocean waters are warm enough to form hurricanes.)

**BL** BELOW LEVEL 580L



**Introduction to Weather**

by Pamela Bliss

Content Connection:  
**Weather Conditions**

Expository Nonfiction | Pages: 32 | Lexile: 580L | GR: S

**BL** BELOW LEVEL 690L



**Wind**

by Nash Kramer

Content Connection:  
**Wind**

Expository Nonfiction | Pages: 32 | Lexile: 690L | GR: Q

**OBJECTIVES**

**Thematic Connection: Weather**

Read and Comprehend Informational Text

✓ Ask Questions to Comprehend Text

✓ Explain Text Structure: Cause and Effect

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

Practice Master SG4.1, page SG28

Practice Master SG4.2, page SG29

Practice Master SG4.3, page SG30

Practice Master SG4.7, page SG34

**TECHNOLOGY ONLY**

Digital Library: Weather

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–19

DAY 3 Read pages 20–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** People have looked to the sky for thousands of years, wondering why and how the weather changes. In ancient times, people invented myths to account for those changes. Scientists now know that the air is made up of particles, and that those particles are subject to change according to certain principles. Warm air rises, for example, because it is lighter than cool air. It can mix with water vapor in the troposphere to create clouds, rainfall, and snow. Satellites high in the atmosphere gather information about weather patterns so that meteorologists can predict what the weather will be in the future.

**Activate Prior Knowledge** Ask: *What is the weather like today? What do you think it will be like tomorrow?*

**Build Background** Show **Digital Library** photos and video clips of weather, such as hail, wind, tornadoes, and hurricanes. Explain that weather changes when heat, water, and air combine in different ways.

**Story Words** Use **Practice Master SG4.1** to extend vocabulary.

*data*, page 13

*particle*, page 7

*quality*, page 7

*vibrate*, page 17

*violent*, page 16

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

Practice Master SG4.1, page SG28

Practice Master SG4.2, page SG29

Practice Master SG4.4, page SG31

Practice Master SG4.7, page SG34

**TECHNOLOGY ONLY**

Digital Library: Wind

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–17

DAY 3 Read pages 18–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** Wind is a powerful force of nature. It can blow large amounts of soil from one place to another. It can even change the shape of the Earth by wearing away rock and land. These changes can happen over a long period of time, or they can happen very suddenly. Sometimes the wind can cause serious problems. During the 1930s, for example, winds blew away the dusty soil of the Great Plains during a prolonged drought, creating a huge “Dust Bowl.” Today, scientists try to help people understand how the wind works so that they can minimize the damage it causes.

**Activate Prior Knowledge** Ask: *What do you know about the wind?* (Possible responses: The wind changes all the time. Sometimes it is soft and breezy. Sometimes it is really strong.)

**Build Background** Use photos and video clips from the **Digital Library** to introduce the wind and some of its powerful effects.

**Story Words** Use **Practice Master SG4.1** to extend vocabulary.

*affected*, page 17

*damage*, page 14

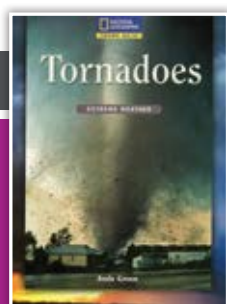
*inspect*, page 23

*occur*, page 10

*suffer*, page 23



**OL** ON LEVEL 800L



**Tornadoes**

by Josie Green

Content Connection:  
**Tornadoes**

**Expository Nonfiction** | Pages: 32 | Lexile: 800L | GR: 5

**AL** ABOVE LEVEL 860L



**Hurricanes**

by Josie Green

Content Connection:  
**Hurricanes**

**Expository Nonfiction** | Pages: 32 | Lexile: 860L | GR: 5

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Informational Text CC.4.Rinf.2  
Describe Text Structure CC.4.Rinf.5  
Summarize 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 SG4.1, page SG28**  
**Practice Master SG4.2, page SG29**  
**Practice Master SG4.5, page SG32**  
**Practice Master SG4.7, page SG34**

**TECHNOLOGY ONLY**

**Digital Library: Tornado**

**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** 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 tornados “spin” at an average rate of about 30 miles per hour and usually last only two or three minutes.

**Story Words** Use **Practice Master SG4.1** to extend vocabulary.

*affect*, page 17      *occur*, page 7      *recover*, page 7  
*severe*, page 4      *violent*, page 6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG4.1, page SG28**  
**Practice Master SG4.2, page SG29**  
**Practice Master SG4.6, page SG33**  
**Practice Master SG4.7, page SG34**

**TECHNOLOGY ONLY**

**Digital Library: Hurricane**

**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** A hurricane is a powerful storm that takes shape over tropical waters. Cold fronts near land create areas of low pressure, pulling in warm, humid air that causes wind to gain strength and turn into a full-fledged hurricane. Once it touches land, a hurricane can wreak deadly havoc. In the summer of 1992, Hurricane Andrew was one of the most destructive hurricanes in United States history, killing 26 people and causing 25 billion dollars worth of damage.

**Prior Knowledge** Ask: *Which is stronger—people or nature?* Have students turn and talk with a partner, supporting their opinions with reasons and examples.

**Build Background** Display the photo of a hurricane from the **Digital Library**, explaining that in the U.S., hurricanes usually form in the Gulf of Mexico, Caribbean, and Atlantic Ocean.

**Story Words** Use **Practice Master SG4.1** to extend vocabulary.

*analyze*, page 14      *mass*, page 10      *occur*, page 21  
*progress*, page 16      *transform*, page 12

**BL** BELOW LEVEL 580L

## Introduction to Weather

by Pamela Bliss

### Build Comprehension

- **Form Generalizations** *Name different types of weather. What makes weather change?* (Possible responses: thunderstorms, hurricanes, tornadoes; Air mass shifts because of changes in temperature. Different combinations of air mass, temperature, and moisture create different kinds of weather.)
- **Make Judgments** *Is it important to be able to predict the weather? Explain.* (Possible response: People need to know about the weather so that they can make plans and prepare for extreme weather.)

### Writing Options

- **Weather Report** Have students write a weather report for yesterday, today, and tomorrow. Guide them in labeling simple pictures or weather symbols for their reports.
- **Word Web** Have students brainstorm and categorize related words in a weather word web. They may choose to group words relating to wind (*breeze, tornado*), water (*rain, hurricane*) and temperature (*warm, freezing*).
- **Journal Entry** Have students write about a time when the weather had a positive or negative effect on their activities.

**BL** BELOW LEVEL 690L

## Wind

by Nash Kramer

### Build Comprehension

- **Make Comparisons** *What is the difference between weathering and erosion?* (Sample response: Weathering is when land and rock slowly wear away. Erosion is when rocks and soil actually move from one place to another.)
- **Explain** *In what ways can wind be harmful to people?* (Possible responses: Strong winds can change good farmland into desert. Too much dust in the air can cause people to have breathing problems.)

### Writing Options

- **Causes and Effects** Have students select photos from the book and use self-stick notes to list a cause or effect that relates to the image.
- **Diagram** Review the diagram feature on pages 18–19. Have students create a labeled diagram that includes a drawing, title, and labels that give information about the wind.
- **Journal Entry** Invite students to tell about a time they enjoyed the wind and/or about a time the wind was a problem for them.

## Check & Reteach

Ask students to identify causes and effects from the book.

If students have difficulty identifying causes and effects, refer them to their cause and effect charts. Ask: *What causes different kinds of weather?*

### DURING READING

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

**Cause-and-Effect Chart**

Use the chart to take notes about your book as you read.

Cause	Effect

Use your chart to tell a partner about the book.

For use with TE pages 556–559 **SG4.2** Unit 4 | Power of Nature

### AFTER READING

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

**Discussion Guide**

**Introduction to Weather**

Review the story words with your group. Then discuss these questions together.

Story Words
data
particle
quality
violent
vibrate

1. **Analyze Text Features** Review page 12. How does the diagram help give information about the water cycle?
2. **Identify Cause and Effect** Use these questions and the notes on your cause-and-effect chart to help you summarize causes and effects from the book.
  - **Cause** What causes weather like rain, tornadoes, and hurricanes?
  - **Effect** What happens because of this weather?
3. **Ask Questions** What question could you ask about weather prediction? Review pages 20–22. Does this help you find the answer?
4. **Read Question** **Generalize** Many scientists study the causes and effects of weather. How can learning about weather help people?

For use with TE pages 556–559 **SG4.3** Unit 4 | Power of Nature

### AFTER READING

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

**Discussion Guide**

**Wind**

Review the story words with your group. Then discuss these questions together.

Story Words
affected
damage
occur
suffer
inspect

1. **Analyze Text Features** Look at the diagrams on pages 13 and 19. What information do they give about soil, plants, and wind?
2. **Identify Cause and Effect** Use these questions and the notes on your cause-and-effect chart to help you summarize information from the book.
  - **Cause** How does wind affect the Earth and people in different places?
  - **Effect** What happens because of the wind?
3. **Ask Questions** What kinds of questions did you ask yourself about the "Dust Bowl" as you read? Where did you look for the answers?
4. **Read Question** **Generalize** When is the wind "good" for people, plants, and animals? At what point does it become "bad"?

For use with TE pages 556–559 **SG4.4** Unit 4 | Power of Nature

**OL** ON LEVEL 800L

**Tornadoes**  
by Josie Green

**Build Comprehension**

- **Explain** *What are the “ingredients” needed to create a tornado?* (Possible response: A tornado forms when a cold front meets a warm updraft. They usually happen in flat areas where the wind funnel can connect with the ground.)
- **Draw Conclusions** *Can weather forecasts help people escape a tornado?* Explain. (Possible response: Meteorologists usually cannot give very much notice, but when people are prepared, they can prevent a lot of damage and injuries.)

**Writing Options**

- **Safety Tips** Have students create a list of safety tips for people who live in “Tornado Alley.” The list should give advice about what to do and what *not* to do during a tornado.
- **Explanation** Have students select a photo from the book and write a paragraph that explains how the weather affected the people or the landscape.
- **Journal Entry** Have students write a description of a tornado that includes sensory details.

**AL** ABOVE LEVEL 860L

**Hurricanes**  
by Josie Green

**Build Comprehension**

- **Make Comparisons** *What are three different types of clouds? What do they have in common?* (Possible responses: Cumulus clouds can look soft and puffy, but they can grow into big storm clouds. Cumulonimbus clouds are higher in the sky and much bigger. Cirrus clouds are also high, but they are thin and wispy. All three of these clouds can be signs that a powerful hurricane is developing.)
- **Explain** *How do meteorologists use data to predict hurricanes?* (Possible responses: They use weather satellites and radar to track hurricanes and predict where they will go.)

**Writing Options**

- **News Report** Have students write a TV news report about a real or fictional hurricane. Invite students to read their reports aloud for the class.
- **Story** Have students write an adventure story about a family that hears a warning about an approaching hurricane.
- **Journal Entry** Have students write about a time they experienced powerful weather, such as a heavy storm.



**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 SG4.7** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**Tornadoes**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
affect  
occur  
recover  
severe  
violent

1. **Analyze Text Features** Look at the maps on pages 7, 19, and 22. How do these maps help you understand where tornadoes form?
2. **Identify Cause and Effect** Use these questions and the notes on your chart to help you summarize causes and effects from the book.
  - **Cause** What are some things that cause tornadoes?
  - **Effect** How do tornadoes affect people, buildings, and land?
3. **Ask Questions** What questions did you have about Tornado Alley as you read the book? What text, maps, or diagrams gave information that helped answer your questions?
4. **Generalize** What are some reasons to be concerned about tornadoes? What does this show about the power of nature?

For use with TE pages 556–569 **SG4.5** Unit 4 | Power of Nature

**AFTER READING**

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

**Discussion Guide**

**Hurricanes**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
analyze  
mass  
occur  
progress  
transform

1. **Analyze Text Features** How does the diagram on page 9 help you understand the wind cycle?
2. **Identify Cause and Effect** Use these questions and the notes on your chart to help you summarize causes and effects from the book.
  - **Cause** What things can cause a hurricane to occur?
  - **Effect** What are some of the effects that hurricanes can cause to a community?
3. **Ask Questions** What questions did you have about Hurricane Andrew as you read this book? In what part of the book did you look for answers? If you didn't find all your answers, where else could you look?
4. **Generalize** What lessons do hurricanes teach us about the power of nature?

For use with TE pages 556–569 **SG4.6** Unit 4 | Power of Nature

**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.

Introduction to Weather
Wind
Tornadoes
Hurricanes

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

1. How are the strong weather conditions from the four books similar? How are they different?
2. What questions did you have about weather before reading? What answers did you find?
3. **Generalize** How has your way of looking at weather and nature changed after reading and discussing your book?

For use with TE pages 556–569 **SG4.7** Unit 4 | Power of Nature

### OBJECTIVES

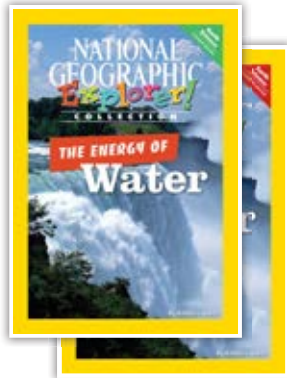
#### Thematic Connection: Water

- Read and Comprehend Informational Text
- Comprehend Visual Information

## The Energy of Water

by Barbara Keeler

**Summary** *The Energy of Water* presents an overview of how people harness water power to help them do work. It also describes recent efforts to develop hydrogen as an alternative fuel. “The Energy of Water” by Barbara Keeler explains that long ago people used waterwheels to perform tasks like grinding corn. In the 1800s, cloth-making machines—developed in England and powered by waterwheels—came to the United States. Life changed for Americans. People moved from farms to towns in order to work in factories. Keeler also explains how hydroelectric plants create electricity from moving water today. In “Fuel from Water,” students discover how hydrogen could become an excellent alternative fuel. Right now, it is difficult to extract hydrogen from water and plants. However, scientists are looking for an inexpensive way to create hydrogen.



**Activate Prior Knowledge** Display the front cover and ask: *Where can you see waterfalls?* (Possible responses: in parks, in movies, on TV) *How would you describe them?* (Possible responses: powerful, beautiful, noisy)

**Build Background** Explain that people have used flowing water for thousands to years to help them do everyday tasks such as grinding grain. In modern times, water is used to make electricity. Use pages 5 and 8 to explain that people use both waterwheels and turbines to create energy from water. Have students describe how the two machines look alike.

### PROGRAM RESOURCES

#### PRINT ONLY

- The Energy of Water*, Pioneer Edition
- The Energy of Water*, Pathfinder Edition

#### TECHNOLOGY ONLY

- My Vocabulary Notebook

### COMMON CORE STANDARDS

#### Reading

- Interpret Information Presented Visually CC.4.Rinf.7
- Read and Comprehend Informational Text CC.4.Rinf.10

#### Language

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

### Mini Lesson

#### Comprehend Visual Information

Explain: *Often scientific texts present information in a visual way to explain key points in the text and to add information. Such visual information may appear in a diagram.* Point out that good readers know how to understand visual information presented in texts.

Read aloud the following text from page 4 of the Pioneer Edition of *The Energy of Water* as students listen.

#### Waterwheels

A waterwheel is a wheel turned by water. It has paddles or cups around its edge. Moving water flows against the paddles or cups. The moving water turns the wheel. When the wheel turns, it creates energy.

#### Text from Pioneer Edition

Then think aloud to model how to comprehend visual information. *In the text, the author explains how a waterwheel works. I will use the information in the diagram below the text to help me understand how a waterwheel creates energy:*

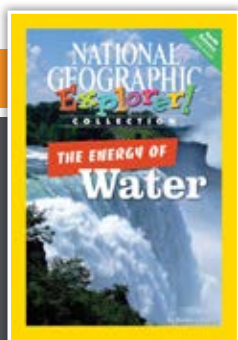
- I see the label “Water” and the blue arrow below it. The arrow shows me that the water is flowing to the left.*
- The label “Waterwheel” helps me locate the wheel. I see the paddles around its edge.*
- The red arrow shows me that the water is turning the wheel.*

*This information helps me understand how a waterwheel works.*

Have students use the visual information above to explain how a waterwheel works. (Possible response: The visual information shows that as water moves against the paddles, the wheel turns. The wheel now has energy to turn other things.) Have students tell how the information adds to their understanding. (Possible response: I can now picture how water moves the wheel.)



**BL** BELOW LEVEL



**PIONEER EDITION**

GR: P

**Content Connection:** Water and Energy

**Science Vocabulary**

Use Wordwise on page 9 to introduce new words:

*generator hydroelectric plant machine turbine*

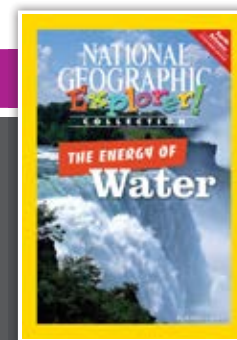
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- 1. Comprehend Visual Information** What makes a waterwheel turn? (A waterwheel has paddles or cups around its edge. Moving water flows against these paddles or cups and makes the wheel turn.)
- 2. Details** What types of work did waterwheels do for people? (Waterwheels were used to grind corn or grain, cut wood, and spin cotton.)
- 3. Main Idea** How did the energy of water change how people worked? (Instead of working on farms, people moved to mill towns to work in factories where machines were used to make cotton cloth.)
- 4. Explain** How is water used to make electricity? (Water flows through a kind of power station called a hydroelectric plant. There a generator changes the energy from moving water to electrical energy, or electricity.)
- 5. Evaluate** Why is hydrogen better than gas for the environment? (Hydrogen is better than gasoline because hydrogen does not cause pollution. It only gives off water when used to run a car.)

**OL** ON LEVEL 690L



**PATHFINDER EDITION**

Lexile: 690L | GR: R

**Content Connection:** Water and Energy

**Science Vocabulary**

Use Wordwise on page 9 to introduce new words:

*generator hydroelectric plant machine turbine*

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. Comprehend Visual Information** What makes a waterwheel turn? (A waterwheel has paddles or cups around its edge. Moving water flows against these and makes the wheel turn.)
- 2. Details** List some types of work waterwheels did for people. (Waterwheels were used to grind corn or grain into flour, cut wood, and spin cotton.)
- 3. Main Idea** How did the energy of water change how people worked? (Instead of working on farms, people moved to mill towns to work in factories where machines were used to make cotton cloth. More people worked in factories than ever before.)
- 4. Explain** How is water used to make electricity? (In a hydroelectric plant, moving water pushes against the blades of a turbine, causing the turbine to spin. The turbine is attached to a generator, which turns the energy from the moving water into electricity.)
- 5. Evaluate** Why is hydrogen better than gas for the environment? (Vehicles that run on hydrogen only produce water and therefore do not pollute the environment.)

**Check & Reteach**

**OBJECTIVE:** Comprehend Visual Information

Have partners take turns using the information in the diagram on page 4 to explain how a waterwheel grinds grain. (Students should use the labels and arrows in the diagram, and the caption to explain that water turns the wheel, which turns the millstone.)

For students who cannot comprehend visual information, reteach with the text and diagram on page 4. Reread the text. Say: *The text says that waterwheels were used to grind grain. The diagram and the caption below it give information about how the wheel grinds grain. What does the diagram and caption tell you?* Have students read the caption and look at the diagram. Make a class list of the relevant information. Have students use it to explain how the wheel creates energy to grind corn. (Sample response: Moving water turns the wheel. A shaft connects the wheel to the millstone. So as the wheel turns, the millstone turns and grinds the grain.)

**BL** BELOW LEVEL 530L



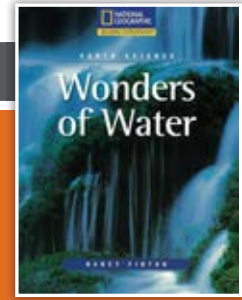
## Tsunami! Deadly Wall of Water

by Jeff Putnam

Content Connection:  
**Tsunamis**

Expository Nonfiction | Pages: 48 | Lexile: 530L | GR: S

**BL** BELOW LEVEL 680L



## Wonders of Water

by Nancy Finton

Content Connection:  
**Water Resources**

Expository Nonfiction | Pages: 32 | Lexile: 680L | GR: T

### OBJECTIVES

#### Thematic Connection: Water

##### Read and Comprehend Literature

- Ask Questions to Comprehend Text
- Explain Text Structure: Cause and Effect

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG4.8, page SG35
- Practice Master SG4.9, page SG36
- Practice Master SG4.10, page SG37
- Practice Master SG4.14, page SG41

#### TECHNOLOGY ONLY

Digital Library: Tsunami

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–20
- DAY 3 Read pages 21–45 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** On December 26, 2004, an earthquake in the Indian Ocean triggers a tsunami headed for Indonesia, Thailand, Sri Lanka, and India. It moves so fast and with so much force that most people do not have time to escape. Like other major tsunamis of the past, its effects are devastating. It wipes out homes and creates unsanitary conditions. More than 200,000 people are killed. People from around the world try to help by sending food, medicine, and tools. To prevent similar disasters in the future, scientists have created hi-tech systems that will warn about an approaching tsunami.

**Activate Prior Knowledge** Ask: *What are some different kinds of natural disasters?* (tornadoes, floods, hurricanes, earthquakes)

**Build Background** Display photos of tsunamis from the **Digital Library**. Explain that tsunamis are very large, high waves in the ocean. These “walls of water” are often triggered by earthquakes and can do a lot of damage when they reach land.

**Story Words** Use **Practice Master SG4.8** to extend vocabulary.

- |                         |                          |                           |
|-------------------------|--------------------------|---------------------------|
| <i>aid</i> , page 33    | <i>message</i> , page 38 | <i>powerful</i> , page 25 |
| <i>system</i> , page 39 | <i>tragedy</i> , page 13 |                           |

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG4.8, page SG35
- Practice Master SG4.9, page SG36
- Practice Master SG4.11, page SG38
- Practice Master SG4.14, page SG41

#### TECHNOLOGY ONLY

Digital Library: Water, Ice Cubes, Water Vapor

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Water is an ancient resource, but it is finite: the water we have now is all we’ll ever have. More than two thirds of the water on our planet is salty ocean water. Only three percent is fresh water, and most of that is locked up in glaciers. Still, there is plenty of water in underground aquifers, which is where Americans get about half of their water. All of this water is cycled and recycled continuously, from its liquid form, into vapor, and back into liquid. Water is vital to all forms of life on Earth, and that is why we need to protect and preserve this precious resource.

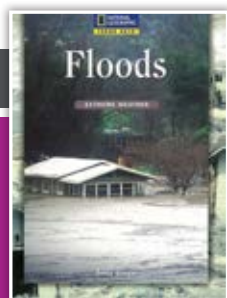
**Activate Prior Knowledge** Ask: *When and where do you see water?* (Possible responses: rain, pools, faucets)

**Build Background** Use photos from the **Digital Library** to explain how water takes different forms—liquid, ice, and vapor.

**Story Words** Use **Practice Master SG4.8** to extend vocabulary.

- |                          |                          |                            |
|--------------------------|--------------------------|----------------------------|
| <i>demand</i> , page 17  | <i>pollute</i> , page 12 | <i>recommend</i> , page 23 |
| <i>replace</i> , page 24 | <i>system</i> , page 18  |                            |

**OL** ON LEVEL 750L



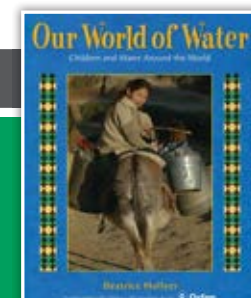
**Floods**

by Josie Green

Content Connection:  
**Floods**

**Expository Nonfiction** | Pages: 32 | Lexile: 750L | GR: S

**AL** ABOVE LEVEL 890L



**Our World of Water**

by Beatrice Hollyer

Content Connection:  
**Water Resources**

**Photo-Essay** | Pages: 48 | Lexile: 890L | GR: Q

**COMMON CORE STANDARDS**

**Reading**

- Read and Comprehend Informational Text CC.4.Rinf.2
- Describe Text Structure CC.4.Rinf.5
- Refer to Details and Examples When Explaining Text CC.4.Rinf.1

**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 SG4.8, page SG35
- Practice Master SG4.9, page SG36
- Practice Master SG4.12, page SG39
- Practice Master SG4.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Flood

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Floods occur when there is so much water on the land that it cannot drain away fast enough. Most floods occur because of heavy rain, but hurricanes and melting snow also cause serious floods. Meteorologists try to predict floods by studying weather conditions, but their warnings cannot always avert tragedy. For example, the Bangladesh flood of 1998 affected more than 30 million people, and more than 1,000 lives were lost. It stands as an example of the huge impact that weather can have on people's lives.

**Activate Prior Knowledge** Ask: *What would happen if it rained really hard for a long time?*

**Build Background** Display the book cover and the flood photo in the **Digital Library**. Explain that floods have so much water that they can cause a great deal of damage.

**Story Words** Use **Practice Master SG4.8** to extend vocabulary.

- disaster*, page 26
- layer*, page 8
- recover*, page 7
- reflect*, page 15
- shortage*, page 25

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG4.8, page SG35
- Practice Master SG4.9, page SG36
- Practice Master SG4.13, page SG40
- Practice Master SG4.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Well, Pump, Gathering Water, Faucet

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–19
- DAY 3 Read pages 20–31
- DAY 4 Read pages 32–48 and discuss
- DAY 5 Connect across texts

**Summary** This photo-essay describes the daily lives of six children in different parts of the world and their relationship to water. In Peru, Lucas fetches water from a stream for his family's daily water needs. In Mauritania, Khadija's neighbors come several times a day to fill their buckets at her family's tap. Dahlys, in Los Angeles, conserves water but also enjoys swimming in her pool. In Bangladesh, Saran collects water from three different pumps in his home. Gamachu, in Ethiopia, leads his cattle to water. In Tajikistan, Barfimoh also draws water for her family's animals. Each child tells about the value and importance of water in daily life.

**Activate Prior Knowledge** Ask: *Where do you get your water every day? What are some ways that you use water?*

**Build Background** Use photos from the **Digital Library** to introduce different ways people gather drinking water.

**Story Words** Use **Practice Master SG4.8** to extend vocabulary.

- access*, page 45
- collect*, page 5
- precious*, page 15
- storage*, page 15
- supply*, page 9

## BL BELOW LEVEL 530L

### Tsunami! Deadly Wall of Water

by Jeff Putnam

#### Build Comprehension

- **Evaluate** *The author asks you to imagine yourself as a tourist at the 2004 tsunami. Does this help you understand the events better? Explain.* (Possible response: It helps you understand what it feels like to experience a frightening tsunami.)
- **Identify Problem and Solution** *What makes tsunamis such deadly disasters? (Possible response: They are powerful and often come without warning.) How can people protect themselves? (Possible response: Move quickly to higher ground when they see danger signs or hear a warning signal.)*

#### Writing Options

- **Fact Sheet** Have students create a “fact sheet” about the major tsunamis described in the book. They should list the date, place, and other important facts about each tsunami.
- **Public Service Poster** After reviewing the safety tips on page 43, have students create a public service poster telling what you should *not* do during a tsunami.
- **Journal Entry** Students may have a range of personal reactions to the events described in this book: fear, sadness, interest, etc. Invite them to write about the feelings they had while reading *Tsunami! Deadly Wall of Water*.

## BL BELOW LEVEL 680L

### Wonders of Water

by Nancy Finton

#### Build Comprehension

- **Draw Conclusions** *Why is it important to conserve, or save, water? (Possible response: There are more and more people all the time. The more people there are, the more water they use.)*
- **Form Opinions** *Review pages 20–21. Do you think that Hoover Dam is more helpful or harmful? (Possible response: It’s helpful because it provides electricity for 1.3 million people. It also brings water to many people.)*

#### Writing Options

- **Diagram** Using the water cycle diagram on page 10 as a model, have students review page 12 and create a diagram that shows what happens when pesticides or oil pollute water.
- **Poster** Have students create a poster of ways that scientists and organizations are working to conserve water for the future. They may include tips for how everyday people can save water, too.
- **Journal Entry** Invite students to write about a pond, lake, stream, river, or ocean that they have seen. Encourage them to describe the body of water, its surroundings, and what they did while they were there.

#### Check & Reteach

Ask students to identify the causes and effects described in this book.

If students have difficulty identifying causes and effects, refer them to their cause and effect charts. Say: *Think about something that happens. What happens because of that event?*

#### DURING READING

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

**Cause-and-Effect Chart**

**Cause-and-Effect Chart**

Use the chart to take notes about your book as you read.

Cause:	Effect 1:
	Effect 2:
	Effect 3:

Use your chart to tell a partner about the book.

For use with 16 pages SG2-3G15 **SG4.9** Unit 4 | Power of Nature

#### AFTER READING

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

**Discussion Guide**

**Tsunami! Deadly Wall of Water**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
aid  
message  
powerful  
system  
tragedy

1. **Analyze Text Features** Each chapter starts with a few sentences in *italics*. How does that passage help you get ready to read the chapter?
2. **Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects in the book.
  - **Cause** What tragedy happened on December 26, 2004?
  - **Effect 1** What happened to towns and buildings?
  - **Effect 2** What happened to people?
  - **Effect 3** What did other countries do to help?
3. **Ask Questions** As you read, what questions did you have about tsunamis? Where did you go to find the answers to your questions?
4. **Read Question Generalize** How do people come to the aid of those who are affected by tragedies like tsunamis?

For use with 16 pages SG2-3G15 **SG4.10** Unit 4 | Power of Nature

#### AFTER READING

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

**Discussion Guide**

**Wonders of Water**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
demand  
pollute  
recommend  
replace  
system

1. **Analyze Text Features** Review the chart on page 9 and the bar graph on page 27. How do these give information about amounts?
2. **Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects in the book.
  - **Cause** A drought struck in 2002.
  - **Effect 1** What did the city of Santa Barbara do to conserve water?
  - **Effect 2** How did some towns in California set limits?
  - **Effect 3** What did some water companies do?
3. **Ask Questions** What kinds of questions did you have when you looked at the photos? Did the text answer those questions? Where else can you go to find answers?
4. **Read Question Generalize** Many people and communities work to conserve water. How do you recommend that people save more water?

For use with 16 pages SG2-3G15 **SG4.11** Unit 4 | Power of Nature



**OL** ON LEVEL 750L

**Floods**

by Josie Green

**Build Comprehension**

- **Identify Causes** *What kinds of land, water, and weather conditions can lead to floods?* (Possible response: Floods happen where the land is flat and at sea level. Heavy rains, hurricanes, and melting snow can all cause floods.)
- **Form Generalizations** *How do scientists study floods?* (Possible response: They measure rainfall and study how clouds move across an area.) *Why is it important to study disasters like floods?* (Possible response: It helps scientists predict and prepare others for floods.)

**Writing Options**

- **Explanation** Have students write a brief explanation of how scientists study and predict floods.
- **News Report** Have students review pages 21–26 and write a news report about the 1988 flood in Bangladesh, including its effects on the people, the land, and the community.
- **Journal Entry** Have students write about their reactions to the information about the flood in Bangladesh.

**AL** ABOVE LEVEL 890L

**Our World of Water**

by Beatrice Hollyer

**Build Comprehension**

- **Explain** *How is water important to the kids in this book?* (Possible responses: They use it to drink, cook, and wash. They also use it to water plants and to give to their animals. It's a part of their daily life.)
- **Make Comparisons** *How are water routines similar for some of the kids? How are they different for others?* (Possible responses: Khadija and Saran have pumps, and Dahlys even has a swimming pool, but most of the kids have to draw water for their basic needs.)

**Writing Options**

- **Acrostic Poem** Have students write the letters W-A-T-E-R. For each letter, have them write a word or phrase about where they get water or how they use it.
- **Postcard** Have students create postcards to the children in this book. On one side, they can draw their town or state. On the other, they can write a message about how water is important to them.
- **Journal Entry** Have students write about their own relationship to water, including why it is important to their daily lives.



**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 SG4.14** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**Floods**

Review the story words with your group. Then discuss these questions together.

Story Words
disaster
layer
recover
reflect
system

1. **Evaluate Text Features** Review the photos, maps, and diagrams in the book. Which one gave the most information? Explain why.
2. **Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects from the book.
  - **Cause** What disaster struck Bangladesh in 1998?
  - **Effect 1** What happened to the people of Bangladesh?
  - **Effect 2** What happened to homes and crops?
  - **Effect 3** What happened to roads and bridges?
3. **Ask Questions** What kinds of questions did you have about floods as you read the book? What kinds of questions do you have now?
4. **Generalize** What do floods show us about weather and the power of nature?

For use with TE pages SG2–SG5 **SG4.12** Unit 4 | Power of Nature

**AFTER READING**

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

**Discussion Guide**

**Our World of Water**

Review the story words with your group. Then discuss these questions together.

Story Words
access
collect
precious
storage
supply

1. **Analyze Text Features** How do the photos in the book help you understand what life is like for the kids?
2. **Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects in the book.
  - **Cause** People need clean water.
  - **Effect 1** Where do Lucas, Barfimoh, and Gamachu get water?
  - **Effect 2** What does Saran do to get his water?
  - **Effect 3** How do Dahlys and Khadija get water?
3. **Ask Questions** What kinds of questions did you have about the kids in this book before you started reading? Do you feel like you know the answers now? Why or why not?
4. **Generalize** Why do people care so much about clean water?

For use with TE pages SG2–SG5 **SG4.13** Unit 4 | Power of Nature

**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.

Tsunami Deadly Wall of Water
Wonders of Water
Floods
Our World of Water

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

1. How is water precious in these four books? How can it also be a problem?
2. What questions did you have about water before you started reading your book? What did you learn that surprised you?
3. **Generalize** How has your way of relating to water changed after reading about the power and importance of nature?

For use with TE pages SG2–SG5 **SG4.14** Unit 4 | Power of Nature

## OBJECTIVES

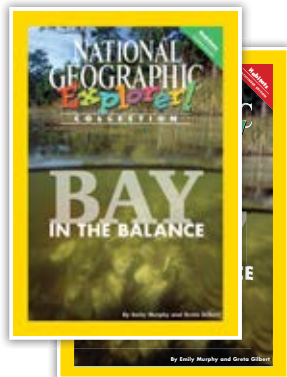
### Thematic Connection: People and the Environment

- Read and Comprehend Informational Text
- Determine Word Meanings

# Bay in the Balance

by Emily Murphy and Greta Gilbert

**Summary** *Bay in the Balance* explores the Chesapeake Bay, how pollution has affected it, and efforts to clean it up. “Saving the Bay’s Bounty” tells how the Chesapeake Bay has been a source of fish and seafood for centuries. The bay is an estuary made up of salty seawater and fresh river water. Pollution has caused an overgrowth of algae in the bay. These plants block sunlight and use up oxygen needed by plants and animals in the water. However, efforts to clean up the bay are working. The use of report cards has helped—they rate the water’s pollution level and help people understand problems and progress. “Critical Critters” describes the importance of species such as blue crabs, otters, and oysters. Clean-up efforts are helping to save these animals. “Bringing up Baby Oysters” describes Maryland students’ work to increase the bay’s oyster population.



**Activate Prior Knowledge** Display the front cover, pointing out the oysters underwater. Ask: *What else might live in the water?* (Possible responses: fish, shrimp, plants, frogs, turtles) Discuss why people live near water.

**Build Background** Explain that about 3,600 species live in or around the Chesapeake Bay; more than 150 rivers flow into it. Use the map on page 4 to point out the areas with rivers draining into the bay. Have students identify and point to the states and cities on the map. Explain that people today are working to save the bay from the effects of pollution.

## PROGRAM RESOURCES

### PRINT ONLY

- Bay in the Balance*, Pioneer Edition
- Bay in the Balance*, Pathfinder Edition

### TECHNOLOGY ONLY

- My Vocabulary Notebook

## COMMON CORE STANDARDS

### Reading

- Determine Meanings of Domain-Specific 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, and descriptions.* Point out that good readers know how to determine word meanings by using clues in a text.

Read aloud the following text from page 5 of the Pioneer Edition of *Bay in the Balance* as students listen.

### A Mixing Bowl

The bay’s **watershed** touches six states and Washington, D.C. A watershed is an area that surrounds a body of water. All the water in the Chesapeake Bay watershed flows into the bay.

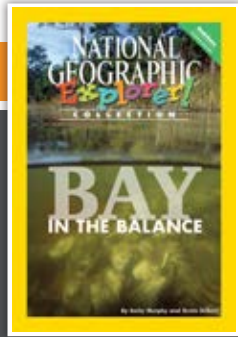
Text from Pioneer Edition

Then, think aloud to model how to determine word meanings in a text. *As I read about the Chesapeake Bay, I come across the word watershed. I’m not sure what it means. But as I read on, I see that the next sentence tells what a watershed is. So, the author has included a definition of the word watershed.*

Point out that sometimes a phrase such as *is/are called* is a clue that the author has included a definition. Also explain that often the word *or* is a clue that a synonym, or definition, will follow.

Have students explain how to determine the meaning of the word *watershed* in the text above. (Possible response: I keep reading after I come across the word *watershed* to see if the author gives any clues. I discover that the author gives a definition of the word *watershed* in the sentence that follows. So, I now know that the bay’s *watershed* is the area that is all around the Chesapeake Bay.)

**BL** BELOW LEVEL



**PIONEER EDITION**  
 GR: P

**Content Connection:** Wetlands

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*algae*      *estuary*      *watershed*

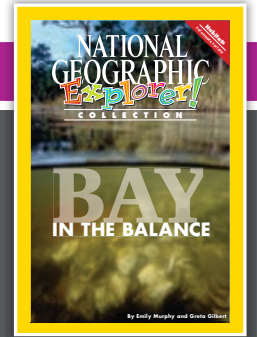
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Determine Word Meanings** What is an estuary? (An estuary is an area of water where a river meets the ocean.)
- Main Idea** How do people and their actions affect the bay? (People fish there. Rainwater washes dirt and pollutants into rivers and the bay. Other pollutants fall into the bay from the air. These things hurt the plants and animals living in and around the bay.)
- Explain** How do we know that the bay is cleaner now than it was a few years ago? (The bay gets yearly report cards. The bay gets bad grades for pollution and good grades for increases in animal populations. The report cards make people aware of the bay's problems and successes.)
- Cause/Effect** Scientists pay close attention to the number of otters in the Chesapeake Bay. Why? (Otters are sensitive to changes in the bay. When there are more otters in the bay, people know that the bay is cleaner.)
- Analyze** Why do Casey Lowe and Jamie Johnson help take care of baby oysters? (Oysters clean the water. So the students want to help keep oysters from disappearing. Taking care of baby oysters until they are grown helps to bring them back.)

**OL** ON LEVEL



**PATHFINDER EDITION**  
 GR: R

**Content Connection:** Wetlands

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

*algae*      *estuary*      *watershed*

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.

- Determine Word Meanings** What is an estuary? (An estuary is an area of water where a river meets the ocean.) What kinds of water mix there? (fresh water and salt water)
- Main Idea** How does human activity affect the Chesapeake Bay? (People fish there. Pollutants from people's activities wash into it with rain and snow, or pollutants fall into the bay from the air. The pollution hurts the plants and animals living in and near the bay.)
- Explain** How do the people working to clean up the bay keep track of their progress? (Organizations issue yearly report cards to rate the bay for things like the amount of pollutants in the water. These make people aware of the bay's problems and its successes.)
- Cause/Effect** Why do scientists pay special attention to the number of animals such as otters in the bay? (Animals such as otters are sensitive to changes in the bay. When their population grows, people know the bay is cleaner.)
- Main Idea** How do groups like BaySavers help keep the bay healthy? (Volunteers take care of baby oysters. When the babies are grown, BaySavers put them into safe areas in the bay. There the oysters help clean the water.)

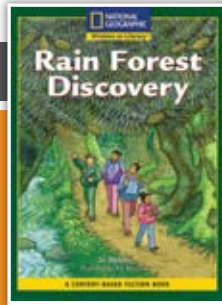
**Check & Reteach**

**OBJECTIVE:** Determine Word Meanings

Have partners take turns determining the meaning of the word *algae* on page 6. (*Algae* are plants. The author gives a definition of the word *algae* in the following sentence.)

For students who cannot determine word meanings, reteach with the term *filter* in the section "Moving Day" on page 11. Say *The paragraph discusses why oysters are important to the bay. It says that oysters filter a lot of water each day. What clue in the text helps you determine the meaning of filter?* Have students skim the paragraph. Record any clues students identify. ("or clean") Guide students to determine that the author has provided a synonym for *filter* and that the word *or* is a clue that a synonym will follow. Then have students explain the meaning of *filter*. (Possible response: *Filter* means "to clean" something.)

**BL** BELOW LEVEL 520L



### Rain Forest Discovery

by Jo Weaver

Content Connection:  
**Wildlife Resources**

Realistic Fiction | Pages: 32 | Lexile: 520L | GR: K

**BL** BELOW LEVEL 670L



### There's an Owl in the Shower PART 1

by Jean Craighead George

Content Connection: **Wildlife Resources**

Realistic Fiction | Pages: 134 | Lexile: 670L | GR: Q

## OBJECTIVES

### Thematic Connection: People and the Environment

#### Read and Comprehend Literature

Ask Questions to Comprehend Literature

Explain Text Structure: Problem and Solution

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Practice Master SG4.15, page SG42

Practice Master SG4.16, page SG43

Practice Master SG4.17, page SG44

Practice Master SG4.21, page SG48

### TECHNOLOGY ONLY

Digital Library: Rainforest

## SUGGESTED PACING

DAY 2 Introduce and read pages 1–15

DAY 3 Read pages 16–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** While Jess and her parents are on vacation in Washington State, a forest ranger guides them on a hike through a rain forest. As they walk, the family listens and looks for wild animals. Suddenly Jess hears a thump and a rustling sound. It's a young spotted owl that has fallen from a tree. Concerned that the owl might not survive, Ranger Kelly calls the Wildlife Care Center. The Animal Rescue team picks up the owl, telling Jess that she can visit the owl at the Center after it has healed. Jess and her parents finish their hike with a new appreciation for all the forms of life in the forest.

**Activate Prior Knowledge** Say: *Tell about a time that you learned something from nature.*

**Build Background** Display photos of different rain forests from the **Digital Library**. Explain that rain forests can be found in many countries, including the United States.

**Story Words** Use **Practice Master SG4.15** to extend vocabulary.

arrive, page 23

continue, page 14

creature, page 13

endangered, page 20

provide, page 30

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Practice Master SG4.15, page SG42

Practice Master SG4.16, page SG43

Practice Master SG4.18, page SG45

Practice Master SG4.21, page SG48

### TECHNOLOGY ONLY

Digital Library: Spotted Owl

## SUGGESTED PACING, PART 1

DAY 2 Introduce and read pages 1–26

DAY 3 Read pages 27–47

DAY 4 Read pages 48–65 and discuss

DAY 5 Connect across texts

### PART 2:

See pages SG24–SG27.

**Summary** Borden Watson is hunting spotted owls. It's the only revenge he can get on the endangered animals that put his father's logging business out of work. One day, Borden rescues a baby barred owl, and soon, everyone—including Borden's father—accepts "Bardy" as a new member of the family. As the owlet matures, Leon and Borden realize that it is actually a spotted owl. When they hear about the fines for possessing endangered animals, they agree it's time to return Bardy to the wild. The father and son bring Bardy to the forest, and Leon decides that it's time to move on to a new job.

**Activate Prior Knowledge** Ask: *What kinds of birds live in the forest?* (Possible responses: owls, eagles, jays, etc.)

**Build Background** Display photos of spotted owls from the **Digital Library**. Explain that the Northern Spotted Owl is a threatened species because more than 80% of the old-growth forests where they live have been cut down.

**Story Words** Use **Practice Master SG4.15** to extend vocabulary.

decline, page 22

permit, page 6

provide, page 17

secure, page 44

suspect, page 5

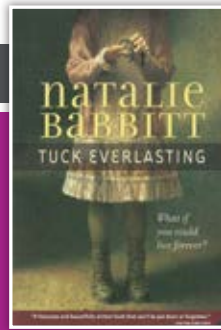


**OL** ON LEVEL 770L

**Tuck Everlasting PART 1**  
by Natalie Babbitt

Content Connection:  
**Limited Resources**

**Fantasy** | Pages: 139 | Lexile: 770L | GR: W

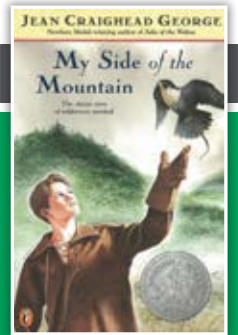


**AL** ABOVE LEVEL 810

**My Side of the Mountain PART 1**  
by Jean Craighead George

Content Connection:  
**Resources and Survival**

**Realistic Fiction** | Pages: 177 | Lexile: 810 | GR: U



**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature CC.4.Rlit.2  
Describe Text Structure CC.4.Rlit.5  
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 SG4.15, page SG42**  
**Practice Master SG4.16, page SG43**  
**Practice Master SG4.19, page SG46**  
**Practice Master SG4.21, page SG48**

**TECHNOLOGY ONLY**

**Digital Library: Stream**

**SUGGESTED PACING, PART 1**

DAY 2 Introduce and read pages 3–21  
DAY 3 Read pages 22–45  
DAY 4 Read pages 46–72 and discuss  
DAY 5 Connect across texts

**PART 2:**

See pages SG24–SG27.

**Summary** Sheltered Winnie Foster lives a life of privilege and boredom. One day, she meets Jesse Tuck by a spring in the forest. Unable to explain why, Jesse and his family kidnap Winnie and bring her to their home deep in the woods. Winnie soon learns their secret: They drank from the forest spring 87 years ago and will never die or age. Winnie loves the Tucks—especially Jesse—but a greedy fortune seeker ruins their plans. Mae Tuck accidentally kills the man and is sentenced to hang. To keep their secret safe, Winnie helps Mae escape. Although Jesse invites Winnie to drink from the well, too, she decides to live a full, natural life.

**Activate Prior Knowledge** Ask: *What places in nature are special to you?*

**Build Background** Display the photo of a forest spring and explain: *A spring is a small, natural river or stream.*

**Story Words** Use **Practice Master SG4.15** to extend vocabulary.

forever, page 18      natural, page 48      opportunity, page 22  
peculiar, page 38      possess, page 8

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG4.15, page SG42**  
**Practice Master SG4.16, page SG43**  
**Practice Master SG4.20, page SG47**  
**Practice Master SG4.21, page SG48**

**TECHNOLOGY ONLY**

**Digital Library: New York Map**

**SUGGESTED PACING, PART 1**

DAY 2 Introduce and read pages 1–24  
DAY 3 Read pages 25–58  
DAY 4 Read pages 58–85 and discuss  
DAY 5 Connect across texts

**PART 2:**

See pages SG24–SG27.

**Summary** When 13-year-old Sam Gribbley decides he wants to live on his own in the mountains, his father thinks Sam is joking and lets him go. Sam leaves New York City with some basic tools and heads for his great-grandfather’s land in the Catskill Mountains. There, Sam creates a home for himself in the hollow of an old tree, living on wild berries, vegetables, and fresh game. Although Sam avoids contact with people, he becomes friends with a professor named Bando and a boy from town. Slowly, word spreads about the “wild boy” in the mountains, and Sam becomes a celebrity. Eventually, Sam’s family comes to live with him on the mountain until he is old enough to be on his own.

**Activate Prior Knowledge** Ask: *What would it take to live alone in the mountains?*

**Build Background** Display the New York map from the **Digital Library** and explain: *The state of New York includes large cities and a beautiful range of mountains called the Catskills.*

**Story Words** Use **Practice Master SG4.15** to extend vocabulary.

capable, page 47      content, page 63      independent, page 24  
opportunity, page 35      prefer, page 42

## BL BELOW LEVEL 520L

### Rain Forest Discovery

by Jo Weaver

#### Build Comprehension

- **Draw Conclusions** *Why doesn't Ranger Kelly take care of the spotted owl herself?* (Possible response: It would be dangerous both for her and for the owl. Only trained experts should handle wild animals—especially if they are hurt.)
- **Analyze Setting** *How would this story have been different if it happened in a different place?* (Possible response: Outside of the forest, Jess's family wouldn't see a lot of the plants and animals like the Sitka spruce or the spotted owl.)

#### Writing Options

- **List** Have students write a list of the wildlife mentioned in the story. They should categorize the wildlife into plants and animals and add illustrations, if possible.
- **Rules** Have students create a list of rules for the entrance to the rain forest trail. The rules should include two things visitors *should* do and two things they *should* not do while visiting the park.
- **Journal Entry** Have students write about a walk they took in a park, forest, or some other natural setting. They should include sensory details to describe the experience.

## BL BELOW LEVEL 670L

### There's an Owl in the Shower PART 1

by Jean Craighead George

#### Build Comprehension

- **Analyze Character's Point of View** *Leon keeps saying that he wants to "wring Bardy's neck." Do you believe him? Why or why not?* (Possible response: Leon just says that to seem tough. In reality, he cares about Bardy and does special things for him.)
- **Explain** *Why do some people think that logging is good?* (Possible response: Logging creates jobs; People need the lumber.) *Why are some people against logging?* (Possible response: Logging destroys animals' homes; It can take hundreds of years for all the trees to grow back.)

#### Writing Options

- **Slogans** Invite students to think of slogans on both sides of the logging debate. To help them get started, give them several examples, such as: *Homes for People, Not for Owls; and Owls Have Rights, Too.*
- **Letter** Have students write a letter from Borden to the judge to explain why the judge should allow loggers to continue cutting down trees.
- **Journal Entry** Have students write about a time they felt that a rule or a law was unfair.

### Check & Reteach

Ask students to identify the problems and solutions described in this book. If students have difficulty identifying problems and solutions, refer them to their problem-and-solution charts. Ask: *Why is Bardy in danger? What things do Borden and Leon do to help?*

#### DURING READING

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

**Cause-and-Effect Chart**

**Story Problem and Solution**

Use the chart to take notes about your book as you read. Complete the chart after you finish the book.

**Problem:**

↓

**Event 1:**

**Event 2:**

↓

**Solution:**

Use your chart to tell a partner about the book.

For use with TE pages SG16-SG21 **SG4.16** Unit 4 | Power of Nature

#### AFTER READING

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

**Discussion Guide**

**Rain Forest Discovery**

Review the story words with your group. Then discuss these questions together.

**Story Words**

arrive
continue
creature
endangered
provide

1. **Analyze Main Character** Jess finds an owl that was covered in leaves and branches. What does this show about Jess?
2. **Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and solution from the book.
  - **Problem** What is wrong with the owl? What would probably happen if it stayed on the ground?
  - **Event 1** What does Ranger Kelly do?
  - **Event 2** What do people from the Wildlife Care Center do?
  - **Solution** What happens to the owl?
3. **Ask Questions** What questions did you have about spotted owls as you read? Were you able to find the answers in the text or pictures? Explain.
4. **Write Question** **Generalize** Jess and her family are very careful as they hike through the forest. Why should people treat nature carefully?

For use with TE pages SG16-SG21 **SG4.17** Unit 4 | Power of Nature

#### AFTER READING

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

**Discussion Guide**

**There's an Owl in the Shower PART 1**

Review the story words with your group. Then discuss these questions together.

**Story Words**

decline
permit
provide
secure
suspect

1. **Analyze Main Character** How does Borden feel about owls at the beginning of the story? How does Bardy change his mind?
2. **Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and events from the book. After you finish the story, add the solution.
  - **Problem** What does Bardy need to be healthy and secure?
  - **Event 1** How does Borden help Bardy?
  - **Event 2** How does Leon take care of Bardy?
  - **Solution** Keep reading to find out how Bardy's problem is solved.
3. **Ask Questions** What questions do you have about endangered owls as you read the book? How will you search for answers as you read on?
4. **Write Question** **Generalize** Why do the numbers of some animals decline? What can people do to help?

For use with TE pages SG16-SG21 **SG4.18** Unit 4 | Power of Nature

**OL** ON LEVEL 770L

**Tuck Everlasting PART 1**  
by Natalie Babbitt

**Build Comprehension**

- **Analyze Setting** *Where and when does this story take place?* (In a town called Treegap a long time ago.) *Do you think it is a real or imaginary place?* Explain. (Possible responses: The town seems real, but the forest and the spring seem magical.)
- **Form Opinions** *Are the Tucks right to kidnap Winnie into the forest? Why or why not?* (Possible responses: Yes, because they didn't know whether she would keep their secret. No, because it's never right to kidnap someone.)

**Writing Options**

- **Map** Have students draw a map showing Treegap, the Fosters' home, the spring, and the Tucks' home in the forest. In each location, they can write a caption about what happens there.
- **List of Pros and Cons** Have students write a list of pros and cons related to the story's central question: What is good and bad about living forever? Volunteers can use their lists to hold a debate about the topic.
- **Journal Entry** Have students write about a time they were offered an important choice. What decision did they make?

**AL** ABOVE LEVEL 810L

**My Side of the Mountain PART 1**  
by Jean Craighead George

**Build Comprehension**

- **Analyze Character's Actions** *How does Sam learn about ways to survive on his own?* (Possible response: He reads books at the library, listens to advice from people he meets, and watches animals.) *What does this tell you about Sam?* (He pays attention to everything around him.)
- **Identify Problem and Solution** *What is one problem that Sam faces when living alone?* (Possible response: Sometimes he feels lonely.) *What does he do to solve his problem?* (Possible response: He makes friends with animals who live around him, including Frightful.)

**Writing Options**

- **List** Have students list the 5 most important things Sam needs to survive on his own in the forest. They should rank the items and write an explanation for why each item is necessary.
- **Letter** Have students write a letter that Sam might have sent to his family from the Catskill Mountains. It should include details about how he survives and how he feels living alone.
- **Journal Entry** Invite students to write about what it would be like to live completely alone. What would be their greatest challenge?



**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 SG4.21** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**Tuck Everlasting PART 1**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
forever  
natural  
opportunity  
peculiar  
possess

1. **Analyze Main Character** What big choices does Winnie have?
2. **Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and events from the book. After you finish the story, add the solution.
  - **Problem** Why does the water need to be kept a secret?
  - **Event 1** What do the Tucks do to keep the secret from other people?
  - **Event 2** Keep reading to find out what happens when the secret almost gets out.
  - **Solution** Keep reading to find out how the problem is solved.
3. **Ask Questions** What questions do you have about the characters and plot? How will you answer those questions as you continue reading the book?
4. **Generalize** In this story, water is important because it possesses special powers. Why is water important in real life?

For use with TE pages SG18-SG21. **SG4.19** Unit 4 | Power of Nature

**AFTER READING**

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

**Discussion Guide**

**My Side of the Mountain PART 1**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
capable  
content  
independent  
opportunity  
prefer

1. **Analyze Main Character** Why does Sam prefer to live by himself in the mountains? What does this show about him?
2. **Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and events from the book. After you finish the story, add the solution.
  - **Problem** What does Sam want to do?
  - **Event 1** What does Sam do to become independent?
  - **Event 2** Keep reading to find out about the challenges Sam faces.
  - **Solution** Keep reading to find out what happens to Sam.
3. **Ask Questions** What questions did you have about being able to survive in the wilderness? Which questions were answered by the story?
4. **Generalize** Sam wants to live a life alone in nature. What are some other ways that people connect with nature?

For use with TE pages SG18-SG21. **SG4.20** Unit 4 | Power of Nature

**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.

Rain Forest Discovery
There's an Owl in the Shower, PART 1
Tuck Everlasting, PART 1
My Side of the Mountain, PART 1

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

1. What natural resources are shown in the four books? How do the characters in the books treat these resources?
2. What kinds of questions did you have about nature as you read your book? What kinds of things can you do to find answers to your questions?
3. **Generalize** How do the characters in these books relate to nature?

For use with TE pages SG18-SG21. **SG4.21** Unit 4 | Power of Nature

### OBJECTIVES

#### Thematic Connection: People and the Environment

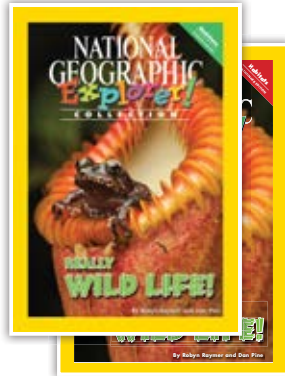
Read and Comprehend Informational Text

Explain Text Structure: Cause and Effect

## Really Wild Life!

by Robyn Raymer and Dan Pine

**Summary** *Really Wild Life!* explores the wonders of the diverse wildlife and habitats on the island of Borneo. It also describes why plants and animals there are threatened. The article “Really Wild Life!” tells how Mattias Klum has spent more than 20 years photographing Borneo’s more than 16,000 different plants and animals. These include the meat-eating Low’s pitcher plant and the flying dragon lizard. The authors point out that loggers, miners, and farmers have destroyed about half of Borneo’s forests. Consequently, many of the island’s extraordinary species are endangered. However, people are working to save the wildlife. One plan calls for the three countries in Borneo to agree to protect about a third of the island. “Borneo’s Bounty” is a map of seven of Borneo’s habitats, with descriptions of some of the island’s remarkable wildlife.



**Activate Prior Knowledge** Point out that this frog is sitting in a plant called a pitcher plant. Ask: *Why is such wildlife important to us?* (Possible responses: It keeps environments healthy; we learn about nature from it.)

**Build Background** Explain that Borneo, an island in Asia, is home to about 1,500 kinds of animals and about 15,000 kinds of plants. Previously unknown animals are discovered there each year. Use pages 10–11 to identify Borneo’s varied habitats and the animals that live in them. Have volunteers point to each on the map.

### PROGRAM RESOURCES

#### PRINT ONLY

*Really Wild Life!*, Pioneer Edition

*Really Wild Life!*, 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 8 of the Pioneer Edition of *Really Wild Life!* as students listen.

#### Animals at Risk

Today, only about half of Borneo’s forests remain. As a result, many of Borneo’s plants and animals are endangered. The proboscis monkey is in trouble. So are the rhinoceros hornbill and the orangutan. Each one has fewer safe places to live.

Text from Pioneer Edition

Then think aloud to model how to describe a cause-and-effect text structure. *In this text, the authors give a cause and an effect to explain what is happening to Borneo’s wildlife. First, they state a cause:*

- *Today, only about half of Borneo’s forests remain.*

*I see the phrase “As a result” at the beginning of the next sentence. This phrase is a clue that the authors are going to state an effect, or result, of the disappearing forests. That effect is:*

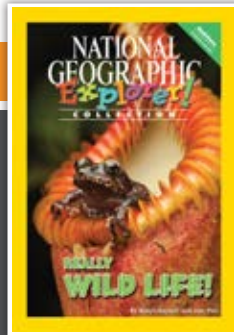
- *Many plants and animals in Borneo are endangered.*

Point out that later in the text the authors further explain the effect by stating that the animals have fewer safe places to live.

Have students explain how the information above is organized. (The authors say that about half of Borneo’s forests are left. Then they say that the effect is that the plants and animals in Borneo are endangered. So the authors use a text structure that states a cause and an effect to explain what is happening in Borneo.)



**BL** BELOW LEVEL



**PIONEER EDITION**  
 GR: P

**Content Connection:** Rain Forests

**Science Vocabulary**

Use Wordwise on page 8 to introduce new words:

*biodiverse      conserve      deforestation*

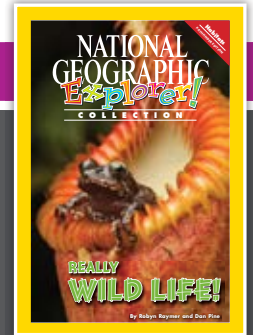
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** Why does Mattias Klum care so much about photographing Borneo’s wildlife? (He loves Borneo but sees that it is changing. So, he wants to show others what Borneo is like so that they will care about protecting it.)
- Analyze** How are the many habitats in Borneo and the many kinds of wildlife there connected? (The many different habitats in Borneo provide places for a wide variety of animals to live.)
- Explain Text Structure: Cause and Effect** What do the people of Borneo need? (People need wood, resources, and land.) What happens because of this? (People cut down trees for logging and mining. Farmers burn forests to plant oil palm trees.)
- Make Inferences** Why is it hard for Klum to find certain animals now? (Possible response: Some animals may have died out or moved to other places.)
- Evaluate** Which plant or animal from Borneo interests you the most? (Possible response: the lizard with the leaf-shaped nose) What else would you like to learn about it? (Possible response: I’d like to know why it has that growth and what kind of lizard it is.)

**OL** ON LEVEL



**PATHFINDER EDITION**  
 GR: R

**Content Connection:** Rain Forests

**Science Vocabulary**

Use Wordwise on page 8 to introduce new words:

*biodiverse      conserve      deforestation      mangrove*

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

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** Why is Mattias Klum so passionate about photographing Borneo’s wildlife? (He loves Borneo but sees that it is changing. So, he wants to show others what Borneo is like so that they will care about protecting it.)
- Analyze** What makes it possible for so many different kinds of plants and animals to live in Borneo? (Borneo has many different habitats, which provide places for a wide variety of animals to live.)
- Explain Text Structure: Cause and Effect** What do the people of Borneo need? (The people need wood, resources, and land.) What happens because of this? (People cut down trees for logging and mining. Farmers burn forests to plant oil palm trees.)
- Make Inferences** Why is it difficult for Klum to find certain animals now? (Possible response: Some animals may have died out or moved to other places.)
- Evaluate** Which plant or animal from Borneo would you like to know more about? (Possible response: the bearded pig) Why? (Possible response: This pig is unusual, and I’d like to know how big it gets and what else it might eat.)

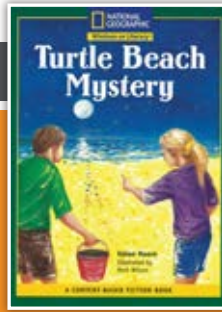
**Check & Reteach**

**OBJECTIVE:** Explain Text Structure: Cause and Effect

Have partners explain the structure of the text on page 10 about flowers in the Montane rain forest. (The authors give a cause and effect to explain how the flowers survive. Cause: Flowers give off an awful smell; Effect: Smell attracts flies that pollinate the flowers.)

For students who cannot explain a cause-and-effect text structure, reteach using the section “Saving Borneo” on page 8. Say: *The authors discuss saving Borneo. How do they present the information?* Have students skim the first paragraph, paying attention to its structure. Point out that this text does not include phrases giving clues to a cause or effect. Then have groups discuss the organization. (Possible response: First the authors give a cause: people are working hard to save Borneo’s wildlife. Then they state an effect of that work: People are discussing a plan that would save almost a third of Borneo. This is a cause-and-effect text structure.)

### BL BELOW LEVEL



#### Turtle Beach Mystery

by Helen Moore

Content Connection:  
**Wildlife Resources**

Realistic Fiction | Pages: 32 | GR: L

### BL BELOW LEVEL 670L



#### There's an Owl in the Shower PART 2

by Jean Craighead George

Content Connection: **Wildlife Resources**

Realistic Fiction | Pages: 134 | Lexile: 670L | GR: Q

### OBJECTIVES

#### Thematic Connection: People and the Environment

##### Read and Comprehend Literature

- Ask Questions to Comprehend Literature
- Identify and Explain Figurative Language

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG4.22, page SG49
- Practice Master SG4.23, page SG50
- Practice Master SG4.24, page SG51
- Practice Master SG4.28, page SG55

#### TECHNOLOGY ONLY

Digital Library: Sea Turtle

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Josh and his twin sister Alexis live at a hotel that their parents manage. The hotel sits on a beach where sea turtles lay their eggs. Normally, hatchlings make their way toward the ocean by instinct, but when a storm blows away all the fronds from the palm trees, the lights of the hotel confuse the hatchlings, making them go in the wrong direction. Josh and Alexis convince their parents to turn down the lights while they use their flashlights to guide the hatchlings toward the water.

**Activate Prior Knowledge** Say: *Tell about a time you tried to help a person or animal in need. What happened?*

**Build Background** Display photos of sea turtles and their eggs from the Digital Library. Explain: *Sea turtles live in the ocean, but they lay their eggs on the beach. When the eggs hatch, the little hatchlings have to find their own way to the water.*

**Story Words** Use Practice Master SG4.22 to extend vocabulary.

- |                            |                         |                            |
|----------------------------|-------------------------|----------------------------|
| <i>attracted</i> , page 25 | <i>future</i> , page 32 | <i>protector</i> , page 28 |
| <i>realize</i> , page 32   | <i>toward</i> , page 25 |                            |

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG4.16, page SG43
- Practice Master SG4.22, page SG49
- Practice Master SG4.23, page SG50
- Practice Master SG4.25, page SG52
- Practice Master SG4.28, page SG55

#### TECHNOLOGY ONLY

Digital Library: Spotted Owl

### SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 66–87
- DAY 3 Read pages 88–108
- DAY 4 Read pages 109–134 and discuss
- DAY 5 Connect across texts

#### PART 1:

See pages SG18–SG21.

**Review Part 1** For a complete summary of *There's an Owl in the Shower*, see page SG18. Ask: *Why can't Bardy live on his own?* (He's too young.) *What does Bardy need to survive in the wild?* (He needs to learn to fly and hunt.) Remind students to complete their problem-and-solution charts after they finish the book.

**Activate Prior Knowledge** Ask: *Why doesn't Borden's family like spotted owls?* (Possible response: A judge stopped Leon's company from cutting down trees where spotted owls live, so Leon doesn't have a job.)

**Build Background** Use photos of spotted owls from the Digital Library to teach or review the names of an owl's body parts: *beak, wings, talons, feathers, and tail*. Talk about the function of each body part. Explain that an owl uses its wings and tail to fly—the tail helps to change or keep direction. If the tail is broken, the owl won't be able to fly.

**Story Words** Use Practice Master SG4.22 to extend vocabulary.

- |                           |                           |                         |
|---------------------------|---------------------------|-------------------------|
| <i>admit</i> , page 121   | <i>argue</i> , page 133   | <i>depart</i> , page 88 |
| <i>pleasure</i> , page 91 | <i>possess</i> , page 108 |                         |

**OL** ON LEVEL 770L

**Tuck Everlasting PART 2**  
by Natalie Babbitt

Content Connection:  
**Limited Resources**

**Fantasy** | Pages: 139 | Lexile: 770L | GR: W

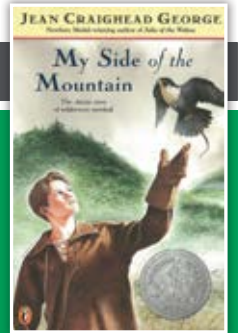


**AL** ABOVE LEVEL 810L

**My Side of the Mountain PART 2**  
by Jean Craighead George

Content Connection:  
**Resources and Survival**

**Realistic Fiction** | Pages: 177 | Lexile: 810 | GR: U



**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature	CC.4.Rlit.2
Demonstrate Understanding of Figurative Language	CC.4.Rlit.5
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 SG4.16, page SG43
- Practice Master SG4.22, page SG49
- Practice Master SG4.23, page SG50
- Practice Master SG4.26, page SG53
- Practice Master SG4.28, page SG55

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 73–92
- DAY 3 Read pages 93–120
- DAY 4 Read pages 121–139 and discuss
- DAY 5 Connect across texts

**PART 1:**

See pages SG18–SG21.

**Review Part 1** For a complete summary of *Tuck Everlasting*, see page SG19. Review the story’s central dilemma: *Why does the magical spring need to be kept secret?* (The Tucks don’t want others to experience the same problems they’ve had.) Remind students to complete their problem-and-solution charts after they complete the book.

**Activate Prior Knowledge** Ask: *What do you think Winnie should do about the Tucks and the magic spring?*

**Build Background** Explain that there are legends in many cultures about a “fountain of youth” that stops people from aging and lets them live forever. Many stories have been written about the search for this fountain.

**Story Words** Use **Practice Master SG4.22** to extend vocabulary.

<i>assure</i> , page 88	<i>devote</i> , page 95	<i>exchange</i> , page 97
<i>necessity</i> , page 105	<i>protest</i> , page 87	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG4.16, page SG43
- Practice Master SG4.22, page SG49
- Practice Master SG4.23, page SG50
- Practice Master SG4.27, page SG54
- Practice Master SG4.28, page SG55

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 85–115
- DAY 3 Read pages 116–148
- DAY 4 Read pages 148–177 and discuss
- DAY 5 Connect across texts

**PART 1:**

See pages SG18–SG21.

**Review Part 1** For a complete summary of *My Side of the Mountain*, see page SG19. Encourage students to identify the main issue, or problem: *Do you think Sam will be able to survive by himself in the mountains? Why or why not?* Remind students to complete their problem-and-solution charts after they complete the book.

**Activate Prior Knowledge** Discuss the difference between wants and needs. Ask: *What things does Sam need to survive in the woods? What things does he want?*

**Build Background** Explain that *My Side of the Mountain* is a book about survival. Other survival stories students may know include: *Hatchet*, by Gary Paulsen; *Island of the Blue Dolphins*, by Scott O’Dell; and *Sign of the Beaver*, also by Jean Craighead George. Discuss similarities in these and/or other such stories.

**Story Words** Use **Practice Master SG4.22** to extend vocabulary.

<i>astonished</i> , page 146	<i>conserve</i> , page 135	<i>inform</i> , page 146
<i>instinct</i> , page 149	<i>resist</i> , page 125	

## BL BELOW LEVEL

### Turtle Beach Mystery

by Helen Moore

#### Build Comprehension

- **Identify Goal and Outcome** *What is Josh and Alexis's goal?* (to save the hatchlings) *Do they achieve their goal? Explain.* (Possible response: They help guide the hatchlings back into the water, so they achieve their goal.)
- **Make Judgments** *Do you think it is a good idea for Josh and Alexis to get involved with nature in this way? Why or why not?* (Possible responses: Yes, without their help the hatchlings probably would have died on the beach; No, you should leave wild animals alone.)

#### Writing Options

- **Diagram** Have students draw and label a circular diagram, showing how a turtle is hatched on the beach, swims out to the ocean, grows to become an adult, and then comes back to the beach one day to lay her eggs.
- **Sign** Have students create posters for the beach where turtles hatch. The poster should explain what happens and how people can help to keep the hatchlings safe.
- **Journal Entry** Have students reinforce the theme by writing about how and why people should help the environment.

## BL BELOW LEVEL 670L

### There's an Owl in the Shower PART 2

by Jean Craighead George

#### Build Comprehension

- **Make Comparisons** *How is Borden's family similar to Bardy's family?* (Possible response: In both families, the father has a difficult time providing for his family.)
- **Identify Problem and Solution** *Why are spotted owls endangered?* (Their habitats are destroyed by loggers.) *What are some solutions that the book gives to solve the problem?* (Possible responses: Carefully decide which trees to cut and which trees to leave standing; Teach loggers about owls and how to protect their habitats.)

#### Writing Options

- **Menu** Have students create a menu for a restaurant called "The Night Owl." The food should all be dishes that would appeal to owls like Enrique and Bardy.
- **Epilogue** Ask students to imagine what will happen to Borden and Bardy in the next year. How will their lives be different? Will they ever see each other again? Have students answer all these questions in an epilogue to the story.
- **Journal Entry** Have students write about something they have learned from watching, experiencing, or reading about nature.

### Check & Reteach

Ask students to identify and explain figurative language in this book.

If students have difficulty identifying figurative language, refer them to their figurative language charts. Ask: *What did you read? What does it mean in your own words?*

#### DURING READING

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

**Figurative Language Chart**  
**Figurative Language**  
 Use the chart to take notes about your book as you read.

Page	What It Says	What It Means

Use your chart to tell a partner about the book.

For use with TE pages SG4-3527 **SG4.23** Unit 4 | Power of Nature

#### AFTER READING

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

**Discussion Guide**  
**Turtle Beach Mystery**  
 Review the story words with your group. Then discuss these questions together.

**Story Words**  
 attracted  
 future  
 protector  
 realize  
 toward

1. **Analyze Narrator's Point of View** Is the person telling this story one of the characters? How can you tell?
2. **Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Look at the last sentence on page 7. What figurative language expression do you see?
  - **What It Means** Can you think of another way to say this sentence?
3. **Ask Questions** What questions did you have about sea turtles as you read? Did the section on pages 30-31 help you answer those questions? What information did you find there?
4. **Write Question Generalize** Josh and Alexis do everything they can to help the hatchlings. Why do people care so much about animals in the environment?

For use with TE pages SG4-3527 **SG4.24** Unit 4 | Power of Nature

#### AFTER READING

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

**Discussion Guide**  
**There's an Owl in the Shower PART 2**  
 Review the story words with your group. Then discuss these questions together.

**Story Words**  
 admit  
 argue  
 depart  
 pleasure  
 possess

1. **Analyze Narrator's Point of View** How would the story be different if it was told by Leon?
2. **Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Look at this sentence from page 69: "We could have gotten them out without wiping out the forest." What figurative expression do you see?
  - **What It Means** What is another way to say this sentence?
3. **Ask Questions** What questions did you have about the characters as you read? What helped you answer those questions?
4. **Write Question Generalize** Many people have very strong opinions about protecting animals. Why do you think people argue about this topic?

For use with TE pages SG4-3527 **SG4.25** Unit 4 | Power of Nature



**OL** ON LEVEL 770L

**Tuck Everlasting**  
by Natalie Babbitt

**Build Comprehension**

- **Analyze Plot** *How does Winnie help Mae at the end of the story?* (She helps Mae escape.) *What is another way that this book could have ended?* (Possible response: Winnie could have traveled around with the Tucks having one adventure after another for the rest of time.)
- **Identify Theme** *What is the message of this story?* (Possible responses: It is never good to go against the laws of nature.)

**Writing Options**

- **Advertisement** Have students write an ad for “miracle water” from the magical spring. What price would they charge for it? What would the water do?
- **Obituary** Explain that an obituary is a short notice in a newspaper that tells about a person’s death. It usually gives a few important facts and dates from the person’s life. Have students write an obituary for Winnie after her long, full life.
- **Journal Entry** Have students write about what they would do if they found the magical spring. Would they drink the water or follow the laws of nature?

**AL** ABOVE LEVEL 810L

**My Side of the Mountain**  
by Jean Craighead George

**Build Comprehension**

- **Analyze Character** *What does Sam prove to himself and to others?* (Possible response: He is capable of living by himself and doing what he says.)
- **Draw Conclusions** *Would it be possible to do something like this today? Could a small group of people live on a mountain without any kind of outside contact?* (Possible responses: Yes, there are lots of remote places where nobody goes; No, the government wouldn’t allow you to do it.)

**Writing Options**

- **Interview** Have students write an interview between Matt Spell and Sam about Sam’s time alone on the mountain. Later, partners can read their interviews aloud for the class.
- **Charter** Explain that people often write a charter when they start a new community. The charter describes the purpose of the community and the rules that all members must follow. Have them write a charter for Sam’s community living in the wilderness.
- **Journal Entry** Have students write about what it means to be a part of nature.



**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 SG4.28** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**Tuck Everlasting PART 2**

Review the story words with your group. Then discuss these questions together.

Story Words
aspire
devote
exchange
necessity
protest

1. **Analyze Narrator’s Point of View** How would the story be different if Winnie told it in her own words?
2. **Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Reread these sentences from page 77: “Proud as peacocks, all of ‘em.” What figurative expression do you see?
  - **What It Means** What is another way to say this sentence?
3. **Ask Questions** What questions did you ask about the Tucks as you read? What helped you answer those questions?
4. **Write Question Generalize** The Tucks would say that death is a necessity. What would happen if people could live forever?

For use with TE pages SG4-5G27 SG4.26 Unit 4 | Power of Nature

**AFTER READING**

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

**Discussion Guide**

**My Side of the Mountain PART 2**

Review the story words with your group. Then discuss these questions together.

Story Words
astonished
conserve
inform
instinct
resist

1. **Analyze Narrator’s Point of View** The story is told from Sam’s point of view. Why is that a good way to tell this story?
2. **Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Reread this sentence from page 92: “I think I flew to the spot.” What words are being used in a figurative way?
  - **What It Means** What is the real meaning of those words?
3. **Ask Questions** What questions did you have about Sam’s experiences as you read? What helped you answer those questions?
4. **Write Question Generalize** Do you think most people think about nature the way that Sam does? Explain.

For use with TE pages SG4-5G27 SG4.27 Unit 4 | Power of Nature

**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.

Turtle Beach Mystery
There’s an Owl in the Shower, PART 2
Tuck Everlasting, PART 2
My Side of the Mountain, PART 2

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

1. How do the characters in these four books feel about nature?
2. What questions did you have as you read your book? What was the best way to find out the answers?
3. **Write Question** Many of the characters in these books want to relate to nature in some way. How well do you think they succeeded?

For use with TE pages SG4-5G27 SG4.28 Unit 4 | Power of Nature

**Academic Vocabulary**

# Story Words

## Introduction to Weather

**data** (dā-tuh) *noun*

**Data** is facts and information that you can collect. *For our project, we have to collect data about the rain for three days.*

**particle** (par-ti-kul) *noun*

A **particle** is a very small piece of something. *A tiny particle of dust landed in my eye.*

**quality** (kwa-lu-tē) *noun*

**Quality** has to do with how good something is. *This bag is very high quality because it can carry a lot of heavy things without breaking.*

**violent** (vī-u-lunt) *adjective*

Something that is **violent** can break or hurt things. *A violent wind blew the old barn down.*

**vibrate** (vī-brāt) *verb*

To **vibrate** is to shake or move quickly. *The ground vibrates during an earthquake.*

## Wind

**affected** (u-fekt-ud) *adjective*

If you are **affected** by something, it changes you in some way. *Our plans for going to the beach were affected by the change in weather.*

**damage** (da-mij) *verb*

**Damage** is the harm that has been done to a person or thing. *The storm cost millions of dollars of damage to the city.*

**occur** (u-kur) *verb*

To **occur** is to happen. *A wind storm can occur very quickly.*

**suffer** (su-fur) *verb*

When you **suffer**, you feel pain or sadness because of something that happened. *The animals suffer when the weather is too hot and dry.*

**inspect** (in-spekt) *verb*

When you **inspect** something, you look at it very closely. *I will inspect your bicycle to make sure that it is safe to ride.*

## Tornadoes

**affect** (u-fekt) *verb*

When you **affect** something, you change it in some way. *Eating a good breakfast can affect how well I do at school.*

**occur** (u-kur) *verb*

To **occur** is to happen. *Tornadoes occur often in some parts of the country.*

**recover** (ri-ku-vur) *verb*

To **recover** is to get well or to get back to normal. *It takes some people a long time to recover from the flu.*

**severe** (si-vēr) *adjective*

Something that is **severe** is very strong or powerful. *We have severe weather in the winter.*

**violent** (vī-u-lunt) *adjective*

Something that is **violent** can break or hurt things. *A violent earthquake can make the bridge fall down.*

## Hurricanes

**analyze** (a-nu-līz) *verb*

To **analyze** something is to study it and think about it. *Scientists analyze the weather so that they can make predictions.*

**mass** (mas) *noun*

A **mass** is a large amount of something. *A large mass of dark clouds gathered in the sky just before the storm.*

**occur** (u-kur) *verb*

To **occur** is to happen. *Hurricanes occur in the late summer.*

**progress** (prah-gres) *noun*

**Progress** is improvement or forward movement. *I may not be perfect but at least I make progress.*

**transform** (trans-form) *verb*

To **transform** is to completely change. *Caterpillars transform into butterflies.*

COPY READY

Cause-and-Effect Chart

# Cause-and-Effect Chart

Use the chart to take notes about your book as you read.

COPY READY

Cause	Effect

 Use your chart to tell a partner about the book.

## Discussion Guide

# Introduction to Weather

Review the story words with your group. Then discuss these questions together.

## Story Words


data

particle

quality

violent

vibrate

- 1. Analyze Text Features** Review page 12. How does the diagram help give information about the water cycle?
- 2. Identify Cause and Effect** Use these questions and the notes on your cause-and-effect chart to help you summarize causes and effects from the book.
  - **Cause** What causes weather like rain, tornadoes, and hurricanes?
  - **Effect** What happens because of this weather?
- 3. Ask Questions** What question could you ask about weather prediction? Review pages 20–22. Does this help you find the answer?
- 4.  BIG Question Generalize** Many scientists study the causes and effects of weather. How can learning about weather help people?



## Discussion Guide

# Wind

Review the story words with your group. Then discuss these questions together.

## Story Words


affected

damage

occur

suffer

inspect

- 1. Analyze Text Features** Look at the diagrams on pages 13 and 19. What information do they give about soil, plants, and wind?
- 2. Identify Cause and Effect** Use these questions and the notes on your cause-and-effect chart to help you summarize information from the book.
  - **Cause** How does wind affect the Earth and people in different places?
  - **Effect** What happens because of the wind?
- 3. Ask Questions** What kinds of questions did you ask yourself about the “Dust Bowl” as you read? Where did you look for the answers?
- 4.  BIG Question Generalize** When is the wind “good” for people, plants, and animals? At what point does it become “bad”?

## Discussion Guide

# Tornadoes

Review the story words with your group. Then discuss these questions together.

## Story Words


affect

occur

recover

severe

violent

- 1. Analyze Text Features** Look at the maps on pages 7, 19, and 22. How do these maps help you understand where tornadoes form?
- 2. Identify Cause and Effect** Use these questions and the notes on your chart to help you summarize causes and effects from the book.
  - **Cause** What are some things that cause tornadoes?
  - **Effect** How do tornadoes affect people, buildings, and land?
- 3. Ask Questions** What questions did you have about Tornado Alley as you read the book? What text, maps, or diagrams gave information that helped answer your questions?
- 4.  BIG Question Generalize** What are some reasons to be concerned about tornadoes? What does this show about the power of nature?

## Discussion Guide

# Hurricanes

Review the story words with your group. Then discuss these questions together.

## Story Words

analyze


mass

occur

progress

transform

COPY READY

- 1. Analyze Text Features** How does the diagram on page 9 help you understand the wind cycle?
- 2. Identify Cause and Effect** Use these questions and the notes on your chart to help you summarize causes and effects from the book.
  - **Cause** What things can cause a hurricane to occur?
  - **Effect** What are some of the effects that hurricanes can cause to a community?
- 3. Ask Questions** What questions did you have about Hurricane Andrew as you read this book? In what part of the book did you look for answers? If you didn't find all your answers, where else could you look?
- 4.  BIG Question Generalize** What lessons do hurricanes teach us about the power of nature?

**Discussion Guide**

# Connect Across Texts

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

Introduction to Weather
Wind
Tornadoes
Hurricanes

COPY READY

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

1. How are the strong weather conditions from the four books similar? How are they different?
2. What questions did you have about weather before reading? What answers did you find?
3. **BIG Question** How has your way of looking at weather and nature changed after reading and discussing your book?



## Academic Vocabulary

## Story Words

*Tsunami!***aid** (ād) *noun***Aid** is help you give to someone. *A good friend always comes to your aid when you are in trouble.***message** (me-sij) *noun***A message** is information that is sent from one person to another. *My uncle sends me a message by email every week.***powerful** (pow-ur-ful) *adjective***If something is powerful**, it is very strong. *A powerful wave crashed on the beach.***system** (sis-tum) *noun***A system** is a group of parts that work together. *My computer system includes a computer and a printer.***tragedy** (tra-ju-dē) *noun***A tragedy** is an event with a sad or horrible ending. *Many people died in the sad tragedy.**Wonders of Water***demand** (di-mand) *noun***When you demand** something, you say that you must have it. *Our teachers demand silence when we take tests.***pollute** (pol-lūt) *verb***When you pollute** something, you make it dirty with trash or other harmful things. *Don't pollute our parks and beaches.***recommend** (re-ku-mend) *verb***When you recommend** something, you tell other people that it is good. *I recommend this book to anyone who likes an exciting adventure story.***replace** (ri-plās) *verb***When you replace** something, you put something else in its place. *I have to replace the old batteries in my flashlight with new batteries.***system** (sis-tum) *noun***A system** is a group of parts that work together. *A system of pipes carries water to the ocean.**Floods***disaster** (di-zas-tur) *noun***A disaster** is a terrible accident or event. *Floods and hurricanes are two kinds of natural disasters that cause a lot of damage.***layer** (lā-ur) *noun***A layer** is material that lies over or under another piece. *The dessert has two layers of cake and two layers of frosting.***recover** (ri-ku-vur) *verb***To recover** is to get well or to get back to normal. *It takes some people a long time to recover from being sick.***reflect** (ri-flekt) *verb***When sound or light reflects** off something, it bounces back. *The moonlight reflects on the water.***shortage** (shor-tij) *noun***When there is a shortage**, there is not enough of something. *After the flood, there is a shortage of clean water.**Our World of Water***access** (ak-ses) *noun***When you have access** to something, you have a way to get to it. *Hospitals always have wheelchair access so that people in wheelchairs can get in.***collect** (ko-lekt) *verb***To collect** is to bring bits and pieces together. *We have to collect money to buy a new computer for our class.***precious** (pre-shus) *adjective***Something that is precious** is very special and important. *Water is a precious gift of nature.***storage** (stor-ij) *adjective***Storage** has to do with containers that keep things safe. *There is plenty of storage space in the garage.***supply** (su-plī) *noun***A supply** of something is the amount that is ready to be used. *The supply of fruits and vegetables goes up in the fall.*

**Cause-and-Effect Chart**

# Cause-and-Effect Chart

Use the chart to take notes about your book as you read.

<b>Cause:</b>     	<b>Effect 1:</b>   
	<b>Effect 2:</b>   
	<b>Effect 3:</b>   

COPY READY

 Use your chart to tell a partner about the book.

## Discussion Guide

# Tsunami! Deadly Wall of Water

## Story Words

aid
message
powerful
system
tragedy

Review the story words with your group. Then discuss these questions together.

- Analyze Text Features** Each chapter starts with a few sentences in *italics*. How does that passage help you get ready to read the chapter?
- Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects in the book.
  - **Cause** What tragedy happened on December 26, 2004?
  - **Effect 1** What happened to towns and buildings?
  - **Effect 2** What happened to people?
  - **Effect 3** What did other countries do to help?
- Ask Questions** As you read, what questions did you have about tsunamis? Where did you go to find the answers to your questions?
- BIG Question** **Generalize** How do people come to the aid of those who are affected by tragedies like tsunamis?

## Discussion Guide

# Wonders of Water

Review the story words with your group. Then discuss these questions together.

## Story Words


demand

pollute

recommend

replace

system

- 1. Analyze Text Features** Review the chart on page 9 and the bar graph on page 27. How do these give information about amounts?
- 2. Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects in the book.
  - **Cause** A drought struck in 2002.
  - **Effect 1** What did the city of Santa Barbara do to conserve water?
  - **Effect 2** How did some towns in California set limits?
  - **Effect 3** What did some water companies do?
- 3. Ask Questions** What kinds of questions did you have when you looked at the photos? Did the text answer those questions? Where else can you go to find answers?
- 4.  BIG Question Generalize** Many people and communities work to conserve water. How do you recommend that people save more water?



## Discussion Guide

# Floods

Review the story words with your group. Then discuss these questions together.

## Story Words


disaster

layer

recover

reflect

system

- 1. Evaluate Text Features** Review the photos, maps, and diagrams in the book. Which one gave the most information? Explain why.
- 2. Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects from the book.
  - **Cause** What disaster struck Bangladesh in 1998?
  - **Effect 1** What happened to the people of Bangladesh?
  - **Effect 2** What happened to homes and crops?
  - **Effect 3** What happened to roads and bridges?
- 3. Ask Questions** What kinds of questions did you have about floods as you read the book? What kinds of questions do you have now?
- 4.  BIG Question Generalize** What do floods show us about weather and the power of nature?

## Discussion Guide

# Our World of Water

Review the story words with your group. Then discuss these questions together.

## Story Words


access

collect

precious

storage

supply

- 1. Analyze Text Features** How do the photos in the book help you understand what life is like for the kids?
- 2. Identify Cause and Effects** Use these questions and the notes on your chart to help you summarize a cause and its effects in the book.
  - **Cause** People need clean water.
  - **Effect 1** Where do Lucas, Barfimoh, and Gamachu get water?
  - **Effect 2** What does Saran do to get his water?
  - **Effect 3** How do Dahlys and Khadija get water?
- 3. Ask Questions** What kinds of questions did you have about the kids in this book before you started reading? Do you feel like you know the answers now? Why or why not?
- 4.  BIG Question Generalize** Why do people care so much about clean water?

**Discussion Guide**

# Connect Across Texts

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

Tsunami! Deadly Wall of Water
Wonders of Water
Floods
Our World of Water

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

1. How is water precious in these four books? How can it also be a problem?
2. What questions did you have about water before you started reading your book? What did you learn that surprised you?
3. **BIG Question** How has your way of relating to water changed after reading about the power and importance of nature?

Academic Vocabulary

# Story Words

## Rain Forest Discovery

**arrive** (u-riv) *verb*  
When you **arrive**, you get to a place. *Visitors arrive at the main gate.*

**continue** (cun-tin-yū) *verb*  
To continue is to keep going or to keep doing something. *Some plants continue to grow in the winter.*

**creature** (crē-chur) *noun*  
A **creature** is an animal or insect. *Many small creatures live in the forest.*

**endangered** (in-dān-jurd) *adjective*  
When an animal is **endangered**, there are not very many of them left in the wild. *It is against the law to hunt endangered animals.*

**provide** (pru-vīd) *noun*  
When you **provide** something, you give it to someone. *The sun provides light and warmth.*

## There's an Owl . . . PART 1

**decline** (di-klīn) *verb*  
When you **decline** something, you say you do not want it. *Jason can't walk but he always declines other people's help.*

**permit** (pur-mit) *verb*  
To **permit** something is to let it happen. *The guard does not permit us to cross the street on a red light.*

**provide** (pru-vīd) *verb*  
When you **provide** something, you give it to someone. *Can you please provide me with some information?*

**secure** (si-kyur) *adjective*  
When you feel **secure**, you feel safe. *The baby feels secure in his mother's arms.*

**suspect** (sus-pekt) *verb*  
To **suspect** is to believe something bad about someone else. *The players suspect each other of cheating.*

## Tuck Everlasting . . . PART 1

**forever** (fur-ev-ur) *adverb*  
**Forever** means always. *Something that lasts forever does not ever change.*

**natural** (na-chur-ul) *adjective*  
**Natural** things are made by nature, not people. *More and more people want to eat only natural food.*

**opportunity** (o-pur-tū-nu-tē) *noun*  
An **opportunity** is a chance to do something. *This kind of opportunity comes once in a lifetime.*

**peculiar** (pi-kyūl-yur) *adjective*  
Something strange and unusual is **peculiar**. *We hear a peculiar sound coming from the woods.*

**possess** (pu-zes) *verb*  
When you **possess** something, you have it or own it. *They possess a farm and all the land around it.*

## My Side . . . PART 1

**capable** (kā-pu-bul) *adjective*  
To be **capable** is to be able to do something. *Children are capable of learning new things very quickly.*

**content** (kun-tent) *adjective*  
When you feel **content**, you feel happy with what you have. *The cat always looks content after eating its lunch.*

**independent** (in-du-pen-dunt) *adjective*  
An **independent** person doesn't need help. *Cindy is older and more independent now.*

**opportunity** (o-pur-tū-nu-tē) *noun*  
An **opportunity** is a chance to do something. *We should leave now while we have the opportunity.*

**prefer** (pri-fur) *verb*  
When you **prefer** something, you like it more than something else. *I prefer jelly on my toast, not butter.*

COPY READY

**Cause-and-Effect Chart**

# Story Problem and Solution

Use the chart to take notes about your book as you read. Complete the chart after you finish the book.

**Problem:**

↓

**Event 1:**

---

**Event 2:**

↓

**Solution:**

 Use your chart to tell a partner about the book.



## Discussion Guide

# Rain Forest Discovery

Review the story words with your group. Then discuss these questions together.

## Story Words


arrive

continue

creature

endangered

provide

- 1. Analyze Main Character** Jess finds an owl that was covered in leaves and branches. What does this show about Jess?
- 2. Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and solution from the book.
  - **Problem** What is wrong with the owl? What would probably happen if it stayed on the ground?
  - **Event 1** What does Ranger Kelly do?
  - **Event 2** What do people from the Wildlife Care Center do?
  - **Solution** What happens to the owl?
- 3. Ask Questions** What questions did you have about spotted owls as you read? Were you able to find the answers in the text or pictures? Explain.
- 4.  BIG Question Generalize** Jess and her family are very careful as they hike through the forest. Why should people treat nature carefully?

## Discussion Guide

# There's an Owl in the Shower

## PART 1

## Story Words

decline

permit

provide

secure

suspect

Review the story words with your group. Then discuss these questions together.

1. **Analyze Main Character** How does Borden feel about owls at the beginning of the story? How does Bardy change his mind?
2. **Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and events from the book. After you finish the story, add the solution.
  - **Problem** What does Bardy need to be healthy and secure?
  - **Event 1** How does Borden help Bardy?
  - **Event 2** How does Leon take care of Bardy?
  - **Solution** Keep reading to find out how Bardy's problem is solved.
3. **Ask Questions** What questions do you have about endangered owls as you read the book? How will you search for answers as you read on?
4. **BIG Question** **Generalize** Why do the numbers of some animals decline? What can people do to help?

## Discussion Guide

# Tuck Everlasting PART 1

Review the story words with your group. Then discuss these questions together.

## Story Words


forever

natural

opportunity

peculiar

possess

- 1. Analyze Main Character** What big choices does Winnie have?
- 2. Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and events from the book. After you finish the story, add the solution.
  - **Problem** Why does the water need to be kept a secret?
  - **Event 1** What do the Tucks do to keep the secret from other people?
  - **Event 2** Keep reading to find out what happens when the secret almost gets out.
  - **Solution** Keep reading to find out how the problem is solved.
- 3. Ask Questions** What questions do you have about the characters and plot? How will you answer those questions as you continue reading the book?
- 4.  BIG Question Generalize** In this story, water is important because it possesses special powers. Why is water important in real life?

## Discussion Guide

# My Side of the Mountain

## PART 1

## Story Words

capable

content

independent

opportunity

prefer

Review the story words with your group. Then discuss these questions together.

1. **Analyze Main Character** Why does Sam prefer to live by himself in the mountains? What does this show about him?
2. **Identify Problem and Solution** Use these questions and the notes on your chart to help you summarize the problem and events from the book. After you finish the story, add the solution.
  - **Problem** What does Sam want to do?
  - **Event 1** What does Sam do to become independent?
  - **Event 2** Keep reading to find out about the challenges Sam faces.
  - **Solution** Keep reading to find out what happens to Sam.
3. **Ask Questions** What questions did you have about being able to survive in the wilderness? Which questions were answered by the story?
4. **BIG Question** **Generalize** Sam wants to live a life alone in nature. What are some other ways that people connect with nature?

**Discussion Guide**

# Connect Across Texts

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

Rain Forest Discovery
There's an Owl in the Shower, PART 1
Tuck Everlasting, PART 1
My Side of the Mountain, PART 1

COPY READY

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

1. What natural resources are shown in the four books? How do the characters in the books treat these resources?
2. What kinds of questions did you have about nature as you read your book? What kinds of things can you do to find answers to your questions?
3. **BIG Question** How do the characters in these books relate to nature?



## Academic Vocabulary

## Story Words

*Turtle Beach Mystery***attracted** (u-trakt-id) *adjective*When you are **attracted** to something, you want to be close to it. *Butterflies are attracted to colorful flowers.***future** (fyū-chur) *noun*The **future** is a later time. *I want to have a good job in the future.***protector** (pro-tek-tur) *noun*A **protector** is someone who takes care of other people or things. *Adults are the protectors of children.***realize** (rē-u-līz) *verb*When you **realize** something, you understand it for the first time. *Do you realize what time it is?***toward** (to-wurd) *preposition*When you move **toward** something, you get closer to it. *The turtles come toward the beach at night.**There's an Owl . . . PART 2***admit** (ud-mit) *verb*When you **admit** something, you say it is true. *I admit that you finished the race before me.***argue** (ar-gyū) *verb*When you **argue**, you fight using words. *My brother and sister argue when they want different things.***depart** (di-part) *verb*To **depart** is to leave. *What time does the bus depart today?***pleasure** (ple-zhur) *noun***Pleasure** is a good feeling. *Diana looks at her paintings with pleasure.***possess** (pu-zes) *verb*When you **possess** something, you have it or own it. *Owls possess sharp claws and beaks.**Tuck Everlasting PART 2***assure** (u-shur) *verb*When you **assure** people, you make them feel better by saying that something is true. *I assure you that I will be there on time.***devote** (di-vōt) *verb*When you **devote** something, you use it for a special purpose. *They devote their lives to helping other people.***exchange** (iks-chānj) *noun*When you make an **exchange**, you give one thing and get something else back. *Will you give me four quarters in exchange for a dollar?***necessity** (ni-se-su-tē) *noun*A **necessity** is something that you must have. *Water is a basic necessity.***protest** (pro-test) *verb*When you **protest** something, you say that you are against it. *We are going to protest the unfair rule.**My Side . . . PART 2***astonished** (u-ston-isht) *adjective*When you are **astonished**, you feel very surprised. *The baby astonished his parents when she said her first word.***conserve** (kun-surv) *verb*When you **conserve** something, you save it to use later. *I have to conserve my energy for the big game tomorrow.***inform** (in-form) *verb*When you **inform** someone, you give him or her information. *I'm sorry to inform you that there are no more tickets left.***instinct** (in-stinkt) *noun*An **instinct** is something you know how to do without having to learn it. *Cats have an instinct to hunt.***resist** (rē-zist) *verb*When you **resist**, you try not to do something. *These windows can resist the wind.*

**Figurative Language Chart**

# Figurative Language

Use the chart to take notes about your book as you read.

Page	What It Says	What It Means

COPY READY

 Use your chart to tell a partner about the book.

## Discussion Guide

# Turtle Beach Mystery

Review the story words with your group. Then discuss these questions together.

## Story Words

attracted


future

protector

realize

toward

COPY READY

- 1. Analyze Narrator's Point of View** Is the person telling this story one of the characters? How can you tell?
- 2. Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Look at the last sentence on page 7. What figurative language expression do you see?
  - **What It Means** Can you think of another way to say this sentence?
- 3. Ask Questions** What questions did you have about sea turtles as you read? Did the section on pages 30–31 help you answer those questions? What information did you find there?
- 4.  BIG Question Generalize** Josh and Alexis do everything they can to help the hatchlings. Why do people care so much about animals in the environment?

## Discussion Guide

# There's an Owl in the Shower

## PART 2

## Story Words

admit


argue

depart

pleasure

possess

Review the story words with your group. Then discuss these questions together.

- 1. Analyze Narrator's Point of View** How would the story be different if it was told by Leon?
- 2. Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Look at this sentence from page 69: "We could have gotten them out without wiping out the forest." What figurative expression do you see?
  - **What It Means** What is another way to say this sentence?
- 3. Ask Questions** What questions did you have about the characters as you read? What helped you answer those questions?
- 4.  BIG Question Generalize** Many people have very strong opinions about protecting animals. Why do you think people argue about this topic?

## Discussion Guide

**Tuck Everlasting PART 2**

Review the story words with your group. Then discuss these questions together.

## Story Words

assure

devote

exchange

necessity

protest

1. **Analyze Narrator's Point of View** How would the story be different if Winnie told it in her own words?
2. **Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Reread these sentences from page 77: "Proud as peacocks, all of 'em." What figurative expression do you see?
  - **What It Means** What is another way to say this sentence?
3. **Ask Questions** What questions did you ask about the Tucks as you read? What helped you answer those questions?
4. **BIG Question** **Generalize** The Tucks would say that death is a necessity. What would happen if people could live forever?



## Discussion Guide

# My Side of the Mountain

## PART 2

Review the story words with your group. Then discuss these questions together.

## Story Words


astonished

conserve

inform

instinct

resist

- 1. Analyze Narrator's Point of View** The story is told from Sam's point of view. Why is that a good way to tell this story?
- 2. Identify and Explain Figurative Language** Use these questions and the notes on your chart to help you understand figurative language from the book.
  - **What It Says** Reread this sentence from page 92: "I think I flew to the spot." What words are being used in a figurative way?
  - **What It Means** What is the real meaning of those words?
- 3. Ask Questions** What questions did you have about Sam's experiences as you read? What helped you answer those questions?
- 4.  BIG Question Generalize** Do you think most people think about nature the way that Sam does? Explain.

**Discussion Guide**

# Connect Across Texts

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

Turtle Beach Mystery

There's an Owl in the Shower, PART 2

Tuck Everlasting, PART 2

My Side of the Mountain, PART 2

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

1. How do the characters in these four books feel about nature?
2. What questions did you have as you read your book? What was the best way to find out the answers?
3. **Big Question** Many of the characters in these books want to relate to nature in some way. How well do you think they succeed?

# Speaking and Listening Observation Log

Unit 4

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																			
<b>Speaking and Listening Standards</b>																			
<b>Comprehension and Collaboration</b>																			
1. Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , 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 4

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"> <li>• <i>What did you do before you started reading the book?</i></li> <li>• <i>When you were reading, did you go back and reread any part of the book for better understanding?</i></li> <li>• <i>When you didn't understand, what did you do?</i></li> <li>• <i>How did the meaning become clear to you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i></li> <li>• <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i></li> <li>• <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i></li> <li>• <i>How did this help you understand what you were reading?</i></li> <li>• <i>Are there particular words that helped you visualize?</i></li> </ul>	
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 4

## 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"> <li>• What questions did you have when you were reading?</li> <li>• Did you find answers to the questions?</li> <li>• Can you tell me some examples of these kinds of questions and what you learned?</li> </ul>	<ul style="list-style-type: none"> <li>• Did you infer, or figure out, something in the book that was not stated directly?</li> <li>• Were there details in the book that helped you figure this out?</li> <li>• What did you already know about those details that helped you make this inference?</li> </ul>	<ul style="list-style-type: none"> <li>• What is an important idea in the book you chose?</li> <li>• Why do you think that is important?</li> <li>• How would you summarize this book for someone who has not read it?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me about the book you read. What about the book can you generalize, or say is true most of the time?</li> <li>• What can you conclude from these parts?</li> <li>• Based on this book and what you know about (topic), what do you think is probably true about (topic)?</li> </ul>
4	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:

\_\_\_\_\_

\_\_\_\_\_

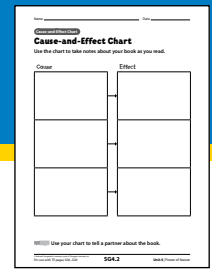
\_\_\_\_\_

\_\_\_\_\_

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 SG4.2

## Cause-and-Effect Chart Practice Master SG4.2

### BL Introduction to Weather

Cause	Effect
Water vapor gathers in clouds and falls to the ground.	Rain falls.
A storm forms from a thunderstorm.	A funnel cloud touches the ground as a tornado.
Warm, wet air rises over the ocean.	A powerful hurricane forms.

### BL Wind

Cause	Effect
For centuries, wind blows sand into rocks.	The wind weathers the rock.
Strong winds pick up dust and soil.	A sandstorm forms.
Wind and drought dried farmland in the Dust Bowl.	Many people left their farms and moved west.

### OL Tornadoes

Cause	Effect
High winds in a thunderstorm cloud cause the air to spin.	It forms a funnel that becomes a tornado.
Air from the Gulf of Mexico and the Rocky Mountains meet.	Tornado Alley is a region that has many tornadoes.
Tornadoes struck Tornado Alley in 1999.	40 people were killed and 675 were injured.

### AL Hurricanes

Cause	Effect
A storm grows strong over the ocean.	At 74 m.p.h, it becomes a hurricane.
Hurricane Andrew struck in 1992.	It was the costliest natural disaster in U.S. history.
Andrew lost energy.	The hurricane ended.

# Discussion Guides

## Analyze Books

### BL Introduction to Weather

#### Practice Master SG4.3

- Analyze Text Features** The diagram uses pictures, labels, and arrows to show how water evaporates, condenses, and falls as rain.
- Identify Cause and Effect** (See possible responses on page SG60.)
  - **Cause** (Students should state three specific facts or events about the weather, such as factors that cause changes in weather.)
  - **Effect** (For each cause, students should explain what happens as a result.)
- Ask Questions** (Students should share where they looked for information about weather prediction and explain whether revisiting the text helped to clarify the information.)
- Generalize** Learning about weather helps meteorologists predict future weather conditions. It also helps people prepare their clothes and activities.

### OL Tornadoes

#### Practice Master SG4.5

- Analyze Text Features** The maps show where tornadoes occur in the world. Together they show that tornadoes tend to happen in flat places, not in mountain regions.
- Identify Cause and Effect** (See possible responses on page SG60.)
  - **Cause** (Students should state three specific facts or events about tornadoes, such as why they happen, where they occur, and how they are studied.)
  - **Effect** (For each cause, students should explain what happens as a result.)
- Ask Questions** (Students should point out information about Tornado Alley on pages 21–26 and explain whether revisiting the text helped to clarify the information.)
- Generalize** People fear tornadoes because they are powerful and often unpredictable. This shows that nature is something that people can learn about but cannot control.

### BL Wind

#### Practice Master SG4.4

- Analyze Text Features** The two diagrams show how plants can “firm up” the soil and protect it so that it’s not carried away by the wind.
- Identify Cause and Effect** (See possible responses on page SG60.)
  - **Cause** (Students should state three specific facts or events about the wind, such as what it does and how it moves.)
  - **Effect** (For each cause, students should explain what happens as a result.)
- Ask Questions** (Students should point out information about the Dust Bowl on pages 21–26 and explain whether revisiting the text helped to clarify the information.)
- Generalize** Wind is “good” when it carries kites and moves clouds across the sky. But when it gets too strong it can form hurricanes and tornadoes that cause a lot of damage.

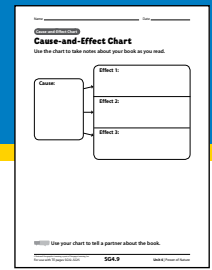
### AL Hurricanes

#### Practice Master SG4.6

- Analyze Text Features** The diagram supports the text to show how temperature and air pressure moves air and forms wind.
- Identify Cause and Effect** (See possible responses on page SG60.)
  - **Cause** (Students should state three specific facts or events about hurricanes, such as how they form, where they occur, and how scientists study them.)
  - **Effect** (For each cause, students should explain what happens as a result.)
- Ask Questions** (Students should point out information about Hurricane Andrew on pages 21–26 and explain whether revisiting the text helped to clarify the information.)
- Generalize** Hurricanes make you realize the power of nature. There is really nothing we can do about them—they are much more powerful than we are.

## Connect Across Texts Practice Master SG4.7

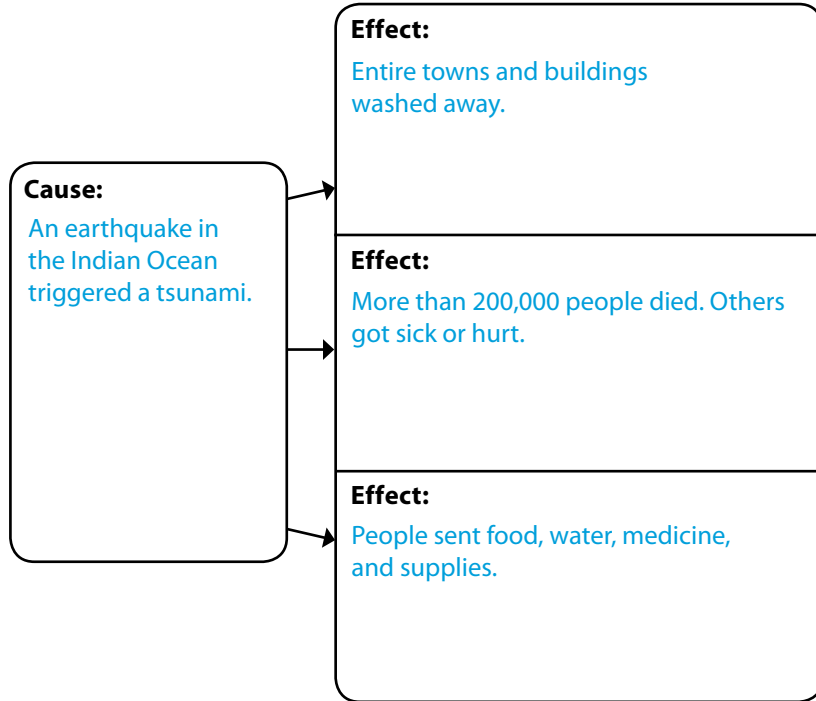
- Weather conditions are similar because they are all affected by temperature, air pressure, and moisture. They are different because of the combinations of these factors and where they occur.
- (Students should indicate where they go to find answers for the questions, such as rereading the text or reading on.)
- (Student responses should indicate an appreciation for the power and unpredictability of the weather and other forces of nature.)



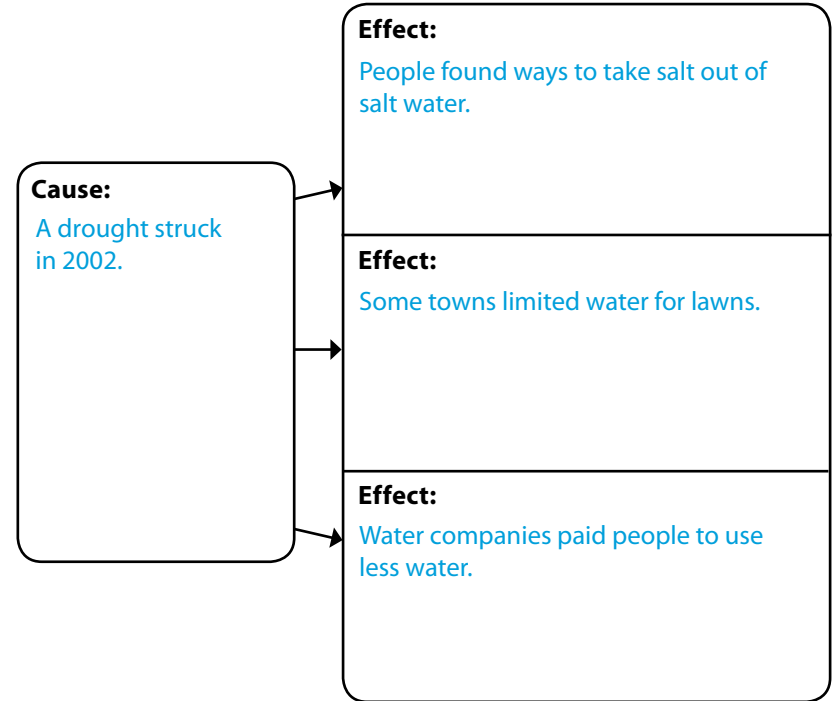
Practice Master SG4.9

## Cause-and-Effect Chart Practice Master SG4.9

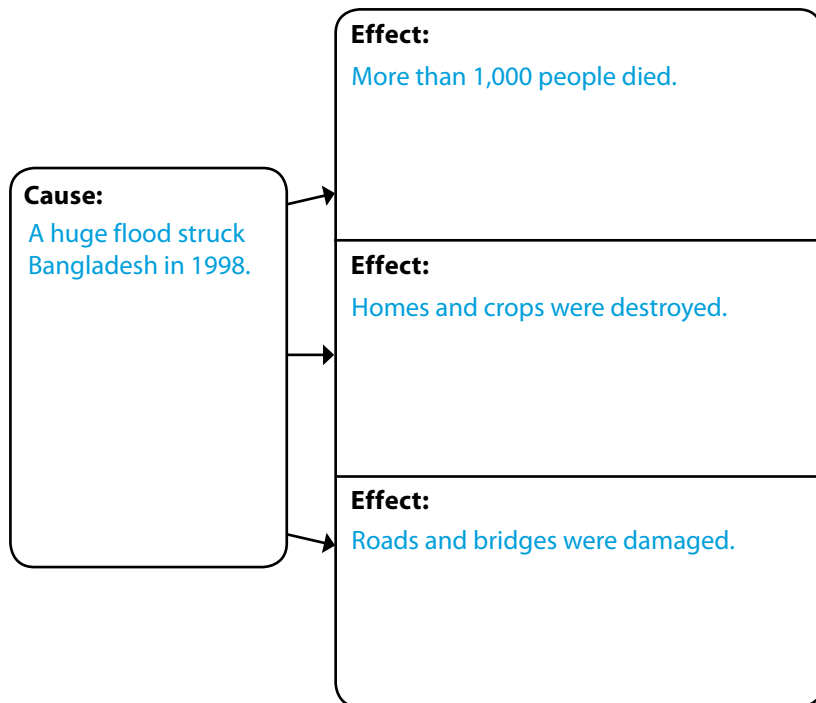
### BL Tsunami! Deadly Wall of Water



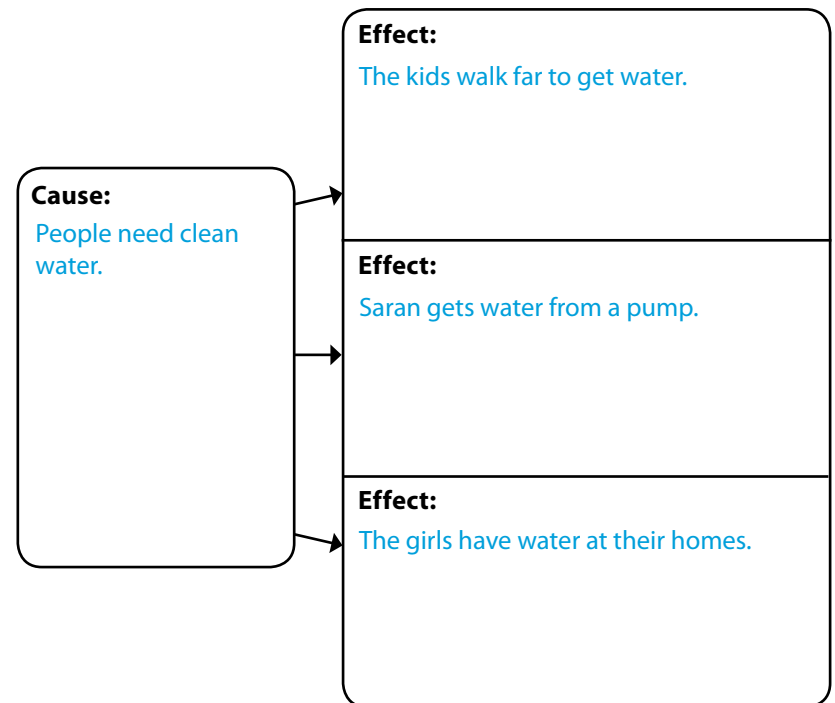
### BL Wonders of Water



### OL Floods



### AL Our World of Water



# Discussion Guides

## Analyze Books

### **BL** Tsunami! Deadly Wall of Water

Practice Master SG4.10

- Analyze Text Features** The passage tells what the chapter is going to be about. It gives a summary or an example of what you are going to read.
- Identify Cause and Effects** (See possible responses on page SG62.)
  - Cause** (Students should list a single cause related to tsunamis or the power of nature.)
  - Effects 1–3** (Students should list three effects that are a direct result of the stated cause.)
- Ask Questions** (Students should indicate that they could find answers by rereading or reading on in the text. They may also note reference materials (many of which are listed on page 46–47) to resolve any unanswered questions that they had.)
- Generalize** People around the world often collect money and send aid to people who need it whenever there is a large-scale disaster like this.

### **OL** Floods

Practice Master SG4.12

- Evaluate Text Features** (Students should indicate the text feature that conveyed the most information.)
- Identify Cause and Effects** (See possible responses on page SG62.)
  - Cause** (Students should list a single cause related to floods or the power of nature.)
  - Effects 1–3** (Students should list three effects that are a direct result of the stated cause.)
- Ask Questions** (Responses should show that students' questions have grown in complexity after reading the book.)
- Generalize** People do not have control over natural disasters, but they can often reduce damage if warned in time.

### **BL** Wonders of Water

Practice Master SG4.11

- Analyze Text Features** The chart shows the amount of water in different bodies of water. The bar graph shows how much water is used for everyday jobs.
- Identify Cause and Effects** (See possible responses on page SG62.)
  - Cause** (Students should list a single cause related to water or the power of nature.)
  - Effects 1–3** (Students should list three effects that are a direct result of the stated cause.)
- Ask Questions** (Students should explain how they used the text to answer their questions. The resources on page 30 may help them answer any remaining questions they have.)
- Generalize** Don't fill your bathtub all the way; Don't let the faucet run when you aren't using the water; Water lawns less often; etc.

### **AL** Our World of Water

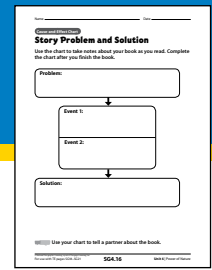
Practice Master SG4.13

- Analyze Text Features** Photos support the text that describes the kids and what their lives are like.
- Identify Cause and Effects** (See possible responses on page SG62.)
  - Cause** (Students should list a single cause related to water and what people do to get it.)
  - Effects 1–3** (Students should list three effects that are a direct result of the stated cause.)
- Ask Questions** (Encourage students to identify ways they tried to find the answers to their questions both in and out of the text.)
- Generalize** We all need clean water to drink. Without it, we would get sick. We also need it to keep clean and cook.

## Connect Across Texts Practice Master SG4.14

- Water is precious because we all need it to live. But too much water, as in a flood, hurricane, or tsunami, can be a disaster. Unfortunately we cannot control when, where, and how much it rains.
- (Encourage students to examine how they asked and searched for answers during the reading process. Strategies could include rereading the text or reading on to find out more.)
- (Students may have a greater appreciation for water after reading these books and talking about the importance of clean water. Discussing these books should help them realize what a precious and powerful resource it is.)

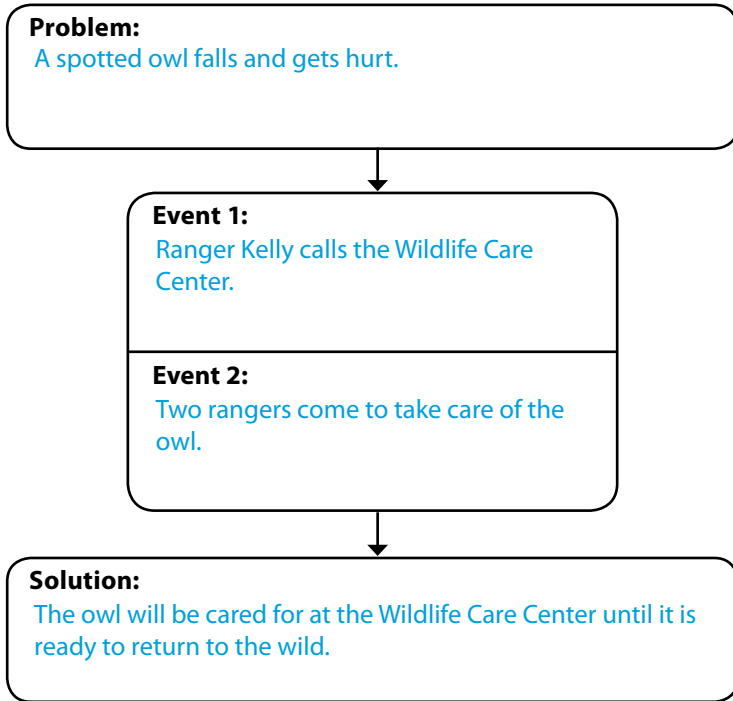




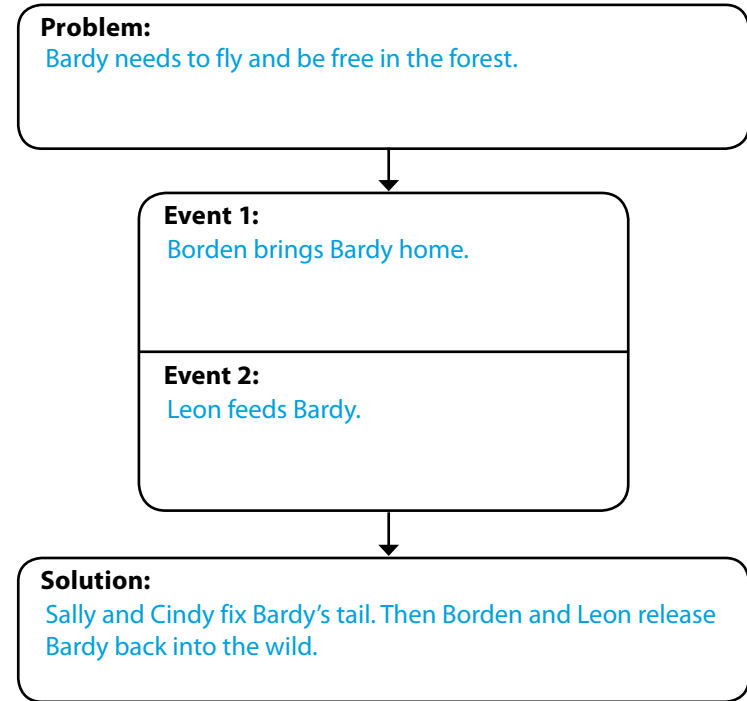
Practice Master SG4.16

## Problem-and-Solution Chart Practice Master SG4.16

### BL Rain Forest Discovery

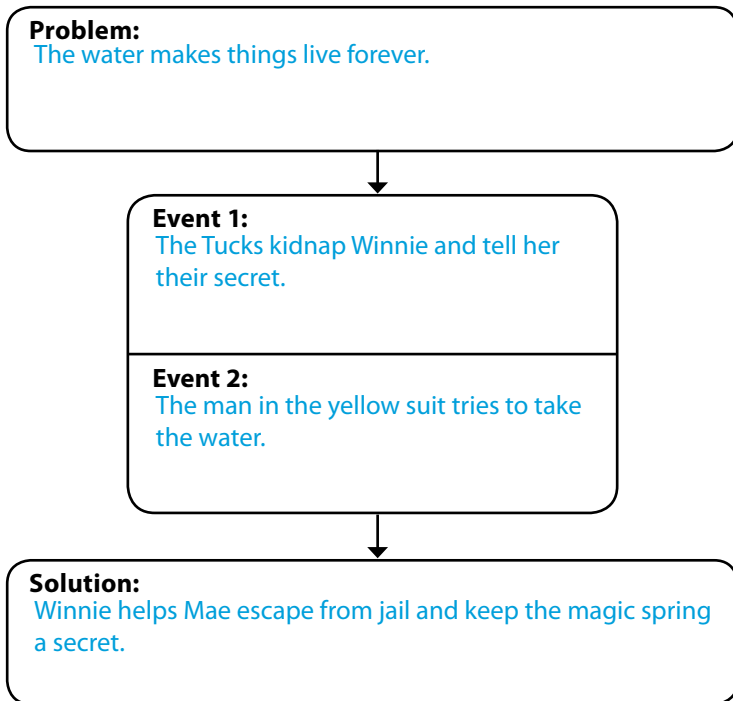


### BL There's an Owl in the Shower\*



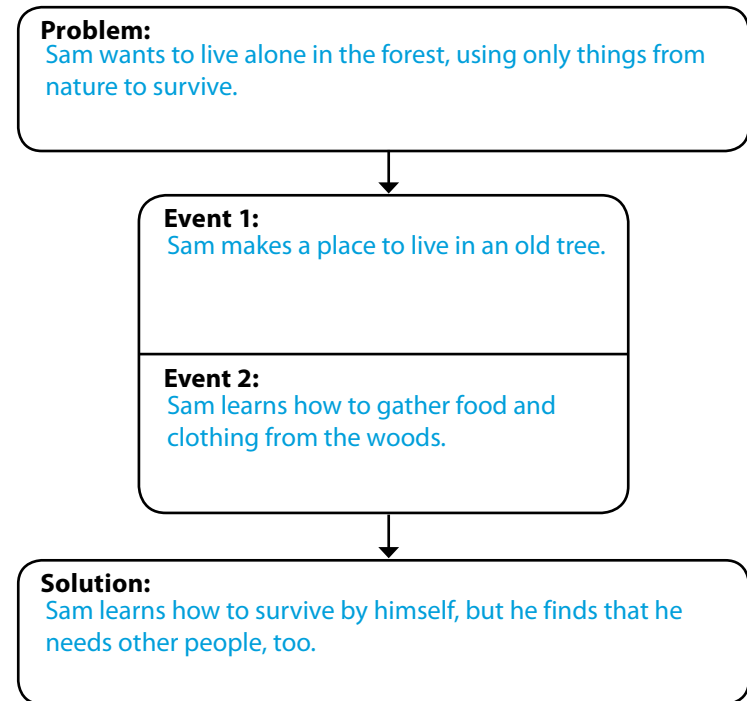
\*Possible responses for Parts 1 and 2 are given.

### OL Tuck Everlasting\*



\*Possible responses for Part 1 and Part 2 of the book are shown.

### AL My Side of the Mountain\*



\*Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### **BL** Rain Forest Discovery

#### Practice Master SG4.17

- Analyze Main Character** Jess knows how to look around and pay attention while she’s walking. It also shows she is interested in and cares about animals.
- Identify Problem and Solution** (See page SG64 for possible responses.)
  - Problem** (Students should identify a major problem or conflict from the story. There may be more than one problem in the story.)
  - Events 1–2** (Remind students to focus on events that relate to the problem and solution.)
  - Solution** (Students should identify whether the character solved the main problem.)
- Ask Questions** (Encourage students to identify where they looked for answers to their questions, including the text, illustrations, or the “Facts Behind the Story” on pages 30–31.)
- Generalize** People should treat nature carefully because some animals are dangerous or delicate. People can damage the environment without meaning to.

### **OL** Tuck Everlasting PART 1

#### Practice Master SG4.19

- Analyze Character** Winnie has to decide whether she will stay with the Tucks and maybe even drink the magical water.
- Identify Problem and Solution** (See page SG64 for possible responses.)
  - Problem** (Students should identify a major problem or conflict from the story. There may be more than one problem in the story.)
  - Events 1–2** (Remind students to focus on events that relate to the problem and solution.)
  - Solution** (Students should identify whether the character solved the main problem.)
- Ask Questions** (Remind students to keep their questions in mind as they continue reading and looking for answers in the book.)
- Generalize** People believe that water gives life because we all need it to survive.

## Connect Across Texts Practice Master SG4.21

- Plants, animals, and water are different natural resources discussed in these books. All of the main characters work to protect and respect the natural resources.
- (Students should identify questions they had during reading and share what they have done to find the answers. For 2-part books, encourage them to read on to see if they can find the answers later in the text.)

### **BL** There’s an Owl in the Shower PART 1

#### Practice Master SG4.18

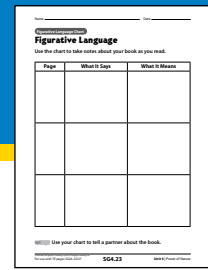
- Analyze Character** Borden is against owls because they “took away” his father’s job. But caring about Bardy helped him learn to appreciate owls more.
- Identify Problem and Solution** (See page SG64 for possible responses.)
  - Problem** (Students should identify a major problem or conflict from the story. There may be more than one problem in the story.)
  - Events 1–2** (Remind students to focus on events that relate to the problem and solution.)
  - Solution** (Students should identify whether the character solved the main problem.)
- Ask Questions** (Encourage students to go back and reread the text or read on to search for more answers to their questions.)
- Generalize** The numbers of animals decline whenever people move into their habitats. People can avoid polluting and preserve areas where animals have room to hunt and look for food.

### **AL** My Side of the Mountain PART 1

#### Practice Master SG4.20

- Analyze Character** Sam wants to get away from all the noise and business of the city and live a simpler life alone. He’s independent and confident that he can take care of himself.
- Identify Problem and Solution** (See page SG64 for possible responses.)
  - Problem** (Students should identify a major problem or conflict from the story. There may be more than one problem in the story.)
  - Events 1–2** (Remind students to focus on events that relate to the problem and solution.)
  - Solution** (Students should identify whether the character solved the main problem.)
- Ask Questions** (Student questions should demonstrate an awareness of the difficulties involved in wilderness survival, such as finding shelter, food, and water. Encourage them to reread and read on to find answers to their questions.)
- Generalize** People can appreciate nature by taking short trips or learning more about different habitats.

- The characters all have an appreciation for the importance and beauty of nature. They do what they can to treat nature carefully and protect things that are in danger.



Practice Master SG4.23

## Figurative Language Chart Practice Master SG4.23

### BL Turtle Beach Mystery

Page	What It Says	What It Means
8	made their way to the ocean	went to the ocean
19	rolled her eyes	made her eyes go up, over, and back down
23	washing them back onto the shore	bringing them back to shore with the motion of the waves

### BL There's an Owl in the Shower\*

Page	What It Says	What It Means
69	wiping out the forest	cutting down all the trees
70	couch potatoes	lazy people who like to lay on the couch
73	pinned his eyes on the door	stared at the door

\*Possible responses for Parts 1 and 2 are given.

### OL Tuck Everlasting\*

Page	What It Says	What It Means
77	proud as peacocks	very proud
79	close-lipped feller	a person who doesn't talk very much
100	dropped like a tree	fell down

\*Possible responses for Part 1 and Part 2 of the book are shown.

### AL My Side of the Mountain\*

Page	What It Says	What It Means
92	I think I flew to the spot.	I think I ran very quickly to the place.
94	the Baron came sprinting into sight	the Baron ran close enough that I could see him
112	sent Mr. Jacket right out of my mind	made me forget Mr. Jacket

\*Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### **BL** Turtle Beach Mystery

Practice Master SG4.24

- Analyze Narrator's Point of View** The narrator isn't one of the characters. You can tell because the narrator uses words like *he*, *she*, and *they* instead of words like *I* or *we*.
- Identify and Explain Figurative Language** (See page SG66 for possible responses.)
  - What It Says** (Students should identify examples of figurative language from the text.)
  - What It Means** (Students should replace the words with their own interpretations of the meanings.)
- Ask Questions** Questions about the sea turtle's life cycle and nesting habits can be answered by looking at the section on pages 30–31.
- Generalize** People want to help animals that are in need—especially when the animals are in trouble because of something people have done.

### **OL** Tuck Everlasting PART 2

Practice Master SG4.26

- Analyze Narrator's Point of View** If Winnie told the story, the reader would know her thoughts about the events, but the story wouldn't include conversations when Winnie wasn't there.
- Identify and Explain Figurative Language** (See page SG66 for possible responses.)
  - What It Says** (Students should identify examples of figurative language from the text, including idioms, similes, and metaphors.)
  - What It Means** (Students should replace the words with their own interpretations of the meanings.)
- Ask Questions** (Encourage students to share their own questions about the Tucks and then to share whether they found the answers from the text or from another source.)
- Generalize** If people lived forever there would be no room for new people to come into the world. Everyday things wouldn't be important because life would be so long.

### **BL** There's an Owl in the Shower PART 2

Practice Master SG4.25

- Analyze Narrator's Point of View** If Leon told the story, the reader would know Leon's thoughts and why he does certain things. They would also know when Leon knows that Bardy is a spotted owl.
- Identify and Explain Figurative Language** (See page SG66 for possible responses.)
  - What It Says** (Students should identify examples of figurative language from the text, including idioms, similes, and metaphors.)
  - What It Means** (Students should replace the words with their own interpretations of the meanings.)
- Ask Questions** (Encourage students to share the questions they asked themselves about the characters. Have them explain whether they found the answers in the text or by asking others.)
- Generalize** People argue about protecting animals because sometimes what is best for the animal isn't always the best for people.

### **AL** My Side of the Mountain PART 2

Practice Master SG4.27





- Analyze Narrator's Point of View** Sam is the only character for most of the book. Telling the story in his own words helps to show what it's like for him to be on the mountain by himself.
- Identify and Explain Figurative Language** (See page SG66 for possible responses.)
  - What It Says** (Students should identify examples of figurative language from the text, including idioms, similes, and metaphors.)
  - What It Means** (Students should replace the words with their own interpretations of the meanings.)
- Ask Questions** (Encourage students to share the questions they asked about Sam's experiences, and ask them to cite the part of the book that answered the question for them.)
- Generalize** Most people enjoy nature, but they prefer to learn about it and enjoy it without living alone in nature.

## Connect Across Texts Practice Master SG4.28

- Josh and Alexis think that hatchlings are precious and worth saving. Borden and his family learn to appreciate owls like Bardy. At the end of the story, Winnie thinks that people should live naturally. Sam thinks that nature is a wonderful home that gives people many options that aren't available in the city.
- (Students should share their questions and any answers they found, pausing to name specific references and techniques such as rereading or reading on.)
- Most of the characters work hard to connect with nature. Their relationship to nature might change in the future, but they are doing what they think is right for the time being.



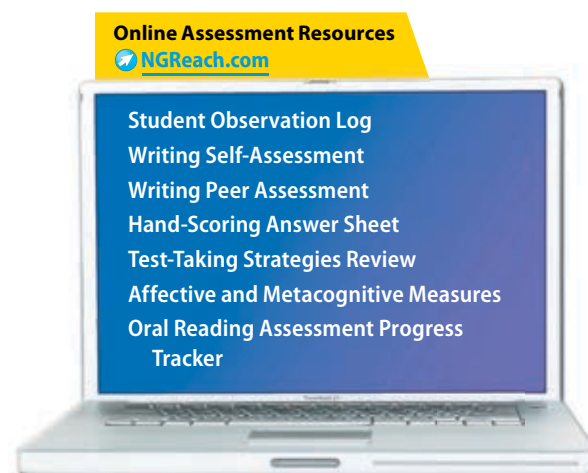
## Recommended Books

Fiction About the Power of Nature	Nonfiction About the Power of Nature
<p>MacGill-Callahan, Sheila. <b>And Still the Turtle Watched</b>. 1991. Reprint: Viking Penguin, 1996.</p> <p>McGreevy, Joyce. <b>The Wind Eagle</b>. Hampton-Brown, 1992.</p> <p>Ransom, Candice F. <b>The Night of the Hurricane's Fury</b>. Millbrook Press, 2009.</p> <p>Waboose, Jan Bordeaux. <b>Morning on the Lake</b>. Kids Can Press, 1997.</p>	<p>Bauer, Marion Dane. <b>Flood!</b> Aladdin, 2008.</p> <p>Higgins, Nadia. <b>It's a Tornado!</b> Magic Wagon, 2010.</p> <p>Malone, Pat. <b>Wind Power</b>. National Geographic, 2001.</p> <p>Mezzanotte, Jim. <b>Tornadoes</b>. Gareth Stevens Publishing, 2010.</p>
<p>Cherry, Lynne. <b>A River Ran Wild</b>. 1992. Reprint: Harcourt, 2002.</p> <p>Cherry, Lynne. <b>The Great Kapok Tree</b>. 1990. Reprint: Harcourt, 2000.</p> <p>Phelan, Glen. <b>The Missing Lighthouse</b>. National Geographic, 2006.</p> <p>Talbert, Marc. <b>The Trap</b>. Dorling Kindersley, 1999.</p>	<p>Dorros, Arthur. <b>Follow the Water from Brook to Ocean</b>. HarperCollins, 1991.</p> <p> <b>COMMON CORE EXEMPLAR</b></p> <p>Ingram, Scott. <b>Tsunami!: The 1946 Wave of Terror</b>. Bearport Publishing, 2005.</p> <p>Osborne, Will &amp; Mary Pope. <b>Twisters And Other Terrible Storms</b>. Random House, 2003.</p> <p>Rice, William B. <b>Floods and Blizzards</b>. Teacher Created Materials, 2010.</p>
<p>Fern, Tracy. <b>Buffalo Music</b>. Houghton Mifflin, 2008.</p> <p>Fleischman, Paul. <b>Weslandia</b>. 1999. Reprint: Candlewick Press, 2002.</p> <p>Rawlings, Marjorie Kinnan. <b>The Secret River</b>. 1956. Reprint: Atheneum, 2011.</p> <p> <b>NEWBERY HONOR BOOK</b></p> <p><b>The Hurricane Diary of J. T. King, Galveston, Texas, 1900</b>. Texas Tech University Press, 2002.</p>	<p>Berger, Melvin. <b>Do Tornadoes Really Twist?</b> Scholastic, 2000.</p> <p>Jeffrey, Gary. <b>Tsunamis &amp; Floods</b>. Rosen Publishing, 2007.</p> <p>Osborne, Mary Pope. <b>Tsunamis and Other Natural Disasters</b>. Random House, 2007.</p> <p>Phelan, Glen. <b>Extreme Weather</b>. National Geographic, 2004.</p>
<p>George, Jean Craighead. <b>The Talking Earth</b>. 1983. Reprint: HarperCollins, 1987.</p> <p>Skurzynski, Gloria. <b>Night of the Black Bear</b>. National Geographic, 2007.</p> <p>Sperry, Armstrong. <b>Call It Courage</b>. 1940. Reprint: Simon Pulse, 2008.</p> <p> <b>NEWBERY MEDAL BOOK</b></p> <p>Paulsen, Gary. <b>Dogsong</b>. 1985. Reprint: Aladdin, 2007.</p> <p> <b>NEWBERY HONOR BOOK</b></p>	<p>Dodson, Mary Wade. <b>Tsunami: Monster Wave</b>. Enslow Publishers, 2002.</p> <p>Lauber, Patricia. <b>Hurricanes: Earth's Mightiest Storms</b>. Scholastic, 1996. (CC Exemplar)</p> <p>Morris, Neil. <b>Hurricanes and Tornadoes</b>. Crabtree, 1998.</p> <p>Rudolph, Jessica. <b>Erased by a Tornado!</b> Bearport Publishing, 2010.</p>
	<div data-bbox="962 1505 1193 1808" data-label="Image"> </div> <p><b>Author Study: Pat Mora</b></p> <p><b>A Birthday Basket for Tía</b>. Aladdin, 1997.</p> <p><b>A Library for Juana</b>. Knopf Books for Young Readers, 2002.</p> <p><b>The Night the Moon Fell</b>. Groundwood Books, 2009.</p> <p><b>Thomas and the Library Lady</b>. Knopf Books for Young Readers, 1997.</p>



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# Oral Reading Assessment

## Unit 4

The city bus stopped at Roosevelt High School at 7:30 a.m. It was right on time, as usual. And, as usual, Mr. Brock climbed off, adjusted his glasses, and straightened his bow tie. He did not seem to notice that he was the only one to get off the bus each morning. He just paused and then walked, with purpose, toward his classroom.

Mr. Brock was the Roosevelt High chemistry teacher. He kept to himself most of the time, but his class was very popular. He was best known for the tiny explosion that happened in class one day when a student mixed the materials in the wrong order for the experiment. He did not get upset. He just said, very seriously, that even a small action could have a big effect.

The other teachers knew Mr. Brock rode the bus each day, but no one ever asked him why. They thought that he might not have a car, or did not like to drive, or was trying to save money.

One day, Ms. Cliff, the English teacher, decided to ask about riding the bus. Mr. Brock explained that he rode the bus to help the planet. Every time you drive a car, he said, you add bad gases to the air. The buildup of gases prevents the heat of the Earth from escaping. As a result, the Earth is getting warmer and warmer. Ms. Cliff knew this, but something about the way he explained the facts made her realize that she, too, should be helping.

The next day, at 7:30 a.m., Mr. Brock stepped down from the bus, as usual. This day, however, he was not the only one to get off. Right behind him was Ms. Cliff. Then, ten more teachers came out of the bus. Mr. Brock turned to all of them, nodded, and smiled. He kept smiling all the way to his classroom.

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COPY READY

# Oral Reading Assessment

**Accuracy and Rate**

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

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

Oral Reading Fluency Rubrics				
	Automaticity	Phrasing	Intonation	Expression
<b>Circle Score</b>	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>4</b>	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
<b>3</b>	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
<b>2</b>	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
<b>1</b>	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

# Oral Reading Assessment

Unit 4

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

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## Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
  - Did you have any problems reading this passage?*
  - If yes: *What problems did you have?*
  - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
  - I noticed that you read with a lot of expression.*
  - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
  - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

# Reading Comprehension Test

Unit 4, Week 1

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

## The Mill City



Rivers are beautiful to look at. People write songs and poems about them, and artists paint pictures of them. But beyond their beauty, rivers play an important role in the lives of people who live near them.

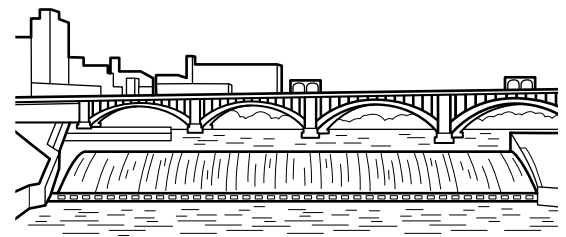
Of all the rivers in the United States, the Mississippi River is one of the most well-loved and famous. Saint Anthony Falls is the only big waterfall on the Mississippi. In the middle of the 1800s, people who moved to this area saw the falls. The people saw that the falls were beautiful, but they also knew that the falls could be useful.



When water falls, it has a lot of power. This power can be used to move machine parts. At Saint Anthony Falls, the power was used mostly for machines that could turn wheat into flour. These machines, called mills, could do this work a lot faster than people could.

Soon, a lot of flour was being made in the mills at Saint Anthony Falls. It was sold all over the United States. People moved to the area to work at the mills, and the city grew. By 1880, there were 27 mills.

Today, the falls don't power mills. However, they do make electricity, which the city uses. The city's real name is Minneapolis, but some people still call it the "Mill City."



GO ON 



# Reading Comprehension Test

Unit 4, Week 1

- 1 According to the article, what do people do because of a river's beauty?
- (A) make art
  - (B) build mills
  - (C) work faster
  - (D) become famous
- 2 How did Saint Anthony Falls cause the city to grow?
- (A) People visited there to see the falls.
  - (B) People moved there to work at the mills.
  - (C) People traveled there to look at the mills.
  - (D) People went there to paint pictures of the falls.
- 3 Why did the number of mills grow so quickly?
- (A) The city needed power for the mills.
  - (B) The people liked working at the mills.
  - (C) The mill companies sold a lot of flour.
  - (D) The mills could be used in many ways.
- 4 What effect does the waterfall have on the city of Minneapolis today?
- (A) It waters wheat plants.
  - (B) It makes power for electricity.
  - (C) It turns other grains into flour.
  - (D) It makes people move to the area.

COPY READY

Score
_____/4

DONE!

# Vocabulary Test

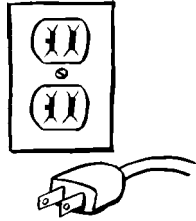
Unit 4, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

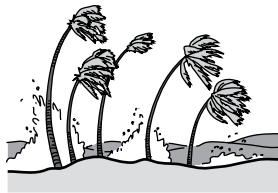
1 This is how we get \_\_\_\_\_.

- (A) pottery
- (B) survival
- (C) behavior
- (D) electricity



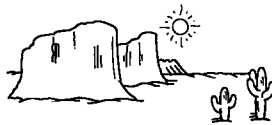
2 Wind is a \_\_\_\_\_ resource.

- (A) renewable
- (B) physical
- (C) warm
- (D) clear



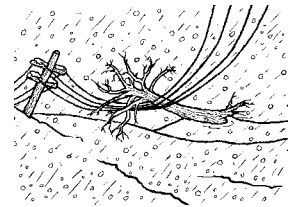
3 Water is \_\_\_\_\_ in the desert.

- (A) lucky
- (B) scarce
- (C) famous
- (D) common



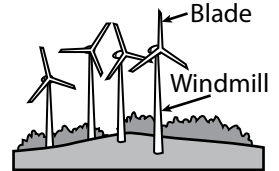
4 The \_\_\_\_\_ of the storm knocks over the tree.

- (A) power
- (B) border
- (C) memory
- (D) communication



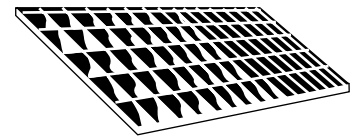
5 Windmills can \_\_\_\_\_.

- (A) perform a song
- (B) follow commands
- (C) share information
- (D) generate electricity



6 A solar panel \_\_\_\_\_ sunlight into energy.

- (A) melts
- (B) gathers
- (C) converts
- (D) imagines



GO ON

# Vocabulary Test

Unit 4, Week 1

Directions: Choose the answer that completes the sentence correctly.

7 When something is \_\_\_\_\_, it is happening now.

- (A) shiny
- (B) current
- (C) hungry
- (D) important

8 When something is \_\_\_\_\_, it is ready to take.

- (A) clever
- (B) special
- (C) available
- (D) impossible

9 To \_\_\_\_\_ is to move freely.

- (A) suggest
- (B) imitate
- (C) learn
- (D) flow

10 A \_\_\_\_\_ is something that people need and use.

- (A) resource
- (B) predator
- (C) pattern
- (D) valley

11 \_\_\_\_\_ means saving or protecting something.

- (A) Skill
- (B) Elevation
- (C) Language
- (D) Conservation

COPY READY

Score
_____/11

DONE!

# Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

Scientists who study weather 1 called meteorologists. They forecast, or predict, what kind of weather to expect. First, they gather data. They use tools to measure the temperature and moisture in the air. The tools also tell how fast the wind 2. Meteorologists also “read” clouds. For example, when thin, flat clouds 3 the sky, it means that rain or snow 4 to fall soon.

Next, scientists use satellites and radar to look across the continent and the ocean. A computer 5 all the data to known weather patterns. For example, where warm and cold air meet, it usually means stormy weather 6. Computers make models, which 7 usually maps with graphics showing different weather features. We 8 these computer models during the forecast on the news.

Weather 9 always changing. Thanks to the meteorologists, I 10 always prepared.

1 Choose the answer that goes in Blank 1.

- (A) is
- (B) am
- (C) are

2 Choose the answer that goes in Blank 2.

- (A) blow
- (B) is blowing
- (C) are blowing

GO ON 

## Writing, Revising, and Editing Test

Unit 4, Week 1

3 Choose the answer that goes in Blank 3.

- (A) covering
- (B) is covering
- (C) are covering

4 Choose the answer that goes in Blank 4.

- (A) go
- (B) going
- (C) is going

5 Choose the answer that goes in Blank 5.

- (A) compare
- (B) compares
- (C) comparing

6 Choose the answer that goes in Blank 6.

- (A) come
- (B) is coming
- (C) are coming

7 Choose the answer that goes in Blank 7.

- (A) is
- (B) am
- (C) are

8 Choose the answer that goes in Blank 8.

- (A) watch
- (B) watches
- (C) am watching

9 Choose the answer that goes in Blank 9.

- (A) is
- (B) am
- (C) are

10 Choose the answer that goes in Blank 10.

- (A) is
- (B) am
- (C) are

COPY READY

GO ON 



# Writing, Revising, and Editing Test

Unit 4, Week 1

**11** Below are two sources of information about people who predict the weather. Read the two sources. Write a paragraph to explain why weather forecasting is a challenging job. Underline key words or phrases in your paragraph that support your answer.

COPY READY

## Prepare to Be a TV Weather Forecaster

**You should study**

- Earth Science
- Physical Science
- Math
- Geography

**You should also**

- Be good at public speaking
- Be willing to work in the evening
- Be comfortable on camera
- Like to be outdoors in all kinds of weather
- Care about people and the environment

## Interview with a Meteorologist

- Q** What do you like about your job?
- A** The weather is always changing somewhere, and sometimes it's wild! It is challenging to give people accurate information when a storm or hurricane is approaching so they can prepare and reach safety. It is also important for airplane pilots to know what weather to expect up in the clouds on their flight. If it's going to be dangerous, they can delay the flight or change the route.

Score	
_____ /10	multiple-choice
_____ /4	writing

**DONE!**

# Reading Comprehension Test

Unit 4, Week 2

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

## ON MY BIKE

There are many ways to enjoy nature. For me, one of the best ways is to go for a bike ride.

The city where I live has several beautiful parks. I never knew this until I started riding a bike. Bicycling through a park is a great feeling. Shady trees make the air cooler, the smell of cut grass fills my nose, and the water in the fountains sounds like music.

When I am on my bike, I see some amazing wildlife at the park, too. Squirrels race up tree trunks, and birds sing high in the branches. One time, I even saw a mother raccoon and her kits.

Everyone should have the chance to experience nature on a bike!

- 1 How does the author support the opinion that riding a bike is a great way to enjoy nature?
- (A) by stating his city has several parks
  - (B) by describing the sound the fountains make
  - (C) by describing the wildlife he sees while riding
  - (D) by saying everyone should experience nature on a bike
- 2 The author gives details about squirrels and raccoons to support the opinion that —
- (A) the wildlife in the park is amazing.
  - (B) bicycling in a park is a great feeling.
  - (C) the water fountain sounds like music.
  - (D) everyone should experience nature on a bike.



**Reading Comprehension Test****Unit 4, Week 2****Directions:** Read the passage. Then answer the questions about the passage.**It's Our Job**

The more we learn about our planet, the more we see that Earth's habitats, including the places we live, are connected. If one habitat gets spoiled, it has an effect. It can hurt plants, animals, and even humans. For example, suppose a bird that eats mosquitoes loses its habitat. This could cause an increase in mosquito bites. In some areas of the world, these bites can lead to sickness. This means we must be careful when we do something that changes a habitat.

Plants and animals are unable to speak for themselves. They can't stand up for and protect the natural places where they live. People must be responsible for that.

- 3 How does the author support the opinion that people are responsible for protecting natural habitats?
- (A) by telling about a sickness caused by mosquito bites
  - (B) by suggesting that plants and animals depend on us
  - (C) by warning about the dangers of a spoiled habitat
  - (D) by stating that habitats are connected
- 4 The author says that people must be careful because —
- (A) birds make their homes in trees.
  - (B) some mosquito bites can cause sickness.
  - (C) people's actions can have a bad effect on habitats.
  - (D) people are learning more about the planet's habitats.

**Score**

\_\_\_\_\_/4

**DONE!**

# Vocabulary Test

Unit 4, Week 2

Directions: Read the question. Choose the correct answer.

- 1 What does the word contaminate mean in this sentence?

Chemicals and garbage from farms and factories can contaminate clean water.

- (A) make use of  
(B) make dirty and unsafe  
(C) increase the amount of  
(D) put together in one place
- 2 What does the word trek mean in this sentence?

My family's trek across the country takes many days in the car.

- (A) trip  
(B) plan  
(C) game  
(D) footprint

- 3 What does the word cyclone mean in this sentence?

Strong winds blew the roof off the house during the cyclone.

- (A) tornado  
(B) machine  
(C) electricity in clouds  
(D) place that measures water
- 4 What does the word magnifies mean in this sentence?

Juan magnifies the snowflake to look at it more closely.

- (A) heats up  
(B) discovers  
(C) understands  
(D) makes bigger

COPY READY

Score

\_\_\_\_\_/4

DONE!

# Writing, Revising, and Editing Test

Unit 4, Week 2

Directions: Read the paragraph. Then answer the questions.

You probably know that you should drink about six glasses of water a day. Do you have any idea why? Water   1   up over half your body weight. Your body constantly   2   water. Water even   3   when you breathe out. Water is a major part of your blood, which carries oxygen. Your stomach juices   4   water to digest food. When you   5   down with a cold, drinking liquids like water   6   your nose from getting too stuffy. Who knew a zero-calorie drink could do so much!

1 Choose the answer that goes in Blank 1.

- (A) make
- (B) makes
- (C) making

2 Choose the answer that goes in Blank 2.

- (A) remove
- (B) removes
- (C) removing

3 Choose the answer that goes in Blank 3.

- (A) escape
- (B) escapes
- (C) escaping

4 Choose the answer that goes in Blank 4.

- (A) require
- (B) requires
- (C) requiring

GO ON



# Writing, Revising, and Editing Test

Unit 4, Week 2

5 Choose the answer that goes in Blank 5.

- (A) come
- (B) comes
- (C) coming

6 Choose the answer that goes in Blank 6.

- (A) prevent
- (B) prevents
- (C) preventing

7

Your school is creating a newsletter about conserving natural resources. Think about the most important way your family or community saves water, electricity, or another resource. Write a paragraph to explain your opinion about why it is the most important way to conserve. Underline the words or phrases that support your opinion.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

**DONE!**

# Reading Comprehension Test

Unit 4, Week 3

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

## The City Blizzard

The announcement came over the radio just before Jorge went to bed. "City schools will be closed tomorrow because of the blizzard. It is expected to bury the city under three feet of snow."

"Hurray!" Jorge shouted with joy.

"We can have snowball fights and build snow forts all day tomorrow!" said Ernie, Jorge's brother.

Jorge had trouble falling asleep because he kept thinking about the day to come. He made himself think quiet thoughts until his eyes finally closed.

When Jorge opened his eyes, bright morning light was pouring through the windows. He and Ernie raced to look outside. What they saw made them yell with excitement. Snow!

When they got outside, Jorge stopped and stared. He had never seen so much snow! It made his familiar street seem strange, like something was missing, but Jorge could not figure out what it was. Then he heard a bluebird chirp and realized that what was missing was all the usual noise.

GO ON 

## Reading Comprehension Test

Unit 4, Week 3

The street was usually busy with honking cars, taxis, and buses, but this morning there was so much snow that nobody could drive down the street. Jorge closed his eyes and listened to the city, which was as silent as a country meadow. Just then, a snowball struck his back, sending cold snow down his neck. "Ernie!" Jorge laughed. The silence ended!

- 1 What is Jorge's problem in the beginning of the story?
- (A) He cannot fall asleep.
  - (B) He cannot hear the radio.
  - (C) He is worried about the storm.
  - (D) He is unhappy about missing school.
- 2 What is the first thing Jorge notices after racing outside?
- (A) how quiet the street is
  - (B) how cold the snow feels
  - (C) how much snow there is
  - (D) how pretty a bird sounds
- 3 What problem does the blizzard cause?
- (A) The birds are chirping.
  - (B) The light is too bright outside.
  - (C) The boys cannot play in the snow.
  - (D) People cannot drive down the street.
- 4 You can tell Jorge and Ernie get along because they —
- (A) race outside.
  - (B) end the silence.
  - (C) go to the same school.
  - (D) enjoy playing together.

Score

\_\_\_\_\_/4

DONE!

# Vocabulary Test

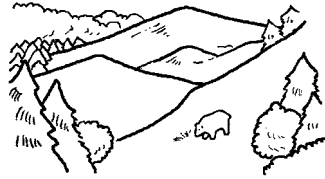
Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

COPY READY

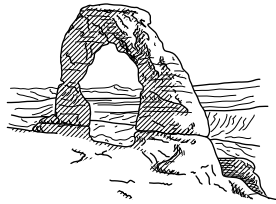
1 This is a \_\_\_\_\_.

- (A) hemisphere
- (B) landscape
- (C) strategy
- (D) tool



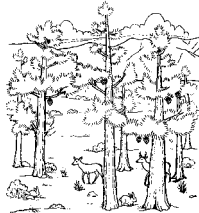
2 This is a \_\_\_\_\_ rock formation.

- (A) natural
- (B) clear
- (C) musical
- (D) comfortable



3 Trees are one \_\_\_\_\_ of the forest.

- (A) valley
- (B) canyon
- (C) element
- (D) mountain



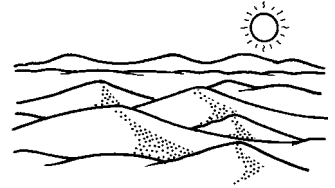
4 Clouds form in the \_\_\_\_\_.

- (A) planet
- (B) equator
- (C) continent
- (D) atmosphere



5 Sand is the \_\_\_\_\_ that forms the desert floor.

- (A) clay
- (B) rotation
- (C) material
- (D) survival



GO ON

# Vocabulary Test

Unit 4, Week 3

6 When you \_\_\_\_\_, you communicate in some way.

- (A) transport
- (B) interact
- (C) weave
- (D) trust

7 To \_\_\_\_\_ two things, think about how they are connected.

- (A) relate
- (B) amuse
- (C) defend
- (D) influence

8 When you \_\_\_\_\_ something, you change it.

- (A) locate
- (B) weigh
- (C) inherit
- (D) modify

9 A \_\_\_\_\_ is something helpful.

- (A) medium
- (B) region
- (C) benefit
- (D) continent

10 A \_\_\_\_\_ is a great power in nature.

- (A) trait
- (B) force
- (C) custom
- (D) country

COPY READY

Score
_____/10

DONE!



# Writing, Revising, and Editing Test

Unit 4, Week 3

Directions: Read the paragraphs. Then answer the questions.

## The Ice Cream Tree

This is the true story of my ice cream tree. This unusual tree really 1 grow right here in my own backyard. My grandfather 2 have planted it more than 1,000 years ago. Since I was little, I 3 fed the tree with sugar and watered it with cream.

Now, you 4 wonder, "What exactly is an ice cream tree?" Well, this tree has all the ice cream you can eat, of course! You 5 have any flavor—chocolate, vanilla, bubblegum, and even broccoli! It 6 too good to be true!

Last year, my number-one favorite flavor 7 strawberry-pizza. I 8 eaten 100 scoops in a single day. I use a shovel as a spoon and a wheelbarrow as a bowl. I don't even 9 full!

If you 10 not believe me, come on over and see for yourself. Make sure you bring your chocolate sauce with you!

COPY READY

GO ON 

# Writing, Revising, and Editing Test

Unit 4, Week 3

1 Choose the answer that goes in Blank 1.

- (A) do
- (B) has
- (C) does
- (D) have

2 Choose the answer that goes in Blank 2.

- (A) can
- (B) did
- (C) was
- (D) must

3 Choose the answer that goes in Blank 3.

- (A) have
- (B) does
- (C) has
- (D) did

4 Choose the answer that goes in Blank 4.

- (A) does
- (B) have
- (C) seem
- (D) might

5 Choose the answer that goes in Blank 5.

- (A) are
- (B) may
- (C) appear
- (D) should

6 Choose the answer that goes in Blank 6.

- (A) seem
- (B) seems
- (C) is seem
- (D) has seem

7 Choose the answer that goes in Blank 7.

- (A) is
- (B) were
- (C) became
- (D) have become

8 Choose the answer that goes in Blank 8.

- (A) do
- (B) has
- (C) does
- (D) have

COPY READY

GO ON 

## Writing, Revising, and Editing Test

Unit 4, Week 3

COPY READY

9 Choose the answer that goes in Blank 9.

- (A) felt
- (B) feel
- (C) feels
- (D) feeling

10 Choose the answer that goes in Blank 10.

- (A) do
- (B) has
- (C) does
- (D) have

11

Your class is writing a story about a big winter storm that closes the roads. Write an introductory paragraph for the story. Include information about the main character and the problem. Circle the words or phrases that are clues about the character and the problem in the story.

Score	
_____ /10	multiple-choice
_____ /4	writing

**DONE!**

# Reading Comprehension Test

Unit Test

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

## What's Outside

Through the grassy fields I fly,  
flowers wave as I pass by.

A butterfly with sails for wings  
is only one of many things

I see when out in nature's world.

An ant upon a leaf that's curled  
is looking for some food to munch,  
reminding me it's time for lunch!

And so I leave this pretty place.  
Through a swamp, toward home I race.  
As I step through the kitchen door,  
grass and mud fall to the floor.

Mom exclaims, "Oh me, oh dear!  
You've carried what's *outside* in here!"

COPY READY

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

- 1 Which words from the poem are an example of personification?
- (A) flowers wave
  - (B) I pass by
  - (C) pretty place
  - (D) home I race

- 2 Read this line from the poem.

*Through the grassy fields I fly,*

The word *fly* suggests the speaker —

- (A) has wings.
  - (B) is running fast.
  - (C) is in an airplane.
  - (D) has lost track of time.
- 3 Which line from the poem uses a metaphor?
- (A) *A butterfly with sails for wings*
  - (B) *is only one of many things*
  - (C) *An ant upon a leaf that's curled*
  - (D) *is looking for some food to munch,*

**GO ON** 



## Reading Comprehension Test

Unit Test

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

# Last Walk on the Beach

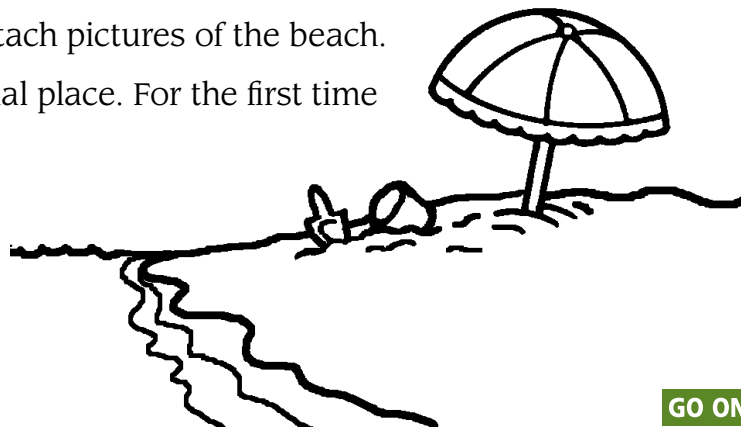
I walked behind Inez, putting my feet into the footprints she made in the sand on our last walk together on the beach.

“Do you *really* have to go, Sandra?” she asked me for the one-millionth time. I gave her the same answer as always: “My dad’s company is leaving Florida. Our whole family has to move.”

We walked along silently while the blue-green waves wandered up the sand. They reached our toes and tickled our feet with foam. I breathed in the salty ocean air.

“Remember when you got stung by that jellyfish?” I asked Inez, and she laughed, remembering how she had to hop all the way home on one leg. We talked about the crab that chased us down the beach and remembered our friend Sid the seagull, who we fed bits of old bread.

“We’ve had too much fun here for it to end,” said Inez, and I knew she was right. Then and there we set a promise in stone. We would meet here again someday. In the meantime, we would send an e-mail to each other every single week, and Inez would attach pictures of the beach. This would always be our special place. For the first time all day, we both smiled.



GO ON

**Reading Comprehension Test****Unit Test****COPY READY**

4 What is the main problem in the story?

- (A) Sandra has to move away.
- (B) Sandra got stung by a jellyfish.
- (C) Sandra and Inez won't be friends any more.
- (D) Sandra and Inez make a promise to meet again.

5 Which words from the story are an example of hyperbole?

- (A) *putting my feet into the footprints she made*
- (B) *she asked me for the one-millionth time*
- (C) *blue-green waves wandered up the sand*
- (D) *they reached our toes and tickled our feet*

6 Read this sentence from the story.

*Then and there we set a promise in stone.*

This means that the girls —

- (A) chose a future meeting place .
- (B) wrote their promise on a stone.
- (C) made a promise that would last.
- (D) traded their favorite beach stones.

7 How do Sandra and Inez plan to solve the problem of being apart from each other?

- (A) by taking a last walk together
- (B) by promising to send e-mails often
- (C) by taking pictures of their favorite places
- (D) by remembering some things that happened at the beach

**GO ON** 

## Reading Comprehension Test

Unit Test

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



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.



GO ON

## Reading Comprehension Test

Unit Test

COPY READY

- 8 How will the scientists' work help people who live in Tornado Alley?
- (A) Scientists can make tornadoes less harmful.
  - (B) Scientists can learn where tornadoes travel.
  - (C) Scientists can provide more shelters for people.
  - (D) Scientists can warn people earlier to leave the area.
- 9 Which reason best supports the opinion that storm chasing is exciting?
- (A) People should leave the area during a tornado.
  - (B) Spotters watch the sky for signs of a storm.
  - (C) It is only done during storms.
  - (D) It has the thrill of danger.
- 10 Why do storm chasers use spotters?
- (A) Spotters help storm chasers reach the tornado faster.
  - (B) Spotters help storm chasers see the sky more clearly.
  - (C) Spotters allow storm chasers to use fewer tools.
  - (D) Spotters allow storm chasers to stay safer.
- 11 Which of these best supports the opinion that storm chasing is worth the danger?
- (A) Storm chasers get as close to tornadoes as they can.
  - (B) Storm chasers gather information that can help keep people safe.
  - (C) Storm chasers can get better information than faraway machines can.
  - (D) Storm chasers drive in trucks or vans that carry tools to measure tornadoes.

- 12 What is different about the way poems and articles are written? You can use examples from the poem "What's Outside" and the article "Storm Chasers."

<b>Score</b>
_____/14

DONE!

# Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

- 1 What does the word beam mean in this sentence?

The parents beam at their new baby.

- (A) a ray of light
- (B) smile with joy
- (C) shine a flashlight
- (D) a long piece of wood for building

- 2 What does the word patterns mean in this sentence?

Cliff patterns himself after his older brother.

- (A) a form used when copying
- (B) mark or color with a design
- (C) match someone or something
- (D) a set way something happens

- 3 What does the word proposed mean in this sentence?

Linda proposed that we study ice for our science project, but Amy had another idea.

- (A) liked
- (B) suggested
- (C) wrote a report
- (D) made it happen

- 4 What does the word key mean in this sentence?

Clean water is key to the future of our planet.

- (A) important
- (B) a part of a piano
- (C) a list of answers
- (D) a tool to open a lock

- 5 What does the word monitor mean in this sentence?

The teachers monitor the students on the playground.

- (A) watch behavior
- (B) collect information
- (C) a computer screen
- (D) a classroom assistant

- 6 What does the word essential mean in this sentence?

To stay healthy, it is essential to get enough sleep every night.

- (A) dark
- (B) quiet
- (C) difficult
- (D) necessary

GO ON

COPY READY



**Vocabulary Test****Unit Test****Directions:** Choose the word that completes the sentence correctly.

- 7** Waterfalls help \_\_\_\_\_ electricity for lights.
- (A) melt  
(B) follow  
(C) suggest  
(D) generate
- 8** My sister will \_\_\_\_\_ her skateboard to make it go faster.
- (A) weigh  
(B) amuse  
(C) modify  
(D) transport
- 9** You can read about \_\_\_\_\_ events in today's newspaper.
- (A) clever  
(B) current  
(C) physical  
(D) impossible
- 10** Sand is one \_\_\_\_\_ of the beach.
- (A) tool  
(B) desert  
(C) element  
(D) strategy
- 11** Planes fly high through Earth's \_\_\_\_\_.
- (A) atmosphere  
(B) landscape  
(C) rotation  
(D) resource
- 12** My bird cannot speak, but we still \_\_\_\_\_ together in other ways.
- (A) flow  
(B) weave  
(C) defend  
(D) interact

**COPY READY****Score**

\_\_\_\_\_/12

**DONE!**

# Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

Plants   1   not seem powerful, but they quietly help our world. Trees make oxygen while they   2   tall in the forest. Oxygen is part of the air we breathe. While rain   3   the ground, grass holds the soil in place. Without grass, the soil   4   wash away. Many plants give us food. Without plants, we couldn't survive on Earth!

1 Choose the answer that goes in Blank 1.

- (A) is
- (B) am
- (C) have
- (D) might

2 Choose the answer that goes in Blank 2.

- (A) are standing
- (B) are stand
- (C) standing
- (D) stands

3 Choose the answer that goes in Blank 3.

- (A) soak
- (B) soaks
- (C) is soak
- (D) are soaking

4 Choose the answer that goes in Blank 4.

- (A) is
- (B) do
- (C) have
- (D) would



## Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

(1) If you is ever near the top or bottom of the world, go outside at night. (2) I'm sure you will see something special. (3) During the fall and winter, giant ribbons of color appears to dance across the sky. (4) This colorful light show, called the aurora, coulds be compared to a rainbow. (5) While it do have many colors like a rainbow, the aurora happens only at night. (6) The colors gently glow and sway across Earth's black curtain. (7) You shoulds see it!

5 What is the correct way to write sentence 1?

- (A) If you is ever near the top or bottom of the world, goes outside at night.
- (B) If you're ever near the top or bottom of the world, go outside at night.
- (C) If you is ever near the top or bottom of the world, you go outside at night.
- (D) Correct as is

6 What is the correct way to write sentence 2?

- (A) I'm sure will you see something special?
- (B) I'm sure you will sees something special.
- (C) I're sure you will see something special.
- (D) Correct as is

GO ON 

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

- 7 What is the correct way to write sentence 3?
- (A) During the fall and winter, giant ribbons of color appear to dance across the night sky.
  - (B) During the fall and winter, giant ribboness of color appears to dance across the night sky.
  - (C) During the fall and winter, when giant ribbons of color appears to dance across the night sky.
  - (D) Correct as is
- 8 What is the correct way to write sentence 4?
- (A) This colorful light show, is called the aurora, coulds be compared to a rainbow.
  - (B) These colorful light show, called the aurora, coulds be compared to a rainbow.
  - (C) This colorful light show, called the aurora, could be compared to a rainbow.
  - (D) Correct as is
- 9 What is the correct way to write sentence 5?
- (A) While it does have many colors like a rainbow, the aurora happens only at night.
  - (B) While it do has many colors like a rainbow, the aurora happens only at night.
  - (C) While it do have many colors like a rainbow, the aurora happen only at night.
  - (D) Correct as is
- 10 What is the correct way to write sentence 7?
- (A) You shoulds sees it!
  - (B) You shoulds see it?
  - (C) You should see it!
  - (D) Correct as is

**GO ON** 

## Writing, Revising, and Editing Test






Unit Test

COPY READY

**11 Directions:** 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) I am visit my grandmother in Michigan during winter break.  
 (2) She's going to teach me to ice skate. (3) We has laced up our skates, and we carefully step onto the frozen lake. (4) The ice feel as slippery as it looks. (5) I take only two steps before I fall! (6) Grandma pulls me up and hangs onto my hand. (7) She tells me not to walk.  
 (8) She says I shoulds bend my knees and squeeze my feet toward each other. (9) I start to move! (10) "Now push your feet out before they hit, then back in," she instructs. (11) I can glide! (12) I're a skater! (13) I laughs so hard that I fall again, but Grandma helps me up.

### Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

**12** You are writing a story to be published in a student magazine. Write a tall tale about using a part of nature to solve a problem. You can choose any part of nature you like, such as wind, the land, or water. Your story should have at least three paragraphs.

Score
_____/10 multiple-choice
_____/6 editing task
_____/4 weekly writing skill
_____/24 writing traits

DONE!



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

# Weekly and Unit Assessments

Unit 4

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 A4.44.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.4.L.1.g, L.2, L.2.d, Rfou.3, Rfou.3.a	_____/19	_____/19	_____/19	_____/18
End-of-Week Test CC.4.L.1.g, L.2, L.2.d, Rfou.3, Rfou.3.a	_____/19 ____%	_____/19 ____%	_____/19 ____%	_____/18 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A4.44.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Informational Text Structure CC.4.Rinf.5	1 2 3 4			8 10	_____/6
Author's Use of Reasons and Evidence CC.4.Rinf.8		1 2 3 4		9 11	_____/6
Literature Text Structures CC.4.Rlit.10			1 3	4 7	_____/4
Figurative Language CC.4.Rlit.4, L.5, L.5.a				1 2 3 5 6	_____/5
Review Skill: Characters CC.4.Rlit.3			4		_____/1
Review Skill: Summarize Literature CC.4.Rlit.10			2		_____/1
Review Skill: Compare Text Structures CC.4.Rlit.5, Rinf.5, W9.a				12 (____/3)	_____/3
<b>Total</b>	____/4 ____%	____/4 ____%	____/4 ____%	____/14 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.4.Rlit.4, Rinf.4, L.6	1 2 3 4 5 6		1 2 3 4 5	7 10 11	_____/14
Academic Vocabulary CC.4.Rlit.4, Rinf.4, L.6	7 8 9 10 11		6 7 8 9 10	8 9 12	_____/13
Context Clues CC.4.L.4.a, Rinf.4		1 2 3 4		3 6	_____/6
Multiple-Meaning Words CC.4.L.4.a, Rlit.4				1 2 4 5	_____/4
<b>Total</b>	____/11 ____%	____/4 ____%	____/10 ____%	____/12 ____%	

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

# Weekly and Unit Assessments

Unit 4

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	5 8	1 2 3 4 5 6		3 11f	_____/10
	Helping Verbs CC.4.L.1, L.3, W.5	1 7 9 10		1 3 8 10	5 6 9 11b 11e	_____/13
	Progressive Verb Tenses CC.4.L.1.b, L.3, W.5	2 3 4 6			2 11a	_____/6
	Linking Verbs CC.4.L.1, L.3, W.5			6 7 9	7 11c	_____/5
	Modals CC.4.L.1.c, L.3, W.5			2 4 5	1 4 8 10 11d	_____/8
<b>Subtotal</b>		_____/10	_____/6	_____/10	_____/16	
Weekly Writing Skills (Writing Prompts)	Find Information in Sources CC.4.W.8, W.7, W.9	_____/4				_____/4
	Support Argument CC.4.W.1.c, W.1.a, W.1.b		_____/4			_____/4
	Use Introductory Sentences CC.4.W.3.a			_____/4		_____/4
	Use Figurative Language CC.4.W.3.d, L.5, W.10				_____/4	_____/4
<b>Subtotal</b>		_____/4	_____/4	_____/4	_____/4	
<b>Total</b>		_____/14 ____%	_____/10 ____%	_____/14 ____%	_____/20 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.4.W.3, W.5, W.10, L.1, L.3	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Enter the scores for 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 4

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	Informational Text Structure CC.4.Rinf.5												
	Author's Use of Reasons and Evidence CC.4.Rinf.8												
	Literature Text Structures CC.4.Rlit.10												
	Figurative Language CC.4.Rlit.10												
	Review Skill: Summarize Literature CC.4.Rlit.10												
	Review Skill: Characters CC.4.Rlit.3												
	Review Skill: Compare Text Structures CC.4.Rlit.5												
Writing, Revising, and Editing	Subject-Verb Agreement CC.4.L.1, L.3, W.5												
	Helping Verbs CC.4.L.1, L.3, W.5												
	Progressive Verb Tenses CC.4.L.1.b, L.3, W.5												
	Linking Verbs CC.4.L.1, L.3, W.5												
	Modals CC.4.L.1, L.3, W.5												
	Writing in Response to Prompt CC.4.W.3, W.5, W.10, L.1, L.3, W.7, W.8, W.9, W.1, L.5												
Vocabulary	Science Vocabulary CC.4.Rlit.4, Rinf.4, L.6												
	Academic Vocabulary CC.4.Rlit.4, Rinf.4, L.6												
	Context Clues CC.4.L.4.a, Rinf.4												
	Multiple-Meaning Words CC.4.L.4.a, Rlit.4												

COPY READY

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

# Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

# Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> <li>The writing has a clear, focused message that keeps readers interested.</li> <li>Details are accurate and relevant, showing in-depth knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear structure throughout that suits the writer's audience and purpose.</li> <li>All content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>The writing sounds genuine and unique.</li> <li>The writer's tone is appropriate to the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate words were chosen to clearly convey the writer's message.</li> <li>Language used throughout is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>All the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>The text is presented in an orderly way, significantly helping to convey the message.</li> <li>Visuals are appropriate for the purpose and audience, and effectively support meaning.</li> </ul>
3	<ul style="list-style-type: none"> <li>Most of the writing has a clear, focused message that keeps readers interested.</li> <li>Most details are accurate and relevant, showing reasonable knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the writing has a clear structure that suits the writer's audience and purpose.</li> <li>Most of the content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the writing sounds genuine and unique.</li> <li>The writer's tone is mostly appropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Many appropriate words were chosen to clearly convey the writer's message.</li> <li>Most language is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, most of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Most of the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the text is presented in an orderly way, generally helping to convey the message.</li> <li>Most visuals are appropriate for the purpose and audience, and effectively support meaning.</li> </ul>
2	<ul style="list-style-type: none"> <li>The writing has a fairly unclear and unfocused message, causing readers some confusion.</li> <li>Some details are relevant and accurate, showing minimum knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not have a structure that suits the writer's audience and purpose.</li> <li>Some content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the writing sounds genuine and unique.</li> <li>The writer's tone is somewhat inappropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate words were chosen to clearly convey the writer's message.</li> <li>Some language is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Some sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, some of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Some of the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message.</li> <li>Some visuals are appropriate for the purpose and audience and support meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>The writing does not have a clear, focused message, causing readers confusion.</li> <li>Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not have a structure.</li> <li>The content does not flow smoothly or logically.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not sound genuine or unique.</li> <li>The writer's tone is not appropriate for the purpose or audience.</li> </ul>	<ul style="list-style-type: none"> <li>Few appropriate words were chosen to clearly convey the writer's message.</li> <li>Language is dull, vague, and inappropriate for the audience, losing the readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Few or none of the sentences are varied or effective or have appropriate transitions.</li> <li>When read aloud, the writing sounds unnatural.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Few sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>The text is not presented in an orderly way, making it very difficult to track and comprehend the message.</li> <li>None of the visuals are appropriate for the purpose or audience, and do not support meaning.</li> </ul>

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Grade 4 Assessment

**A4.39**

**Unit 4** | Power of Nature

**COPY READY**



# Research Rubric

Unit 4, Week 1

COPY READY

Scale	Content	Speaking
4	<ul style="list-style-type: none"><li>• Uses print and digital sources to find three facts.</li><li>• Identifies all sources.</li></ul>	<ul style="list-style-type: none"><li>• Paraphrases all content.</li></ul>
3	<ul style="list-style-type: none"><li>• Uses either print or digital sources to find two or three facts.</li><li>• Identifies most sources.</li></ul>	<ul style="list-style-type: none"><li>• Paraphrases most content.</li></ul>
2	<ul style="list-style-type: none"><li>• Uses one print or digital source to find two facts.</li><li>• Identifies source.</li></ul>	<ul style="list-style-type: none"><li>• Paraphrases some content.</li></ul>
1	<ul style="list-style-type: none"><li>• Uses one print or digital source to find one fact.</li><li>• Does not identify source.</li></ul>	<ul style="list-style-type: none"><li>• Does not paraphrase.</li></ul>

# Unit Self-Assessment

Unit 4

**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 context clues to understand new words.			
identify the correct meaning of words with more than one meaning.			
ask and answer questions when I read.			
identify problems and solutions in a story.			
identify causes and effects when I read.			
identify reasons and evidence in an article.			
understand figurative language.			
use helping and linking verbs.			
use present progressive (-ing) verbs.			
understand how to use words such as <i>would</i> , <i>can</i> , <i>could</i> , <i>may</i> , and <i>might</i> .			
tell if a subject and verb agree.			

Of all the texts you read for Power of Nature, 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	A	Cause and Effect	CC.4.Rinf.5
2	B	Cause and Effect	CC.4.Rinf.5
3	C	Cause and Effect	CC.4.Rinf.5
4	B	Cause and Effect	CC.4.Rinf.5
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Author's Use of Reasons and Evidence	CC.4.Rinf.8
2	A	Author's Use of Reasons and Evidence	CC.4.Rinf.8
3	B	Author's Use of Reasons and Evidence	CC.4.Rinf.8
4	C	Author's Use of Reasons and Evidence	CC.4.Rinf.8
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	A	Problem and Solution	CC.4.Rlit.10
2	C	Plot	CC.4.Rlit.2
3	D	Problem and Solution	CC.4.Rlit.10
4	D	Analyze Characters	CC.4.Rlit.3
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Identify Figurative Language	CC.4.L.5, L.5.a
2	B	Identify Figurative Language	CC.4.L.5, L.5.a
3	A	Interpret Figurative Language	CC.4.Rlit.5
4	A	Problem and Solution	CC.4.Rlit.10
5	B	Identify Figurative Language	CC.4.Rlit.4
6	C	Interpret Figurative Language	CC.4.Rlit.4
7	B	Problem and Solution	CC.4.Rlit.10
8	D	Cause and Effect	CC.4.Rinf.5
9	D	Author's Use of Reasons and Evidence	CC.4.Rinf.8
10	D	Cause and Effect	CC.4.Rinf.5
11	B	Reasons and Evidence	CC.4.Rinf.8
12	Skill Rubric	Compare Poetry and Prose	CC.4.Rlit.5, Rinf.5, 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	D	electricity	1	B	landscape
2	A	renewable	2	A	natural
3	B	scarce	3	C	element
4	A	power	4	D	atmosphere
5	D	generate electricity	5	C	material
6	C	converts	6	B	interact
7	B	current	7	A	relate
8	C	available	8	D	modify
9	D	flow	9	C	benefit
10	A	resource	10	B	force
11	D	conservation			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Context Clues	CC.4.L.4.a, Rinf.4
2	A	Context Clues	CC.4.L.4.a, Rinf.4
3	A	Context Clues	CC.4.L.4.a, Rinf.4
4	D	Context Clues	CC.4.L.4.a, Rinf.4
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Multiple-Meaning Words	CC.4.L.4, L.4.a, Rlit.4
2	C	Multiple-Meaning Words	CC.4.L.4, L.4.a, Rlit.4
3	B	Context Clues	CC.4.L.4.a, Rinf.4
4	A	Multiple-Meaning Words	CC.4.L.4, L.4.a, Rlit.4
5	A	Multiple-Meaning Words	CC.4.L.4, L.4.a, Rlit.4
6	D	Context Clues	CC.4.L.4.a, Rinf.4
7	D	Science Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
8	C	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
9	B	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
10	C	Science Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
11	A	Science Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
12	D	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4

# Answer Keys and Rubrics

Unit 4

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	C	Forms of <i>be</i>	CC.4.L.1, L.3	1	D	Modal (might)	CC.4.L.1.c, L.3
2	B	Present Progressive	CC.4.L.1.b, L.3	2	A	Present Progressive	CC.4.L.1.b, L.3
3	C	Present Progressive	CC.4.L.1.b, L.3	3	B	Subject-Verb Agreement	CC.4.L.1, L.3
4	C	Present Progressive	CC.4.L.1.b, L.3	4	D	Modal (would)	CC.4.L.1.c, L.3
5	B	Subject-Verb Agreement	CC.4.L.1, L.3	5	B	Editing: Forms of <i>be</i>	CC.4.L.1, L.3, W.5
6	B	Present Progressive	CC.4.L.1.b, L.3	6	D	Editing: Forms of <i>be</i>	CC.4.L.1, L.3, W.5
7	C	Forms of <i>be</i>	CC.4.L.1, L.3	7	A	Editing: Linking Verbs	CC.4.L.1, L.3, W.5
8	A	Subject-Verb Agreement	CC.4.L.1, L.3	8	C	Editing: Modal (could)	CC.4.L.1.c, L.3, W.5
9	A	Forms of <i>be</i>	CC.4.L.1, L.3	9	A	Editing: Forms of <i>do</i>	CC.4.L.1, L.3, W.5
10	B	Forms of <i>be</i>	CC.4.L.1, L.3	10	C	Editing: Modal (should)	CC.4.L.1.c, L.3, W.5
Prompt (11)	Skill Rubric	Find Information in Sources	CC.4.W.8, W.7, W.9	11a	Editing Rubric	Editing Task: Present Progressive	CC.4.L.1.b, W.5
Week 2				11b	Editing Rubric	Editing Task: Forms of <i>have</i>	CC.4.L.1, W.5
Item	Key	Item Descriptor	CCSS Code	11c	Editing Rubric	Editing Task: Linking Verbs	CC.4.L.1, W.5
1	B	Subject-Verb Agreement	CC.4.L.1, L.3	11d	Editing Rubric	Editing Task: Modal (should)	CC.4.L.1.c, W.5
2	B	Subject-Verb Agreement	CC.4.L.1, L.3	11e	Editing Rubric	Editing Task: Forms of <i>be</i>	CC.4.L.1, W.5
3	B	Subject-Verb Agreement	CC.4.L.1, L.3	11f	Editing Rubric	Editing Task: Subject-Verb Agreement	CC.4.L.1, W.5
4	A	Subject-Verb Agreement	CC.4.L.1, L.3	Prompt (12)	Skill Rubric; Writing Rubric	Use Figurative Language	CC.4.W.3.d, L.5, W.10
5	A	Subject-Verb Agreement	CC.4.L.1, L.3				
6	A	Subject-Verb Agreement	CC.4.L.1, L.3				
Prompt (7)	Skill Rubric	Support Argument	CC.4.W.1.c, W.1.a, W.1.b				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	C	Forms of <i>do</i>	CC.4.L.1, L.3				
2	D	Modal (must)	CC.4.L.1.c, L.3				
3	A	Forms of <i>have</i>	CC.4.L.1, L.3				
4	D	Modal (might)	CC.4.L.1.c, L.3				
5	B	Modal (may)	CC.4.L.1.c, L.3				
6	B	Linking Verbs	CC.4.L.1, L.3				
7	C	Linking Verbs	CC.4.L.1, L.3				
8	D	Forms of <i>have</i>	CC.4.L.1, L.3				
9	B	Linking Verbs	CC.4.L.1, L.3				
10	A	Forms of <i>do</i>	CC.4.L.1, L.3				
Prompt (11)	Skill Rubric	Introductory Sentences	CC.4.W.3.a				

# Answer Keys and Rubrics

Writing, Revising, and Editing	
<b>Week 1 Skill Rubric</b> Item 11 (Prompt)   Find Information in Sources	
Student chooses details from the sources that are	
4 points	relevant and strongly support the topic.
3 points	mostly relevant and generally support the topic.
2 points	somewhat relevant and vaguely support the topic.
1 point	irrelevant and minimally support the topic.
<b>Week 2 Skill Rubric</b> Item 7 (Prompt)   Support Argument	
Student supports the argument with	
4 points	necessary and cohesive details.
3 points	generally relevant details.
2 points	vaguely related details.
1 point	unnecessary or limited details.
<b>Week 3 Skill Rubric</b> Item 11 (Prompt)   Introductory Sentences	
Student writes introductory sentences that	
4 points	vividly introduce the character and the story.
3 points	adequately introduce the character and the story.
2 points	vaguely introduce the character and the story.
1 point	minimally introduce the character or the story.

Writing, Revising, and Editing	
<b>Unit Test Week 4 Skill Rubric</b> Item 12 (Prompt)   Use Figurative Language	
Student writes a tall tale with	
4 points	effective figurative language and colorful verbs.
3 points	some use of figurative language and colorful verbs.
2 points	occasional use of figurative language and colorful verbs.
1 point	minimal use of figurative language or colorful verbs.
Use the Writing Rubric on page A4.39 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
<b>Unit Test Editing Task Rubric</b> Item 11   1 point per correct response	
11a	In sentence 1, change "visit" to "visiting"
11b	In sentence 3, change "has" to "have"
11c	In sentence 4, change "feel" to "feels"
11d	In sentence 8, change "shoulds" to "should"
11e	In sentence 12, change "I're" to "I'm"
11f	In sentence 13, change "laughs" to "laugh"
Reading Comprehension	
<b>Unit Test Rubric</b> Item 12   Compare Poetry and Prose	
3 points	Fully describes the basic differences between poetry and prose.
2 points	Provides a limited description of the difference between poetry and prose.
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

**18 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
%	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

**19 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

**20 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100



# Cause and Effect

## Review the Rules

To find an effect, ask: *What happened?* To find a cause, ask: *Why did it happen?*

Read the sentence.

There was a lot of trash in the street this morning because there was a windstorm last night.

Cause-and-effect sentences often use words such as *because*, *since*, and *so*.

**Effect**

What happened?  
There was a lot of trash in the street this morning.

**Cause**

Why did it happen?  
There was a windstorm last night.

## Practice

Read each sentence. Underline the cause, and circle the effect.

- 1 We nailed the windows shut because we knew a storm was coming.
- 2 The tsunami warning sounded so we moved to higher ground.
- 3 Since there were ten of us, we decided to stay in a hotel.
- 4 Because there was an earthquake, the power went out.
- 5 Residents were evacuated because of the flood.

## Apply

Tell a partner about some of the causes and effects you read in your Small Group Reading books.

COPY READY

# Ask Questions

## Review the Rules

If the text you are reading doesn't make sense, ask yourself a question to help clarify what isn't clear. Then reread the text or read on to find the answer.

Read the first paragraph of "Earth from Beyond" and the example question and answer.

COPY READY

### Earth from Beyond

Boyo came in the door holding his brand new history digiText, copyright 2454. "Pop, what is this thing?" He pointed to a photo in his electronic textbook. The photo showed a bright red vehicle. The caption said it was built in 1967.

"Well, that's an interesting device," his father said. He thought of himself as an expert on ancient Earth history. "Not many people know about these nowadays. It's called a tractor," he answered confidently. "People on Earth were hardworking but slow. So humans drove these around cities. Passengers paid a fare and were taken to work."

Boyo frowned, trying to picture Earthlings packed into a tractor moving through a city street. "I may need to do some further research," he thought.

What is a "history digiText"? I'll read on to find the answer.

Later in the paragraph it says "electronic textbook." That must be what a digiText is.

## Practice

As you read the rest of the story, write at least two questions to help clarify what isn't clear. Then write the answer to each question.

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## Apply

Tell a partner questions you had about one of your Small Group Reading books. Be sure to share how you found the answer.

# Uses of Reasons and Evidence

## Review the Rules

An author supports opinions with reasons and evidence.

- Reasons answer the question *why*.
- Evidence presents facts that can be proven.

## Practice

Read "A True Survivor." The author thinks scorpions have amazing survival abilities. Circle the reasons the author gives. Underline the evidence.

### A True Survivor

You probably know that a scorpion has a poisonous stinger, but did you know about its other amazing survival abilities? Scorpions do not need a lot of oxygen or water. When food is scarce, a scorpion can slow down its body and live on a few insects per year. But then, when prey comes its way, that same scorpion has the energy to deliver its quick, deadly strike. Scorpions can also survive in extreme environments. A group of scientists actually froze scorpions and then, the next day, watched the same scorpions thaw and walk away! There's much more to a scorpion's survival than just a sting!

## Apply

Tell a partner how an author uses reasons and evidence to support an opinion in one of your Small Group Reading books.

# Ask Questions

## Review the Rules

If what you're reading is confusing

- think about the text
- form a question, using *who, what, when, where, why, or how*
- reread the text or read on to find the answers

Read the first paragraph of "Stepping into the Future" and the example question and answer.

COPY READY

### Stepping into the Future

"If I'm walking next to a wall or if I walk by a pole, the air will suddenly change. I can feel it on my skin." That's how Lucia Florez, who is blind, describes her ability to sense where things are. The blind, she says, are always thinking about moving around without bumping into things.

For years, the blind have relied on canes and guide dogs to move about freely. But new technology is changing that. By using software that uses the GPS system on mobile phones, people can listen to precise directions to their destinations. The program even warns them if they go off track or if there is an obstacle in the way.

Why does this person use her skin to tell her what she's walking next to?

I read that she is blind. She must use her sense of touch to figure out what is around her.

## Practice

As you read the rest of the article, write at least two questions about what's confusing. Write the answers to your questions, too.

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## Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share your question and how finding the answer helped you.

# Writing Trait: Ideas

## Review the Rules

When you write, make sure that your ideas

- include a clear, focused message
- are supported with details, examples, and reasons.

## Practice

Read the article below. Draw a box around the writer’s message. Underline details that support the message. Cross out unimportant details.

### Sand Greens

Ever wonder how golf courses stay so green? The answer is simple: lots of water! Golf courses around the world use 2.5 billion gallons of water a day. That is a waste of water we can’t afford.

More cities should build “sand greens” instead. On a sand green, golfers play on a mixture of sand and oil instead of grass that has to be watered, treated with chemicals, and cut regularly. Sand greens are less harmful to the environment, and they save billions of gallons of water each year. You can already find some sand greens in dry places like Saudi Arabia, Australia, and some U.S. cities. In fact, some top golfers started on sand greens, like Steve Jones and Vijay Singh. They both went on to win major golf championships.

There are challenges with playing golf on sand, but challenges are what sports are all about! Sand greens are the best way to keep the fun in golf while we keep our responsibility to the earth.

## Apply

Write sentences about another way that people can save water. Begin with a clear message and then give two supporting details.

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# Problem and Solution

## Review the Rules

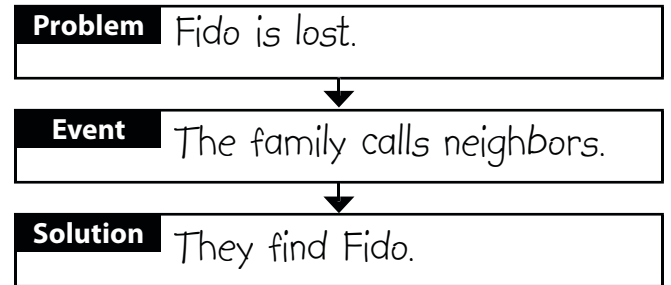
A story with problem-and-solution text structure

- starts with a problem that needs to be solved
- gives details about how the characters try to solve the problem
- tells the solution.

Read "Lost Dog" and the problem-and-solution chart.

**Lost Dog**

Fido was missing. It had been 24 hours. Jihan's family was worried. They began calling everyone in their neighborhood. Finally, they found Fido Mrs. Rogers house. He was visiting Fifi who had just had puppies!



## Practice

Read "The Band Competition" and complete the problem-and-solution chart.

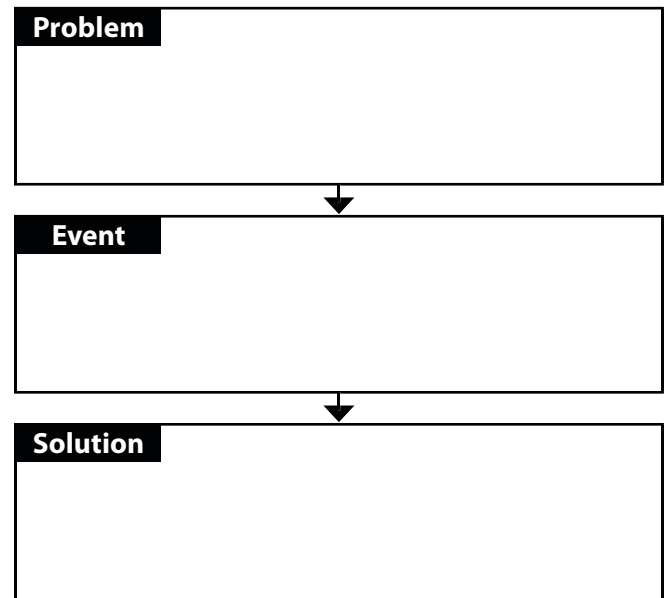
**The Band Competition**

"Jaime is sick. We have no drummer for the band competition. Meet at my house." Sam texted the other band members. They had worked hard for the competition and couldn't drop out now.

Antoine, the keyboarder, arrived late with a weird machine. "Here's a drummer," he shouted. "OK, it's a drum machine. I use it at home when I can't play with you guys."

They agreed to give it a try. Once they had programmed the machine, it was hard to tell that Jamie wasn't there.

As the band picked up their second place trophies at the competition that evening, Sam remarked, "Imagine what we can do next year with a real drummer!"



## Apply

Retell a story from one of your Small Group Reading books. State the problem, the actions taken to solve it, and the solution.

# Ask Questions

## Review the Rules

If you read something that doesn't make sense to you

- ask a question about what's unclear
- read on or think about what else you know to find the answer.

Read the first paragraph of "Roadside Attraction" and the example question and answer.

### Roadside Attraction

"I'm lost and out of gas," Damien mumbled, as his car rolled to a stop. He hated using a car that ran on gas. Most cars used fusion technology.

Suddenly, a hologram of a huge red eye appeared on the windshield. Damien smiled and waved. A metallic voice asked, "Do you require fuel?"

"Man, do!" he replied. His car was instantly scanned and refueled. Within minutes, Damien was on his way again. He had heard about aliens who provided roadside assistance. Unlike last time, this time he was lucky to find some helpful residents.

Cars that run on fusion technology instead of gas! When does this story take place?

I think about new hi-tech cars. Cars that run on fusion technology must refer to cars in the future. The story is set somewhere in the future.

## Practice

As you read the rest of the story, write at least two questions about parts of the text that don't make sense to you. Write the answers, too.

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## Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share your question and how you found the answer.

COPY READY

# Writing Trait: Organization

## Review the Rules

When you write, organize your ideas so your readers can follow them.

- Use an order that makes sense for your topic.
- Make sure the content flows smoothly.

## Practice

Use the Revising Marks to move two sentences and improve the organization of this story.

### Saving Ancient Greece

“Oh no!” Annika cried. She had slipped into a puddle on the way home and now her report about ancient Greece was a soggy mess.

“Can you print a new copy?” her brother Mark asked.

“Yes, but what about the maps and drawings? I spent hours on them!” Annika moaned.

Mark laid each damp page onto the ironing board. Then he carefully ironed each one until it was dry. Annika darkened the labels. It wasn’t perfect, but least she could turn in her report. The worst part of it was that her report was due tomorrow.

At school, Annika’s teacher, Mr. Mak, held up her report. It would be fun to tell Mark about her great day. “Look,” Mr. Mak told the class. “Annika made her pages look weathered and old, just like old artifacts from ancient Greece. Excellent work!”

Annika smiled.

## Apply

Write about a problem you have had. Organize your ideas to tell about the problem, what you did to solve it, and what happened.

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# Figurative Language

## Review the Rules

A metaphor compares two things by saying that one is another.

In the cafeteria, Millie was a butterfly, moving from one table to another

Personification gives human characteristics to things that are not human.

The furnace shouted and spat as it came to life.

## Practice

Read "The Day at Sea." List the metaphors and examples of personification. Explain the meaning of each one.

### The Day at Sea

The dark clouds were a thick, gray blanket, covering the sun. The wind began to cry out. The waves were violent monsters. They crashed angrily against our little boat, tossing it into the air each time they hit. The storm fought hard, but we fought harder! After thirty minutes, our tiny boat grabbed the soft sand. That beach was a well-earned trophy!

Metaphor	Explanation

Personification	Explanation

## Apply

Share and explain an example of figurative language from your Small Group Reading books.

# Ask Questions

## Review the Rules

To make sure you understand text, ask yourself questions.

- Ask a question about the information you do not understand.
- Read on to or think about what you already know to help you figure out the answer.

Read the first paragraph of "It's Worth It" and the example question and answer.

COPY READY

### It's Worth It

Each time a space shuttle lifts off, people object. Some people think space exploration is too expensive. Is space exploration worth the price tag?

Many amazingly useful products and technologies were first developed for space. For example, scratch-resistant lenses were first developed for NASA and are now commonly used in sunglasses. Also, companies now use the technology for freeze-dried meals, which were first developed as healthy space meals, to make products for the public. NASA technology has also been used to help follow and figure out the humpback whale's migration patterns. Without exploration, we wouldn't have these technologies advancements. The price tag is worth it.

Why do people object?

I read that they think space exploration is too expensive.

## Practice

As you read the rest of the article, write at least two questions about information you don't understand. Write the answers to your questions, too.

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## Apply

Tell a partner about questions you had about one of your Small Group Reading books. Be sure to share how you found the answer.



# Writing Trait: Word Choice

Reteach

## Review the Rules

When you write, choose words that

- are vivid, colorful, and descriptive
- catch the reader’s attention and imagination
- help the reader understand your message or story.

## Practice

Read each sentence. Circle the stronger word choice. Then read the sentences aloud.

- 1 The boy walked/inched along the hot, dirt/dusty path.
- 2 A big/enormous bolder/rock blocked the way.
- 3 The tired/exhausted boy studied/saw the rock.
- 4 He slipped/moved into a tiny cave and slept/dreamed for the rest of the hot/ firey day.

## Apply

Write three sentences to continue the story above. Choose your words carefully to help the reader understand your meaning.

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COPY READY

# Reteaching Masters Answer Key

## RT4.1 Cause and Effect

1. We nailed the windows shut because we knew a storm was coming.
2. The tsunami warning sounded so we moved to higher ground.
3. Since there were ten of us, we decided to stay in a hotel.
4. Because there was an earthquake, the power went out.
5. Residents were evacuated because of the flood.

## RT4.2 Ask Questions

Possible responses:

What is the bright red vehicle? (I read on and find out it is a tractor.)

Why does the dad say that people don't "know about these nowadays"?

(The story is set many years in the future, and the dad is explaining to Boyo a little about Earth history.)

## RT4.3 Uses of Reasons and Evidence

You probably know that a scorpion has a poisonous stinger, but did you know about its other amazing survival abilities? Scorpions do not need a lot of oxygen or water. When food is scarce, a scorpion can slow down its body and live on a few insects per year. But then, when prey comes its way, that same scorpion has the energy to deliver its quick, deadly strike. Scorpions can also survive in extreme environments. A group of scientists actually froze scorpions and then, the next day, watched the same scorpions thaw and walk away! There's much more to a scorpion's survival than just a sting!

## RT4.4 Ask Questions

Possible responses:

I read that Lucia is always thinking about not bumping into things. How does she avoid bumping into things? (The article says that the blind use guide dogs or a white cane. So maybe she uses either a guide dog or a white cane.)

What is a GPS system? (The article does not say, but I think it must have something to do with giving directions.)

## RT4.5 Writing Trait: Ideas

Possible responses:

Ever wonder how golf courses stay so green? The answer is simple: lots of water! Golf courses around the world use 2.5 billion gallons of water a day. That is a waste of water we can't afford.

More cities should build "sand greens" instead. On a sand green, golfers play on a mixture of sand and oil instead of grass that has to be watered, treated with chemicals, and cut regularly. Sand greens are less harmful to the environment, and they save billions of gallons of water each year. You can already find some sand greens in dry places like Saudi Arabia, Australia, and some U.S. cities. In fact, some top golfers started on sand greens, like Steve Jones and Vijay Singh. They both went on to win major golf championships.

~~There are challenges with playing golf on sand, but challenges are what sports are all about!~~ Sand greens are the best way to keep the fun in golf while we keep our responsibility to the earth.

## RT4.6 Problem and Solution

<b>Problem</b>	The band doesn't have a drummer for the competition
	↓
<b>Event</b>	Antoine brings a drum machine.
	↓
<b>Solution</b>	The band plays with the drum machine and wins second place at the competition.

## RT4.7 Ask Questions

Possible responses:

I read that a red eye hologram suddenly appeared on Damien's car. Is Damien in danger, and what's a hologram? (I read on and found out that Damien smiled and waved, so he's not in danger. The hologram spoke with a metallic voice, so I think it's some type of robot.)

I read that the car was scanned and refueled. Why was the car scanned? (I think about how people scan credit cards to pay for things to understand that maybe the hologram scanned the car as payment for the gas.)

# Reteaching Masters Answer Key, continued

## RT4.8 Writing Trait: Organization

"Oh no!" Annika cried. She had slipped into a puddle on the way home and now her report about ancient Greece was a soggy mess. The worst part of it was that her report was due tomorrow.

"Can you print a new copy?" her brother Mark asked.

"Yes, but what about the maps and drawings? I spent hours on them!" Annika moaned.

Mark laid each damp page onto the ironing board. Then he carefully ironed each one until it was dry. Annika darkened the labels. It wasn't perfect, but least she could turn in her report.

At school, Annika's teacher, Mr. Mak, held up her report. "Look," Mr. Mak told the class. "Annika made her pages look weathered and old, just like old artifacts from ancient Greece. Excellent work!"

Annika smiled. It would be fun to tell Mark about her great day.

## RT4.10 Ask Questions

Possible responses:

Which products were first developed for use in space? (I read on and find out that scratch-resistant lenses and freeze-dried meals were first developed for space travel.)

What is NASA? (The answer is not in the text, but as I read I think it must have something to do with space travel.)

## RT4.11 Writing Trait: Word Choice

1. The boy inched along the hot, dusty path.
2. An enormous bolder blocked the way.
3. The exhausted boy studied the rock.
4. He slipped into a tiny cave and dreamed for the rest of the fiery day.

## RT4.9 Figurative Language

Metaphor	Explanation
Clouds were a thick gray blanket, covering the sun...	The clouds were so thick that the sunlight could not get through them.
The waves were violent monsters.	The waves were frightening and violent.
The beach was a well-earned trophy!	The people fought so hard to get to the beach that it felt like a great reward to them.

Personification	Explanation
The wind began to cry out.	The wind made loud sounds.
...tossing it into the air each time they hit.	The waves made the boat go into the air each time they hit it.
The storm fought hard...	The storm was rough, and it was hard to get through it.
...our tiny boat grabbed the soft sand.	The boat landed on the beach.

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# Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
<b>K</b>	A	A-2		A-2	<b>K</b>
	B	3		3	
	C			4	
<b>1</b>	D	4	200L-400L	5	<b>1</b>
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
<b>2</b>		16	200L-400L		<b>2</b>
	K				
	L-M	18-28	300L-500L	18-20	
<b>3</b>	N-P	30-38	500L-700L	22-24	<b>3</b>
<b>4</b>	Q-R	40	650L-850L	26	<b>4</b>
<b>5</b>	S-U	44	750L-950L	28	<b>5</b>
<b>6</b>	V-W	50	850L-1000L		<b>6</b>

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.




# Grade 4 Unit 4 Cumulative Key Word List

ability (n)	defend (v)	limit (v)	region (n)
accelerate (v)	detail (n)	locate (v)	<b>relate (v)</b>
adaptation (n)	determine (v)	map (n)	relationship (n)
adventure (n)	discovery (n)	marriage (n)	<b>renewable (adj)</b>
analyze (v)	distance (n)	<b>material (n)</b>	resistance (n)
ancestor (n)	<b>effect (n)</b>	measure (v)	<b>resource (n)</b>
ancient (adj)	<b>electricity (n)</b>	medium (n)	response (n)
archaeologist (n)	<b>element (n)</b>	memory (n)	responsible (adj)
artifact (n)	elevation (n)	merchant (n)	risk (n)
astronaut (n)	empire (n)	migration (n)	ritual (n)
<b>atmosphere (n)</b>	environment (n)	mission (n)	role (n)
author's purpose	equator (n)	<b>modify (v)</b>	rotation (n)
<b>available (adj)</b>	examine (v)	mold (n)	route (n)
average (n)	experiment (n)	monitor (v)	scale (n)
balance (n)	exploration (n)	motion (n)	<b>scarce (adj)</b>
behavior (n)	express (v)	motive (n)	sequence (n)
belief (n)	feature (n)	musical (adj)	service (n)
<b>benefit (n)</b>	figurative language	narrator (n)	site (n)
border (n)	<b>flow (v)</b>	native (adj)	skill (n)
canyon (n)	<b>force (n)</b>	<b>natural (adj)</b>	solution (n)
capacity (n)	galleon (n)	navigation (n)	solve (v)
<b>cause (n)</b>	generalization (n)	object (n)	species (n)
ceremony (n)	<b>generate (v)</b>	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)	<b>stanza (n)</b>
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)	<b>hyperbole (n)</b>	planet (n)	technology (n)
competition (n)	imagine (v)	plateau (n)	theme (n)
conclusion (n)	imitate (v)	population (n)	threatened (adj)
<b>conservation (n)</b>	inference (n)	port (n)	tool (n)
constant (n)	influence (v)	pottery(n)	trade (v)
contain (v)	inhabitant (n)	<b>power (n)</b>	tradition (n)
continent (n)	inherit (v)	predator (n)	trait (n)
control (v)	<b>interact (v)</b>	preserve (v)	transport (v)
<b>convert (v)</b>	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)	<b>landscape (n)</b>	project (n)	volunteer (n)
currency (n)	language (n)	protect (v)	weave (v)
<b>current (adj)</b>	launch (v)	range (n)	
custom (n)	learn (v)	rate (n)	
decompose (v)	legend (n)	record (n)	

Words from Unit 4 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><b>You hear:</b> Way to go, Joe! Fantastic catch!</p> <p><b>You say:</b> 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><b>You hear:</b> "When did you know that something was missing?"</p> <p><b>You say:</b> "I knew that something was missing when I got to class."</p>

**2 Ask for help.**

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p><b>You say:</b> "Wait! Could you say that again more slowly, please?"</p> <p><b>Other options:</b> "Does 'violet' mean 'purple'?" "Is 'enormous' another way to say 'big'?"</p>

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**3 Use gestures and body language, and watch for them.**

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p> 
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

**4 Think about what you are learning.**

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> <li>• I can start a question with "is," "can," or "do". Do you have my math book?</li> <li>• I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. Where did you put my math book?</li> </ul>

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## Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

### Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

### On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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### Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
<b>Definition</b> Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous <b>refers to something that causes harm or injury.</b>
<b>Restatement</b> Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, <b>or result in injuries to climbers.</b>
<b>Synonym</b> Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. <b>Also dangerous</b> are very high altitudes that make it hard to breathe.
<b>Antonym</b> Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, <b>but</b> special gear keeps the climbers <b>safe.</b>
<b>Examples</b> Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. <b>For example</b> , they carry <b>extra food, equipment for heavy snowfall, and first-aid kits.</b>

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## Vocabulary Strategies, *continued*

### Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

### Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
  - key = button
  - + board = flat surface
  - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



**laptop** means "small portable computer," not "the top of your lap"

### Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange  
The prefix *re-* means "again." The word *arrange* means "to put in order."  
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

### Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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### Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er  
**verb**  
The word *teach* means "to give lessons." The suffix *-er* means "one who."  
A **teacher** is "a person who gives lessons."  
**noun**
2. Put the meanings of the word parts together.

### Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

### Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**  
inter + rupt + ion  
**prefix** **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**  
inter + rupt + ion = interruption  
**break** **a break in activity**

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## Vocabulary Strategies, *continued*

### Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

#### Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert <b>as sluggishly as a snail</b> .	Cory and a snail	They both move very slowly.
His skin was <b>like sheets of sandpaper</b> .	skin and sandpaper	They are both rough and very dry.

#### Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The <b>sun's rays were a thousand bee stings</b> on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only <b>companion was thirst</b> .	friend and thirst	His thirst was always there with him.

#### Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The <b>angry sun</b> kept punishing him.	sun	has feelings
A <b>cactus reached out</b> to him.	cactus	is able to be friendly

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### Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

#### What you say:

If the topic is Mars, I'm **all ears**.

#### 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

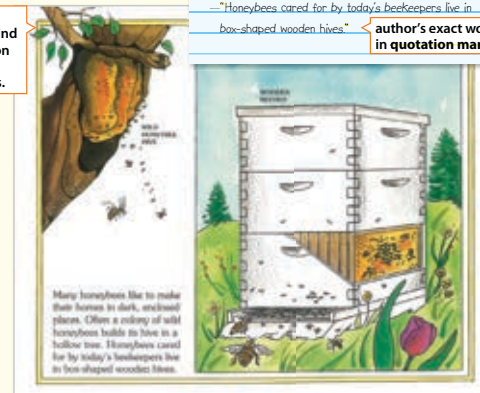
Where do honeybees live? < research question

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

**Rain forest**

**Rain forest**

Tropical rain forests have thick stands of tall trees. They are found where the weather is warm the year around, and there is plenty of rain. Most rain forests grow near the equator, a make-believe line around Earth’s middle. Africa, Asia and Central and South America have large rain forests. Smaller rain forests are found in Australia and islands in the Pacific. Tropical rain forests have some kinds of trees that are nowhere else in the world. More than half of all the kinds of plants and animals on Earth live in tropical rain forests. The tallest rain forest trees are as tall as 300 feet (90 meters). The treegoes have a leafy covering called the canopy.

Large rain forests are found in Africa, Asia, and Central and South America. Smaller rain forests are in Australia and islands in the Pacific.

188 The World Book Student Dictionary Encyclopedia

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.

article

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### Magazines

The date tells when the issue was published.

This is the title of the magazine.

This is the main topic of the issue.

These are some of the topics in the issue.

### ... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person’s answers.
- Choose the notes you’ll use for your writing



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## Writing and Research, *continued*

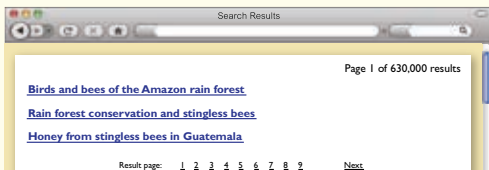
### Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

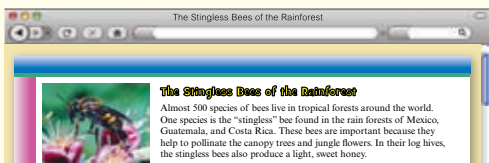
1. **Go to a search page.** Type in your key words. Click Search.



2. **Read the list of Web sites, or pages, that have your key words.** The underlined words are links to the Web sites.



3. **Click on a link to go directly to the site, or Web page.** Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.

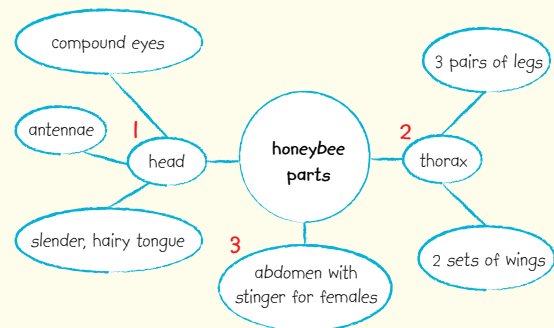


582

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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



583

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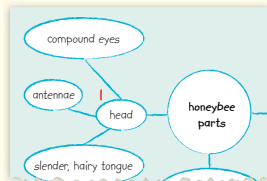
## Writing and Research, *continued*

### 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.

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### 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.

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**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?
<b>4</b>	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
<b>3</b>	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
<b>2</b>	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
<b>1</b>	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

**Development of Ideas**

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
<b>4</b>	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
<b>3</b>	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
<b>2</b>	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
<b>1</b>	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

## 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.

Other questions ask for more information. They start with words such as **Who, What, Where, When, and Why**.

**What** colors do you have?  
**Answer:** We have red and blue.  
**Where** can I try this on?  
**Answer:** You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!  
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please **bring** me a size 10.  
**Don't open** the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



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### Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.  
I **can't** find the right size.

### Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.  
The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.  
The other store has nicer shirts.

### Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.  
My **mom or** my dad always comes with me.

### Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.  
Sometimes we see a movie **or** just talk with our friends.

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**Sentences** *(continued)*

**Compound Sentences**

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction <b>and</b> to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, <b>and</b> I go with them.
Use a comma and the conjunction <b>but</b> to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, <b>but</b> I ride my bike.
Use a comma and the conjunction <b>or</b> to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, <b>or</b> you can ride with Dad.

**Complex Sentences**

When you join independent and dependent clauses, you can make a complex sentence.

An <b>independent clause</b> expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A <b>dependent clause</b> does not express a complete thought. It is not a sentence.	before it gets busy
To make a <b>complex sentence</b> , join an <b>independent clause</b> with one or more <b>dependent clauses</b> . If the dependent clause comes first, put a <b>comma</b> after it.	<b>Before it gets busy,</b> Mom and her friends walk around the mall for exercise.



**Nouns**

Nouns name people, animals, places, or things.

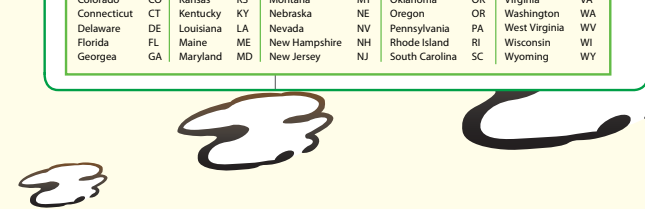
**Common Nouns and Proper Nouns**

There are two kinds of nouns.

A <b>common noun</b> names any person, animal, place, or thing of a certain type.	I know that <b>girl</b> . She rides a <b>horse</b> . I sometimes see her at the <b>park</b> . She walks her <b>dog</b> there.
A <b>proper noun</b> names a particular person, animal, place, or thing.	I know <b>Marissa</b> . I sometimes see her at <b>Hilltop Park</b> . She walks her dog <b>Chase</b> there.
<ul style="list-style-type: none"> <li>Start all the important words with a capital letter.</li> <li>Start the names of streets, cities, and states with a capital letter.</li> <li>Also use capital letters when you abbreviate state names.</li> </ul>	Her family is from <b>Dallas, Texas</b> . They live on <b>Crockett Lane</b> .

**Abbreviations for State Names in Mailing Addresses**

Alabama	AL	Hawaii	HI	Massachusetts	MA	New Mexico	NM	South Dakota	SD
Alaska	AK	Idaho	ID	Michigan	MI	New York	NY	Tennessee	TN
Arizona	AZ	Illinois	IL	Minnesota	MN	North Carolina	NC	Texas	TX
Arkansas	AR	Indiana	IN	Mississippi	MS	North Dakota	ND	Utah	UT
California	CA	Iowa	IA	Missouri	MO	Ohio	OH	Vermont	VT
Colorado	CO	Kansas	KS	Montana	MT	Oklahoma	OK	Virginia	VA
Connecticut	CT	Kentucky	KY	Nebraska	NE	Oregon	OR	Washington	WA
Delaware	DE	Louisiana	LA	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Florida	FL	Maine	ME	New Hampshire	NH	Rhode Island	RI	Wisconsin	WI
Georgia	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY



**Nouns** *(continued)*

**Singular and Plural Count Nouns**

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add <b>-s</b> to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add <b>-es</b> to count nouns that end in <b>x, ch, sh, ss, z,</b> and sometimes <b>o</b> .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus <b>y</b> , change the <b>y</b> to <b>i</b> and then add <b>-es</b> . For nouns that end in a vowel plus <b>y</b> , just add <b>-s</b> .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



**Noncount Nouns**

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

<b>Weather Words</b>	fog heat lightning thunder rain <b>YES:</b> Thunder and lightning scare my dog. <b>NO:</b> Thunders and lightnings scare my dog.
<b>Food Words</b> Some food items can be counted by using a measurement word such as <b>cup, slice, glass,</b> or <b>head</b> plus the word <b>of</b> . To show the plural form, make the measurement word plural.	bread corn milk rice soup <b>YES:</b> I'm thirsty for <b>milk</b> . I want <b>two glasses of milk</b> . <b>NO:</b> I'm thirsty for milks. I want milks.
<b>Ideas and Feelings</b>	fun help honesty luck work <b>YES:</b> I need <b>help</b> to finish my homework. <b>NO:</b> I need helps to finish my homework.
<b>Category Nouns</b>	clothing equipment mail money time <b>YES:</b> My football <b>equipment</b> is in the car. <b>NO:</b> My football equipments is in the car.
<b>Materials</b>	air gold paper water wood <b>YES:</b> Is the <b>water</b> in this river clean? <b>NO:</b> Is the waters in this river clean?
<b>Activities and Sports</b>	baseball dancing golf singing soccer <b>YES:</b> I played <b>soccer</b> three times this week. <b>NO:</b> I played soccers three times this week.



## Grammar, Usage, Mechanics, and Spelling *continued*

### Nouns *(continued)*

#### Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

**Some jokes** are funny.  
Do you have a **favorite joke**?  
I have **an uncle** who knows a lot of jokes.  
It is **an event** when my uncle comes to visit.  
He lives about **an hour** away from us.

He drives in ~~a~~ snow, ~~a~~ fog, or ~~a~~ ice to get here.

Uncle Raul is **the** uncle I told you about.  
**The** jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.  
He used to live in **Brazil**.  
He speaks **English** and **Spanish**.  
Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.  
Sometimes he'll play **soccer** with me.  
Then we go to **Sal's Café** to eat.  
He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

**This** book has a lot of photographs.

**Those** books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

### Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.  
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.  
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?  
The **men's** scores are the highest.



## Grammar, Usage, Mechanics, and Spelling *continued*

### Pronouns

A pronoun takes the place of a noun or refers to a noun.

#### Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.  
Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.  
**She** will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.  
**He** added the pictures to the report.

Use **it** for a thing.

The report is almost done.  
**It** will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?  
Yes, Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.  
**They** will record each presentation.

### Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

**Julia** is a good speaker.  
**She** tells the class about Mars.

**The photos** show the surface of Mars.  
**They** are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

### Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."  
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.  
The class asked **them** about Mars.

Jack put **the report** online.  
Jack put **it** online.  
Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

### Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

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**.



### Adjectives

An adjective describes, or tells about, a noun.

#### How Adjectives Work

Usually, an **adjective** comes before the noun it tells about. But, an **adjective** can also appear after verbs such as *is, are, look, feel, smell, and taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.  
The shoppers are **happy**.



#### Adjectives describe

- 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.

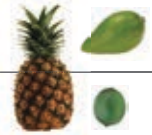
If you can count what you see, use:		If you can't count what you see, use:	
many	several	much	not much
a lot of	only a few	a lot of	only a little
few	not any	a little	not any
some	no	some	no

### 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**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large **er** nice **er**  
larger nicer  
largest nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty **i** crazy **i**  
prettier crazier  
prettiest craziest

- If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add **-er** or **-est**.

big **g** sad **d**  
bigger sadder  
biggest saddest

A few adjectives have special forms for comparing things.

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**.

**YES:** Of all the fruit, the guavas are the **most colorful**.  
**NO:** Of all the fruit, the guavas are the colorfulst.  
**YES:** The oranges are **more delicious** than the pears.  
**NO:** The oranges are deliciouser than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do **not** use both.

The oranges are the **most** juicy of all the fruits.

### Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

#### Action Verbs

An **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	was
are	were
is	

#### 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.  
**They're** riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with <i>Be</i>	
I + am = <b>I'm</b>	she + is = <b>she's</b>
you + are = <b>you're</b>	where + is = <b>where's</b>
we + are = <b>we're</b>	what + is = <b>what's</b>

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with <i>Have and Will</i>	
I + have = <b>I've</b>	he + has = <b>he's</b>
you + have = <b>you've</b>	I + will = <b>I'll</b>
they + have = <b>they've</b>	it + will = <b>it'll</b>

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with <i>Not</i>	
do + not = <b>don't</b>	have + not = <b>haven't</b>
did + not = <b>didn't</b>	has + not = <b>hasn't</b>
are + not = <b>aren't</b>	could + not = <b>couldn't</b>
was + not = <b>wasn't</b>	should + not = <b>shouldn't</b>

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.



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#### 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



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## Grammar, Usage, Mechanics, and Spelling *continued*

### Verbs, (continued)

#### Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

She **will remove** all the dirt.

She **is going to remove** all the dirt.  
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.  
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.  
Pedro **is not** going to believe it.  
Her bike **will not** be a mess any longer.



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### 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.

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### 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 <b>where</b> something is.													
Some prepositions show <b>direction</b> .													
Some prepositions tell <b>when something happens</b> .	<table border="0"> <tr> <td><b>before</b> lunch</td> <td><b>in</b> 2003</td> <td><b>on</b> September 16</td> </tr> <tr> <td><b>during</b> lunch</td> <td><b>in</b> September</td> <td><b>at</b> four o'clock</td> </tr> <tr> <td><b>after</b> lunch</td> <td><b>in</b> the afternoon</td> <td><b>from</b> noon to 3:30</td> </tr> </table>	<b>before</b> lunch	<b>in</b> 2003	<b>on</b> September 16	<b>during</b> lunch	<b>in</b> September	<b>at</b> four o'clock	<b>after</b> lunch	<b>in</b> the afternoon	<b>from</b> noon to 3:30			
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Other prepositions have many uses.	<table border="0"> <tr> <td><b>about</b></td> <td><b>among</b></td> <td><b>for</b></td> <td><b>to</b></td> </tr> <tr> <td><b>against</b></td> <td><b>at</b></td> <td><b>from</b></td> <td><b>with</b></td> </tr> <tr> <td><b>along</b></td> <td><b>except</b></td> <td><b>of</b></td> <td><b>without</b></td> </tr> </table>	<b>about</b>	<b>among</b>	<b>for</b>	<b>to</b>	<b>against</b>	<b>at</b>	<b>from</b>	<b>with</b>	<b>along</b>	<b>except</b>	<b>of</b>	<b>without</b>
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Prepositional Phrases	
A <b>prepositional phrase</b> starts with a <b>preposition</b> and ends with a <b>noun</b> or a <b>pronoun</b> . Use prepositional phrases to add information or details to your writing.	<p><b>At our school</b>, we did many activities <b>for Earth Day</b>.</p> <p>We picked up the trash <b>along the fence</b>.</p> <p>Then we planted some flowers <b>next to it</b>.</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 <b>capital letter</b> at the beginning of a sentence.	<b>O</b> ur class is taking an exciting field trip. <b>We</b> are going to an airplane museum.																																								
Always use a capital letter for the pronoun <b>I</b> .	My friends and <b>I</b> can't wait!																																								
Use a capital letter for a person's <ul style="list-style-type: none"> <li>• first and last name</li> <li>• initials</li> <li>• title</li> </ul>	<b>Matt J. Kelly</b> and <b>Matt Ross</b> will ride with <b>Dr. Bye</b> , <b>Magdalena</b> and I are going with <b>Mrs. Liu</b> .																																								
Use a capital letter for the names of <ul style="list-style-type: none"> <li>• the days of the week and their abbreviations</li> <li>• the twelve months of the year and their abbreviations</li> </ul>	<p>We're going the first <b>S</b>aturday in <b>J</b>anuary.</p> <table border="0"> <tr> <td><b>Days of the Week</b></td> <td><b>Months of the Year</b></td> </tr> <tr> <td><b>S</b>unday</td> <td><b>S</b>un.</td> </tr> <tr> <td><b>M</b>onday</td> <td><b>M</b>on.</td> </tr> <tr> <td><b>T</b>uesday</td> <td><b>T</b>ue.</td> </tr> <tr> <td><b>W</b>ednesday</td> <td><b>W</b>ed.</td> </tr> <tr> <td><b>T</b>hursday</td> <td><b>T</b>hurs.</td> </tr> <tr> <td><b>F</b>riday</td> <td><b>F</b>ri.</td> </tr> <tr> <td><b>S</b>aturday</td> <td><b>S</b>at.</td> </tr> <tr> <td></td> <td><b>J</b>anuary</td> </tr> <tr> <td></td> <td><b>F</b>eb.</td> </tr> <tr> <td></td> <td><b>M</b>arch</td> </tr> <tr> <td></td> <td><b>A</b>pril</td> </tr> <tr> <td></td> <td><b>M</b>ay</td> </tr> <tr> <td></td> <td><b>J</b>une</td> </tr> <tr> <td></td> <td><b>J</b>uly</td> </tr> <tr> <td></td> <td><b>A</b>ugust</td> </tr> <tr> <td></td> <td><b>S</b>eptember</td> </tr> <tr> <td></td> <td><b>O</b>ctober</td> </tr> <tr> <td></td> <td><b>N</b>ovember</td> </tr> <tr> <td></td> <td><b>D</b>ecember</td> </tr> </table> <p><b>These months are not abbreviated.</b></p>	<b>Days of the Week</b>	<b>Months of the Year</b>	<b>S</b> unday	<b>S</b> un.	<b>M</b> onday	<b>M</b> on.	<b>T</b> uesday	<b>T</b> ue.	<b>W</b> ednesday	<b>W</b> ed.	<b>T</b> hursday	<b>T</b> hurs.	<b>F</b> riday	<b>F</b> ri.	<b>S</b> aturday	<b>S</b> at.		<b>J</b> anuary		<b>F</b> eb.		<b>M</b> arch		<b>A</b> pril		<b>M</b> ay		<b>J</b> une		<b>J</b> uly		<b>A</b> ugust		<b>S</b> eptember		<b>O</b> ctober		<b>N</b> ovember		<b>D</b> 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 <b>C</b> hristmas, <b>K</b> wanzaa, and <b>N</b> ew <b>Y</b> ear's <b>D</b> ay. <b>E</b> arth <b>D</b> ay <b>F</b> ourth of <b>J</b> uly <b>H</b> anukkah <b>T</b> 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"> <li>• public places, buildings, and organizations</li> <li>• streets, cities, and states</li> <li>• landforms and bodies of water, continents, and planets and stars</li> </ul>	<p>The <b>W</b>ilson <b>A</b>irplane <b>M</b>useum is in the <b>V</b>eterans <b>M</b>emorial <b>H</b>all. It's in the middle of <b>V</b>eterans <b>P</b>ark, right next to the <b>P</b>iney <b>W</b>oods <b>Z</b>oo.</p> <p>The museum is on <b>F</b>light <b>A</b>venue. It is the biggest airplane museum in <b>F</b>lorida. It's the biggest in the whole <b>U</b>nited <b>S</b>tates!</p> <table border="0"> <tr> <td><b>Landforms and Bodies of Water</b></td> <td><b>Continents</b></td> <td><b>Planets and Stars</b></td> </tr> <tr> <td><b>R</b>ocky <b>M</b>ountains</td> <td><b>A</b>frica</td> <td><b>E</b>arth</td> </tr> <tr> <td><b>S</b>ahara <b>D</b>esert</td> <td><b>A</b>ntarctica</td> <td><b>M</b>ars</td> </tr> <tr> <td><b>G</b>rand <b>C</b>anyon</td> <td><b>A</b>sia</td> <td>the <b>B</b>ig <b>D</b>ipper</td> </tr> <tr> <td><b>P</b>acific <b>O</b>cean</td> <td><b>A</b>ustralia</td> <td>the <b>M</b>ilky <b>W</b>ay</td> </tr> <tr> <td><b>C</b>olorado <b>R</b>iver</td> <td><b>E</b>urope</td> <td></td> </tr> <tr> <td><b>L</b>ake <b>E</b>rie</td> <td><b>N</b>orth <b>A</b>merica</td> <td></td> </tr> <tr> <td></td> <td><b>S</b>outh <b>A</b>merica</td> <td></td> </tr> </table>	<b>Landforms and Bodies of Water</b>	<b>Continents</b>	<b>Planets and Stars</b>	<b>R</b> ocky <b>M</b> ountains	<b>A</b> frica	<b>E</b> arth	<b>S</b> ahara <b>D</b> esert	<b>A</b> ntarctica	<b>M</b> ars	<b>G</b> rand <b>C</b> anyon	<b>A</b> sia	the <b>B</b> ig <b>D</b> ipper	<b>P</b> acific <b>O</b> cean	<b>A</b> ustralia	the <b>M</b> ilky <b>W</b> ay	<b>C</b> olorado <b>R</b> iver	<b>E</b> urope		<b>L</b> ake <b>E</b> rie	<b>N</b> orth <b>A</b> merica			<b>S</b> outh <b>A</b> merica	
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Use a capital letter for the names of countries and adjectives formed from the names of countries.	My friend Magdalena is <b>C</b> hilean. She says they don't have a museum like that in <b>C</b> 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 <b>F</b> irst <b>F</b> light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it " <b>V</b> anished from the <b>S</b> ky." What a great title!																								

### Punctuation Marks

Punctuation marks make words and sentences easier to understand.

period	question mark	exclamation point	comma	quotation marks	apostrophe

Period	
Use a <b>period</b> 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 <b>period</b> 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 <b>period</b> after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.	The salesperson gave me this business card: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Kitty B. Perry</b> Downtown Pet Sales 2456 N. Yale Ave. Houston, TX 77074</p> </div> <p><b>TX</b> is the abbreviation for the state of Texas.</p>
Question Mark	
Use a <b>question mark</b> <ul style="list-style-type: none"> <li>• at the end of a question</li> <li>• after a question that comes at the end of a statement.</li> </ul>	Do you want to go to the pet store with me? You can go right now, can't you?
Exclamation Point	
Use an <b>exclamation point</b> at the end of a sentence to show strong feelings.	I'm glad you decided to come! This is going to be fun!

## Grammar, Usage, Mechanics, and Spelling *continued*

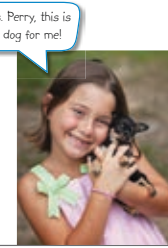
### Punctuation, *(continued)*

#### Commas

<p>Use a <b>comma</b></p> <ul style="list-style-type: none"> <li>when you write large numbers</li> <li>to separate three or more things in the same sentence</li> <li>before the words <b>and</b>, <b>but</b>, or <b>or</b> in a compound sentence.</li> </ul>	<p>There are more than 1,300 pets at this store.</p> <p>Should I get a dog, a cat, or a parrot?</p> <p>I came to the store last week, and the salesperson showed me some dogs.</p> <p>She was very helpful, but I couldn't make a decision.</p>
<p>Use a <b>comma</b> to set off</p> <ul style="list-style-type: none"> <li>short words like <b>Oh</b>, <b>Yes</b>, and <b>Well</b> that begin a sentence</li> <li>someone's exact words</li> </ul>	<p>Oh, what a hard decision!</p> <p>Well, I'd better choose something.</p> <p>The salesperson said, "This little dog wants to go with you."</p> <p>I said, "I like it, but I like those cats, too!"</p>
<p>Use a <b>comma</b> between two or more adjectives that tell about the same noun.</p>	<p>Do I get a big, furry puppy? Or do I get a cute, tiny kitten?</p>
<p>Use a <b>comma</b> in letters</p> <ul style="list-style-type: none"> <li>between the city and state</li> <li>between the date and the year</li> <li>after the greeting in a friendly letter</li> <li>after the closing</li> </ul>	<div style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <p style="text-align: center;">177 North Avenue New York, NY 10033 October 3, 2010</p> <p>Dear Aunt Mia,</p> <p>Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.</p> <p style="text-align: right;">Your niece, Becca</p> </div>

#### Quotation Marks

<p>Use quotation marks</p> <ul style="list-style-type: none"> <li>to show a speaker's exact words</li> <li>to show the exact words from a book or other printed material</li> <li>the title of a magazine or newspaper article</li> <li>the title of a chapter from a book.</li> </ul>	<p>"Ms. Perry, this is the dog for me!" Becca said.</p> <p>The ad said "friendly puppies" for sale.</p> <p>I saw the idea in the article "Keeping Your Pet Happy."</p> <p>Now I'm on the chapter "Working Dogs" in my book.</p>
<p>Use periods and commas inside quotation marks.</p>	<p>"Many dogs are good with people," Ms. Perry said. "You just have to decide if you want to big dog or a little one."</p>



#### Apostrophes

<p>Use an <b>apostrophe</b> when you write a <b>possessive noun</b>.</p>	<p>My <b>neighbor's</b> dog is huge.</p> <p>The <b>Smiths'</b> yard is just big enough for him.</p>
<p>Use an <b>apostrophe</b> to replace the letter or letters left out in a <b>contraction</b>.</p>	<p><b>Let's</b> go back to the pet store.</p> <p><b>I'll</b> look some more for the best pet for me.</p>



# 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	th Earth	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

### Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

### elevation

(el-u-vü-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-té) *noun*  
An **ability** is a skill.



This girl has the **ability** to play the flute.

### accelerate

(ik-se-lu-rät) *verb*  
When someone **accelerates** they move faster.



A racecar **accelerates** to the finish line.

### adaptation

(a-dap-tü-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

(änt-shunt) *adjective*  
When something is **ancient**, it is very old or it happened in the past.



There are **ancient** buildings all around the world.

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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-vü-lu-bul) *adjective*  
When something is **available**, it is ready to take.



Fresh fruit is **available** in summer.

### average

(a-vü-rij) *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-hä-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-nü-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-té) *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.

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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.*

**communication**  
(ku-myū-nu-kā-shun) *noun*  
**Communication** is the sharing of information.



*Cell phones have made **communication** easier.*

**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.*

**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.*

**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.



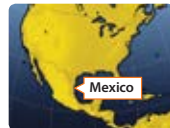
*The driver **controls** where the car goes.*

**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-tre) *noun*  
A **country** is a nation with its land and people.



*Mexico is a **country** in North America.*

**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-ät) *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.



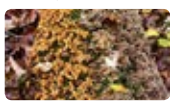
*Their **custom** is to eat cereal for breakfast.*

**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

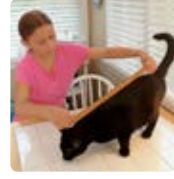
**material** ▶ **modify**

**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.*

**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**.*

**mission** (mī-shun) *noun*  
A **mission** is a job with a goal.



*Their **mission** is to rescue people after an earthquake.*

**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!*

**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.*

**object** (ōb-jekt) *noun*  
An **object** is something that isn't alive that you can touch and see.




*clock*

**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.




*remote control*

**natural** (na-chu-rul) *adjective*  
Something is **natural** if it wasn't made by humans.



*This is a **natural** rock formation.*

**object** (ōb-jekt) *noun*  
An **object** is something that isn't alive that you can touch and see.




*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** (fī-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


**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

**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-la-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


**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




**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** (wēv) *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.

**valley** (va-lé) *noun*  
A **valley** is a low area of land between two higher areas.



A tapestry is something people can **weave**. This one was made in Africa.

639



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# Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
<b>LITERATURE</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Integration of Knowledge and Ideas</b>						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
<b>INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
<b>Integration of Knowledge and Ideas</b>						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●



# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition</b>						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division ( <i>bas/ket, kit/ten</i> )		●	●			
VCCCV Syllable Division ( <i>hun/dred</i> )		●	●			
VCV Syllable Division ( <i>mu/sic, cab/in</i> )		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition, continued</b>						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
<b>Fluency</b>						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

## Writing

<b>Text Types and Purposes</b>						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

# Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Writing Skills</b>						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
<b>Production and Distribution of Writing</b>						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Production and Distribution of Writing, continued</b>						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
<b>Writing Traits</b>						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
<b>Research to Build and Present Knowledge</b>						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
<b>Range of Writing</b>						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

# Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
<b>Comprehension and Collaboration</b>						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
<b>Presentation of Knowledge and Ideas</b>						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

## Language

<b>Conventions of Standard English</b>						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●



Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

# Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Knowledge of Language</b>						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
<b>Vocabulary Acquisition and Use</b>						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

# Grade 4 Common Core Standards

## Reading

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
<b>Literature</b>			
<b>Key Ideas and Details</b>	<b>CC.4.Rlit.1</b>	(1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Unit 1:</b> SG18, SG19, SG20, SG21; <b>Unit 2:</b> 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; <b>Unit 3:</b> T166a, T169; <b>Unit 4:</b> T252, T253, T254–255, T256–257, T258, T259, T268, T268a, T269, T270c, T271, T272, T273; <b>Unit 5:</b> T288, T289, T291, T292, T293, T294, T297, T300, T301, T302, T302a, SG8, SG9, SG14, SG15; <b>Unit 6:</b> T356a, T357, T358, T359, T362–363, T364–365, T366–367, T368–369, T378, T378a, T379j; <b>Unit 7:</b> T475b, T476, T476a, T477, T481a, T482, SG20, SG21; <b>Unit 8:</b> T499, T500–501, T502–503, T504–505, T506–507, T509, T510–511, T512, T513, T513a, T514, T514a, T515, T559g
	<b>CC.4.Rlit.2</b>	(2) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>Unit 1:</b> T52, T57b, T58, T58a, T59, SG20, SG21, SG27; <b>Unit 2:</b> SG9, SG15; <b>Unit 3:</b> T143j, T147a, T148, T153, T158, T160, T161, T164, T166a, T167, T170, T173f, T173g, T173h, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 4:</b> T260, T262–263, T268, T269, SG21, SG27; <b>Unit 5:</b> T284, T285, T285a, T286, T296, T297, T300, T301, T302, T302a, T303, SG8, SG9, SG14, SG15; <b>Unit 6:</b> T358, T359, T372, T373, T376, T377, SG9, SG14, SG15; <b>Unit 7:</b> T470, T475, T476, T476a, SG21, SG27; <b>Unit 8:</b> T508, T509, T514, T514a, SG9, SG14, SG15
	<b>CC.4.Rlit.3</b>	(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).	<b>Unit 1:</b> T36, T37, T37a, T38, T38a, T48–49, T50–51, T53, T56, T65a, T65b, T65f, T65g, T65h; <b>Unit 2:</b> 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; <b>Unit 3:</b> T143i; <b>Unit 4:</b> T252, T253, T254–255, T256–257, T258, T259; <b>Unit 5:</b> T296, T298–299, T301a; <b>Unit 6:</b> T355a, T356, T356a, T357, T374–375, T376, T377a, T378, T378a, T385g, SG8, SG9; <b>Unit 7:</b> SG26; <b>Unit 8:</b> T500–501, T506–507, T508, T509, T510–511, T512, SG14
<b>Craft and Structure</b>	<b>CC.4.Rlit.4</b>	(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).	<b>Unit 1:</b> T4, T5, T5a, T6a, T7, T8, T36, T38a; <b>Unit 2:</b> T72, T74, T75, T75a, T76, T106, T107, T108, T108a, T109; <b>Unit 3:</b> SG15; <b>Unit 4:</b> 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; <b>Unit 5:</b> T284, T285, T285a, T288, T289, T314, T315, T316a, T317; <b>Unit 6:</b> T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; <b>Unit 7:</b> T426, T427, T428a, T429, T454, T455, T455a, T456a, T457, T458; <b>Unit 8:</b> T492, T493, T494a, T495, T526, T527, T528a, T529, T530, T531
	<b>CC.4.Rlit.5</b>	(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.	<b>Unit 3:</b> T173a, T173b, T173d; <b>Unit 4:</b> T272, T273; <b>Unit 6:</b> T361, T362–363, T364–365, T366–367, T368–369, T374–375, T383a
	<b>CC.4.Rlit.6</b>	(6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>Unit 5:</b> T292, T295; <b>Unit 7:</b> T478a, T478b; <b>Unit 8:</b> T540–541, T546–T547, T557a
<b>Integration of Knowledge and Ideas</b>	<b>CC.4.Rlit.7</b>	(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.	<b>Unit 3:</b> T153, T156–157, T159, T198a, T198b; <b>Unit 4:</b> T260, T261, T267
	<b>CC.4.Rlit.9</b>	(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.	<b>Unit 2:</b> T90, T91, T92–93, T94, T95, T95a, T97j, T98a, T98b, T99, T100, T102, T103a, T104, T105a, T105b, T105d, T105g, T105h; <b>Unit 6:</b> T379j, T385f, T385g, T385h; <b>Unit 7:</b> T481a, T482; <b>Unit 8:</b> T523a, T559g
<b>Range and Level of Text Complexity</b>	<b>CC.4.Rlit.10</b>	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T71j, T91, T92–93, T94, T95, T97j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 3:</b> T143j, T153, T154–155, T156–157, T158, T159, T160, T161, T162–163, T164, T165, T165a, T167j, T168c, T169, T170, T173r, SG6, SG7, SG8, SG9; <b>Unit 4:</b> T245r, T247, T247a, T248a, T249, T250, T251, T269j, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 5:</b> T281j, T284, T285a, T286, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 6:</b> T351j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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
<b>Informational Text</b>			
<b>Key Ideas and Details</b>	<b>CC.4.Rinf.1</b>	<b>(1)</b> Refer to details and examples in a text when explaining what the texts says and when drawing inferences from the text.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T106, T107, T107a, T108, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T128, T128a, T129, T129f, T129o, T130a, T130b, SG4, SG5, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 3:</b> T199, T202–203, T205a, T205b, T205d, T205f, T205g, SG10, SG11; <b>Unit 4:</b> T223, T224–225, T226–227, T228–229, T230–231, T236, T236a, T237, T237o, T238, T238a, T238b, T245a, T245b, T245d, SG14, SG15; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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
	<b>CC.4.Rinf.2</b>	<b>(2)</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T107a, T108, T113, T116–117, T118–119, T120–121, T124–125, T126–127, T128a, SG16, SG17, SG20, SG21, SG27; <b>Unit 3:</b> T174, T175a, T176, T181, T182–183, T184–185, T186–187, T188–189, T190, T192–193, T194–195, T196, T196a, T197, T205a, T205b, T205d, T205f, T205g, SG20, SG21, SG27; <b>Unit 4:</b> SG9, SG15; <b>Unit 5:</b> T324–325, T326–327, T328–329, T330, T336a, T341, T342, T343, SG21, SG27; <b>Unit 6:</b> T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T406, T408, SG18, SG19, SG20, SG21, SG22, SG23, SG27; <b>Unit 7:</b> T440, T441, T442, T453f, T453g, SG9, SG15; <b>Unit 8:</b> T525a, T525b, T538, SG16, SG17, SG21, SG26, SG27
	<b>CC.4.Rinf.3</b>	<b>(3)</b> 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.	<b>Unit 1:</b> T1i; <b>Unit 2:</b> T105r, T129f, SG22, SG23; <b>Unit 3:</b> SG16, SG17; <b>Unit 4:</b> T213j; <b>Unit 5:</b> T306–307, T310, T311, T313d, T313f, T313g, T313h, T337o, T338a, T338b, T345a, T345d, T345f, T345g, SG26, SG27; <b>Unit 6:</b> T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409h; <b>Unit 7:</b> T446a, T446b, T477j, SG14, SG22, SG23
<b>Craft and Structure</b>	<b>CC.4.Rinf.4</b>	<b>(4)</b> 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.	<b>Unit 1:</b> T4, T5, T5a, T6, T6a, T7, T36, T38a, T39, T40, T41, SG16, SG17; <b>Unit 2:</b> T74, T75, T76, T97q, T98, T98c, T99, T105c, T105e, T106, T107, T108, T108a, T109, SG10, SG11; <b>Unit 3:</b> T174, T175, T175a, T176, T176a, T177, T190, T191, T205d, T205e; <b>Unit 4:</b> T216, T217, T218a, T219, T237o, T238, T238c, T245a, T245b, T245c, T245e, T245h, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T270c, T271, SG16, SG17; <b>Unit 5:</b> T284, T285, T285a, T286, T287, T314, T315, T316a, T317, T344; <b>Unit 6:</b> T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; <b>Unit 7:</b> T426, T427, T428a, T429, T453d, T453h, T454, T455, T456a, T458, SG4, SG5; <b>Unit 8:</b> T492, T493, T494a, T495, T496, T526, T527, T528a, T529, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559f, T559h
	<b>CC.4.Rinf.5</b>	<b>(5)</b> 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.	<b>Unit 1:</b> T35a, T35b, T35d, T35f, T35g, SG4, SG5, SG22, SG23; <b>Unit 2:</b> T137a, T137b, T137d; <b>Unit 4:</b> T217, T217a, T223, T224–225, T226–227, T228–229, T230–231, T233, T234, T236a, SG8, SG14, SG20, SG22, SG23; <b>Unit 5:</b> T305, T306–307, T308–309, T310, T311, T315a, T316, T336a, T343a, T345, T345a, T345b, T345d, T345f, T345g, T345h, SG20; <b>Unit 6:</b> T383a, T387a, T388, SG17, SG20; <b>Unit 7:</b> T427a, SG8; <b>Unit 8:</b> T540–541, T546–547, SG4, SG5, SG8, SG10, SG11
	<b>CC.4.Rinf.6</b>	<b>(6)</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	<b>Unit 6:</b> SG4, SG5; <b>Unit 7:</b> T483a, T483b, T483f, T483g
<b>Integration of Knowledge and Ideas</b>	<b>CC.4.Rinf.7</b>	<b>(7)</b> 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.	<b>Unit 1:</b> T1i, T2, T3, T27h, T59i, T59j; <b>Unit 2:</b> T72, T73, T113, T114–115, T116–117, T120–121, T122; <b>Unit 3:</b> T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T198a, T198b, T200–201, T203a, T204a, SG22, SG23, SG26; <b>Unit 4:</b> T213i, T214, T215, T223, T224–225, T226–227, T232, T233, T234, T235, T236a, T237, T237h, T245r, SG4, SG5, SG10, SG11; <b>Unit 5:</b> T281j, T282, T283, T303i, T313r, T338c, T340, T341, T342, SG16, SG17; <b>Unit 6:</b> T351j, T380c, T382, T383, T385a, T385b, T385r, T390, T392, T394–395, T396–397, T398–399, T402, T415a, SG10, SG11; <b>Unit 7:</b> T432, T433, T434–435, T436–437, T438, T439, T441, T442, T443, SG16, SG17; <b>Unit 8:</b> T490, T491, SG22, SG23
	<b>CC.4.Rinf.8</b>	<b>(8)</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>Unit 2:</b> T137a, T137b, T137d, T137f, T137g, T137h; <b>Unit 3:</b> SG4, SG5; <b>Unit 4:</b> T238a, T238b, T240, T241, T242, T243a, T244, T245a, T245b, T245d, T245f, T245g, T245h; <b>Unit 5:</b> T313a, T313b; <b>Unit 7:</b> T448, T449, T453a, T453b, T453d, T453g; <b>Unit 8:</b> T516a, T516b
	<b>CC.4.Rinf.9</b>	<b>(9)</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Unit 2:</b> T135a, T136; <b>Unit 5:</b> T303j, SG4, SG5; <b>Unit 6:</b> T385r, T409, T417f, T417g, T417h; <b>Unit 7:</b> T423o, T423p, T445a, T445b, T445h, T478b; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T97j, T105r, T109, T110, T111, T129f, T130c, T131, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T1j, T1k, T27h, T27i, T27j, T27o, T28, T28c, T35d, T35e, T35r, T35s, T59j, T59k, T59l; <b>Unit 2:</b> T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130, T130c, T137c, T137e; <b>Unit 3:</b> T143j, T143k, T143l, T167j, T173r, T197h, T197j; <b>Unit 4:</b> T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T269j, T269k, T269l; <b>Unit 5:</b> T281j, T281k, T303j, T303k, T313r, T313s, T337h; <b>Unit 6:</b> T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385s, T385t, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; <b>Unit 7:</b> T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T1j, T27h, T27i, T27j, T27o, T28, T28c, T35c, T35e, T35r, T35s, T35t, T37a, T40, T59j, T59k, T59l; <b>Unit 2:</b> T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130c, T137c, T137e; <b>Unit 3:</b> T143j, T143k, T167j, T167k, T167l, T173r, T173s, T173t, T197h, T197i, T205c; <b>Unit 4:</b> T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T245t, T269j, T269k, T269l; <b>Unit 5:</b> T281j, T281k, T281l, T303j, T303k, T313r, T313s, T337h; <b>Unit 6:</b> T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385e, T385r, T385s, T385t, T409h, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; <b>Unit 7:</b> T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T5a, T8, T14–15, T21, T27h, T28a, T29, T34, T35b, T35r, T37a, T40, T44–45, T53, T61, T64, T65b; <b>Unit 2:</b> T71j, T75a, T81, T82–83, T99, T104, T104a, T105a, T105b, T105r, T107a, T110, T129o, T130a, T131, T136, T137b; <b>Unit 3:</b> T147a, T154–155, T161, T169, T173r, T175a, T178, T182–183, T198a, T199, T203a, T205b; <b>Unit 4:</b> 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; <b>Unit 5:</b> T281j, T285a, T288, T292, T297, T304a, T305, T312, T313b, T313r, T315a, T318, T322–323, T331, T338a, T339, T345b; <b>Unit 6:</b> 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; <b>Unit 7:</b> T423j, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T453r, T455a, T458, T462–463, T471, T478a, T479, T482, T483b; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T14–15, T21, T29, T44–45, T53, T60a, T61; <b>Unit 2:</b> 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; <b>Unit 3:</b> T154–155, T161, T182–183, T191, T198a, T199; <b>Unit 4:</b> 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; <b>Unit 5:</b> T292, T297, T305, T322–323, T331, T339; <b>Unit 6:</b> 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; <b>Unit 7:</b> T434–435, T441, T447, T462–463, T471, T479, T482; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T14–15, T21, T26a, T35r, T44–45, T53, T59; <b>Unit 2:</b> T71j, T81, T82–83, T90, T91, T97, T105r, T112, T114–115, T129; <b>Unit 3:</b> T143j, T167, T171a, T173b, T182–183, T197; <b>Unit 4:</b> T213j, T236a, T245r, T269i, T268a, T269; <b>Unit 5:</b> T281j, T292, T297, T302a, T313r, T322–323, T331, T337; <b>Unit 6:</b> T351i, T362–363, T364–365, T368–369, T374–375, T376, T379, T385r, T393, T394–395, T405, T409; <b>Unit 7:</b> T423j, T434–435, T441, T445, T453r, T462–463, T471, T477; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T35r, T59j; <b>Unit 2:</b> T71j, T97j, T105r, T129f; <b>Unit 3:</b> T143j, T167j, T173r, T173t, T197h; <b>Unit 4:</b> T213j, T237h, T245r, T269j; <b>Unit 5:</b> T281j, T303j, T337h; <b>Unit 6:</b> T351j, T379j, T385r, T409h; <b>Unit 7:</b> T423j, T445h, T453r, T477j; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T35r, T58; <b>Unit 2:</b> T96, T97, T105d, T137d; <b>Unit 3:</b> T166, T171, T202–203; <b>Unit 4:</b> T237m, T237n, T238b, T245j, T245k, T281; <b>Unit 5:</b> T313q, T337m, T337n, T346, T347, T348, T349; <b>Unit 7:</b> T445g; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T35q; <b>Unit 2:</b> T137d; <b>Unit 4:</b> T237m, T237n, T245j, T245k; <b>Unit 5:</b> T337m, T337n, T346, T347, T348, T349; <b>Unit 7:</b> T445g; <b>Unit 8:</b> T525i, T525j, T525k, T525l, T560, T561	
	CC.4.W.1.b	(b) Provide reasons that are supported by facts and details.	<b>Unit 1:</b> T35q; <b>Unit 2:</b> T96, T97, T105d, T137d; <b>Unit 3:</b> T171, T202–203; <b>Unit 4:</b> T237m, T237n, T245i, T245j, T245k; <b>Unit 5:</b> T346, T347, T348, T349; <b>Unit 8:</b> 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).	<b>Unit 1:</b> T35q; <b>Unit 2:</b> T137d; <b>Unit 4:</b> T237m, T237n, T245i, T245j, T245k; <b>Unit 5:</b> T346, T347, T348, T349; <b>Unit 8:</b> T515i, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.d	(d) Provide a concluding statement or section related to the opinion presented.	<b>Unit 5:</b> T337m, T337n, T347, T348; <b>Unit 8:</b> T562, T563	
	CC.4.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Unit 1:</b> T27g, T27m, T27n, T35, T35i, T35j, T35k, T35l, T35q, T35w, T35x, T59i, T66, T67, T68, T69; <b>Unit 2:</b> T71i, T105q, T129e, T139; <b>Unit 3:</b> T148, T176, T178, T179, T197m, T197n; <b>Unit 4:</b> T213i, T237g, T245q; <b>Unit 5:</b> T303i, T303j, T313i, T313j, T313k, T313l, T337g, T345; <b>Unit 6:</b> T379i; <b>Unit 7:</b> T423i, T423o, T423p, T445a, T445b, T453i, T453j, T453k, T453l; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T59j; <b>Unit 2:</b> T129m, T129n, T138; <b>Unit 3:</b> T206–207, T208; <b>Unit 4:</b> T237g, T269i; <b>Unit 5:</b> T303o, T303p, T313j, T313k, T313l, T346, T347; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T35i, T35j, T35k, T35l, T35q, T35w, T35x, T66, T67, T68, T69; <b>Unit 2:</b> T138, T139, T140, T141; <b>Unit 3:</b> T197m, T197n, T208; <b>Unit 4:</b> T213i; <b>Unit 5:</b> T303o, T303p, T313i, T313j, T313q; <b>Unit 6:</b> T379i; <b>Unit 7:</b> 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).	<b>Unit 1:</b> T35w, T35x; <b>Unit 3:</b> T143o, T143p	
	CC.4.W.2.d	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Unit 1:</b> T35r; <b>Unit 2:</b> T71j; <b>Unit 4:</b> T267a, T268, T268a, T269; <b>Unit 8:</b> T489o, T489p, T525q, T549h	
	CC.4.W.2.e	(e) Provide a concluding statement or section related to the information or explanation offered.	<b>Unit 5:</b> T303i, T313q, T313r; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T27g, T59a, T59b, T59c, T59d; <b>Unit 2:</b> T71i, T71o, T71p, T97i; <b>Unit 3:</b> T143i, T167a, T167b, T167c, T167d, T196; <b>Unit 5:</b> T337i, T337j; <b>Unit 6:</b> T351i, T385q; <b>Unit 7:</b> T423i, T445g, T477a, T477b, T477c, T477d, T477i, T477o, T477p, T484, T485, T486, T487; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T35w, T35x; <b>Unit 2:</b> T71i, T97i, T97o, T97p, T105i, T105j, T105k, T105l; <b>Unit 4:</b> T245w, T245x, T269a, T269c; <b>Unit 5:</b> T337i; <b>Unit 6:</b> T351i, T385q; <b>Unit 7:</b> 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.	<b>Unit 2:</b> T105i, T105j, T105k, T105l; <b>Unit 5:</b> T281o, T281p, T303b, T303c, T303d; <b>Unit 6:</b> T385q; <b>Unit 7:</b> T453q, T477i	
	CC.4.W.3.c	(c) Use a variety of transitional words and phrases to manage the sequence of events.	<b>Unit 2:</b> T105i, T105j, T105k, T105l	
	CC.4.W.3.d	(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Unit 3:</b> T167o, T167p, T173i, T173j, T173k, T173l; <b>Unit 4:</b> T276, T277, T278, T279; <b>Unit 8:</b> T515a, T515b, T515c, T515d	
	CC.4.W.3.e	(e) Provide a conclusion that follows from the narrated experiences or events.	<b>Unit 7:</b> 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.)	<b>Unit 2:</b> T71o, T71p, T97a, T97b; <b>Unit 3:</b> T167a, T167b, T167c, T167d, T197g; <b>Unit 5:</b> T281i, T303i, T313q; <b>Unit 6:</b> T385q, T409g; <b>Unit 7:</b> T477j; <b>Unit 8:</b> 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.)	<b>Unit 1:</b> T1m, T27l, T35i, T35j, T35v, T59a, T59b, T59c, T59d, T59n, T66, T67, T68, T69; <b>Unit 2:</b> T71i, T71m, T71n, T97a, T97b, T97c, T97d, T97n, T105v, T129l, T138, T139, T140; <b>Unit 3:</b> T143p, T167a, T167b, T167c, T167d, T173i, T173j, T173k, T173l, T206–207, T208, T208a, T209, T210, T211; <b>Unit 4:</b> T213m, T213n, T237k, T237l, T245i, T245j, T245k, T245l, T245v, T269a, T269b, T269c, T269n, T276, T277, T278, T279; <b>Unit 5:</b> T281n, T303a, T303b, T303c, T303d, T303n, T313i, T313j, T313k, T313l, T313v, T337l, T346, T347, T348, T349; <b>Unit 6:</b> T351n, T379a, T379b, T379c, T379d, T379n, T385i, T385j, T385k, T385l, T385v, T409l, T418, T419, T420, T421; <b>Unit 7:</b> T423n, T445l, T453i, T453j, T453k, T453l, T453v, T477a, T477b, T477c, T477d, T477n, T484, T485, T486, T487; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T129e; <b>Unit 3:</b> T143j, T167a, T167b, T167c, T167d, T173r; <b>Unit 6:</b> T379o, T379p, T385j, T385k, T385l; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T1n, T1o, T27a, T27b, T27h, T35q, T59j; <b>Unit 2:</b> T71j, T97i, T97j, T105r, T105w, T105x, T129a, T129e, T129f; <b>Unit 3:</b> T173w, T173x, T197a, T197b, T208, T208a; <b>Unit 4:</b> T213i, T213o, T213p, T237a, T237b, T237g, T237h; <b>Unit 5:</b> T281j, T303j, T313q, T313r, T337a, T337b, T337g, T337h; <b>Unit 6:</b> T351j, T379j, T409a; <b>Unit 7:</b> T423j, T453r, T477j, T445a; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1h, T1i, T27h, T35q; <b>Unit 2:</b> T71i, T71j, T97i, T97j, T105r, T129a, T129b; <b>Unit 3:</b> T173w, T173x, T197a, T197b, T197h, T208a, T209; <b>Unit 4:</b> T213j, T213o, T213p, T237a, T237b; <b>Unit 5:</b> T313r, T313w, T313x, T337a, T337b, T337g, T337h; <b>Unit 6:</b> T385q, T385w, T385x, T409a, T409b, T409g, T409h; <b>Unit 7:</b> T423o, T423p, T445a, T445b, T453r; <b>Unit 8:</b> T489i, T515j, T525w, T525x, T549a, T549b
	CC.4.W.9	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Unit 1:</b> T6, T33, T35r, T38, T60b, T60c; <b>Unit 2:</b> T97j, T98a, T98b, T98c, T99, T126–127, T130b, T130, T131; <b>Unit 3:</b> T167j, T173r, T197h; <b>Unit 4:</b> T213o, T213p, T218, T237a, T237b, T243, T245a, T245d, T248, T273, T275a, T275d; <b>Unit 5:</b> T286, T304b, T311, T313w, T313x, T316, T337h, T338b, T343; <b>Unit 6:</b> 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; <b>Unit 7:</b> T439, T443, T446b, T481, T483d; <b>Unit 8:</b> 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.]”).	<b>Unit 1:</b> T50–51; <b>Unit 2:</b> T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T105f, T105g, T105h; <b>Unit 4:</b> T275c, T275d; <b>Unit 5:</b> T284, T286, T286a, T288, T289, T290, T295, T301b, T302; <b>Unit 6:</b> T356, T358, T359, T372, T374–375, T377a, T385d, T385g; <b>Unit 8:</b> 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”).	<b>Unit 1:</b> T6, T9, T35d, T35g, T38, T60b, T63, T65c, T65d, T65h; <b>Unit 2:</b> T137f, T137g, T137h; <b>Unit 3:</b> T174, T176, T180, T188–189, T205e, T205g; <b>Unit 4:</b> T216, T218, T235, T245a, T245b, T245d, T248, T275e, T275g, T275h; <b>Unit 5:</b> T314, T316, T316a, T318, T319, T320, T328–329; <b>Unit 6:</b> T390, T391, T396–397, T405, T406, T407, T408, T408a, T409, T417g; <b>Unit 7:</b> T439, T446b, T451, T453d, T478b, T483g; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> 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; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T92–93, T95a, T96, T96a, T97, T105q, T137d, T137h, T142, T143; <b>Unit 3:</b> 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; <b>Unit 4:</b> T213i, T245r; <b>Unit 5:</b> T313r; <b>Unit 6:</b> T379j, T385r, T409g; <b>Unit 7:</b> T423i, T423j, T477i, T483h; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T97i, T105f, T105g, T105h, T130a, T137f, T137h, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 3:</b> T144, T145, T160, T165, T166, T166a, T167, T173e, T173f, T173h, T212, T213, SG7, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 4:</b> T213i, T245f, T245g, T245h, T245r, T275e, T275f, T275g, T280, T281, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 5:</b> T313f, T313g, T313h, T345e, T345g, T345h, T350, T351, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 6:</b> T352, T353, T385h, T417h, T422, T423, SG6, SG7, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 7:</b> T424, T425, T453h, T488, T489, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T106, T107, T107a, T108a, T109, T110, T112, T128, T143; <b>Unit 3:</b> T152, T153, T154–155, T156–157, T158, T167q, T168a, T168b, T171a, T172, T173b, T197o; <b>Unit 4:</b> T216, T217, T218a, T219, T232, T233, T234, T235, T235a, T236, T236a, T237, T237h; <b>Unit 6:</b> 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.	<b>Unit 1:</b> T1h, T36, T37, T37a, T38a, T41, T59i; <b>Unit 2:</b> T90, T92–93, T95a, T96, T96a, T97, T105q, T106, T107, T107a, T129b, T137h, T143; <b>Unit 3:</b> T165b, T166, T166a, T167, T169, T170; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T27h, T27o, T28, T28a, T28b, T59q, T60, T60a, T60b; <b>Unit 2:</b> T97q, T98a, T98b, T130a, T130b; <b>Unit 3:</b> T173i, T173j, T173k, T176a, T177, T178, T179, T180, T182–183, T184–185; <b>Unit 4:</b> 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; <b>Unit 5:</b> T303q, T304, T304a, T304b, T315, T315a, T316, T316a, T318, T319, T337o, T338a, T338b; <b>Unit 6:</b> T380a, T380b, T409g, T409o, T410a, T410b; <b>Unit 7:</b> T445h, T445o, T446, T446a, T446b, T453q, T477q; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T2, T3, T59j; <b>Unit 2:</b> T71i, T90, T97i, T105q, T107a, T129e, SG21, SG27; <b>Unit 3:</b> T144, T145, T174, T175a, T181, T182–183, T184–185, T186–187, T188–189, SG21; <b>Unit 4:</b> T214, T232, T233, T234, T235, T237a, T237b, T237g, T245q; <b>Unit 5:</b> T281i, T313q, T337g; <b>Unit 6:</b> T380b, T385q, T409a, T409b, T409g; <b>Unit 7:</b> T424, T425, T432, T433, T434–435, T436–437, T438, T439, T445g, T453q, T477i; <b>Unit 8:</b> T515i, T525q	
	CC.4.SL.3	(3) Identify the reasons and evidence a speaker provides to support particular points.	<b>Unit 4:</b> T245i, T245j, T245k; <b>Unit 5:</b> 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.	<b>Unit 1:</b> T27a, T27b, T27g, T33a, T34, T34a, T35, T35d, T37a, T38, T58a, T59i, T63a, T64, T65, SG20, SG21; <b>Unit 2:</b> T97i, T103a, T014, T105, T105a, T105b, T105d, T105r, T129e, T135a, T136, T137, T142, T143, SG14; <b>Unit 3:</b> T171a, T172, T173q, T197a, T197b, T203a, T204, T205e; <b>Unit 4:</b> T213i, T237g, T237h, T243a, T244, T245, T269i, T269j, T273a, T274, T274a, T275, T281; <b>Unit 5:</b> T281i, T281j, T285, T286a, T288, T289, T303i, T303j, T311a, T312, T337a, T337b, T337g, T343a, T344, T345; <b>Unit 6:</b> T351j, T379i, T383a, T384, T385r, T388a, T408, T409g, T409h, T416; <b>Unit 7:</b> T445h, T451a, T452, T453r, T456a, T458, T481a, T482, SG20; <b>Unit 8:</b> 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.	<b>Unit 3:</b> T205e; <b>Unit 4:</b> T281; <b>Unit 5:</b> T303i; <b>Unit 6:</b> T351j, T379j; <b>Unit 7:</b> T445a, T445b, T477j; <b>Unit 8:</b> 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.)	<b>Unit 1:</b> T27g, T59i, T59o, T59p, T66, T67, T68, T69; <b>Unit 2:</b> T108a, T109, T110, T128, T129; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T27o, T28, T28c, T35c, T35e, T35f, T35g, T59q, T60, T60c, T61, T65c, T65d; <b>Unit 2:</b> T97q, T98, T98c, T99, T105c, T105e, T129f, T129o, T130, T130a, T130c, T131, T137a, T137b, T137c, T137e, T137f; <b>Unit 3:</b> T197j, T197o, T198, T198c, T199, T205c, T205d; <b>Unit 4:</b> T237h, T237o, T238, T238c, T240, T245a, T245c, T245e, T245h, T245q, T269q, T270c, T275c, T275d, T275e; <b>Unit 5:</b> 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; <b>Unit 6:</b> T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T412–413, T417c, T417e; <b>Unit 7:</b> T445o, T446, T446c, T453c, T453e, T477q, T478, T478c, T479, T481a, T482a, T483, T483c, T483e; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T98c, T105c, T105e; <b>Unit 4:</b> 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)	<b>Unit 3:</b> T167q, T168, T168c, T173c, T173e; <b>Unit 6:</b> 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.	<b>Unit 1:</b> T1k, T27o, T28, T35c, T35e; <b>Unit 2:</b> T97l, T129j, T130, T130c, T137a, T137b, T137c, T137e; <b>Unit 3:</b> T143l, T173c, T173e, T197j; <b>Unit 4:</b> T269l; <b>Unit 6:</b> T379l, T409i; <b>Unit 7:</b> T453t; <b>Unit 8:</b> T489l
	CC.4.L.5	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Unit 2:</b> T95a; <b>Unit 3:</b> T162–163, T164, T165a, T168a, T168b, T170, T171a, T173r, T197i, T197o, T198, T198c, T205c, SG14; <b>Unit 4:</b> 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; <b>Unit 5:</b> T281i, T303q, T304, T304b, T305, T306–307, T310, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T345c, T345e; <b>Unit 6:</b> T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417e; <b>Unit 7:</b> T423i; <b>Unit 8:</b> 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.	<b>Unit 3:</b> T168a, T168b, T170, T171a; <b>Unit 4:</b> T270a, T270b, T272, T273, T273a
	CC.4.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>Unit 1:</b> T44–45, T59q, T60, T60c, T61, T65c; <b>Unit 8:</b> 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).	<b>Unit 3:</b> T143l; <b>Unit 4:</b> SG26; <b>Unit 5:</b> T303q, T304, T304b, T304b, T305, T306–307, T310, T313c, T313e, T337o, T338, T338c, T345c, T345e; <b>Unit 8:</b> 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; <b>Unit 2:</b> 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; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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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## Mark-Up Models

**Illustrations:** 4.2 S1-3 Robert Mackenzie

**Photographs:** 4.1 S1-3 Shutterstock/Jim Lopes

## Cross Curricular Teamwork

5 Artville. 11 Alan D. Carey/PhotoDisc/Getty Images. 31 Stephen Aaron Rees/Shutterstock. 33 lemonlight features/Alamy. 38 (tc) Linda & Colin McKie/iStockphoto, (tr) C Squared Studios/Photo-Disc/Getty Images, (mc, mr) PhotoDisc/Getty Images. 48 Werner Pfunder/Photolibrary.

## Language Builder Picture Cards

E1-E2 Marilyn Angel Wynn/Nativestock Pictures. E3 Hemis.fr/SuperStock/SuperStock. E4 Robin Nelson/PhotoEdit. E5 Rolf Richardson/Alamy Images. E6 Nancy Carter/North Wind Picture Archives. E7 Andrew Woodley/Alamy Images. E8 Radius Images/Alamy Images. E9 Gary Conner/PhotoEdit. E10 Olga Rosario Avendano/epa/Corbis. E11 Todd Gipstein/Corbis. E12 Bob Krist/Corbis. E13 V1/Alamy Images. E14 Marsha Goldenberg/Shutterstock. E15 Mihai Dancaescu/Shutterstock. E16 Radius Images/Alamy Images. E17 Cindy Haggerty/Shutterstock. E18 Corel. E19 David G. Miller/Getty Images. E20 Master le. E21 Susan E. Degginger/Alamy Images. E22 Nick Koudis/Digital Vision/Getty Images. E23 Steven Senne/AP Images. E24 moodboard/Alamy Images. E25 Jim Parkin/iStockphoto. E26 David H. Wells/Corbis. E27 Alexander Chaikin/Shutterstock. E28 Richard T. Nowitz/Corbis. E29 Arthur Tilley/Jupiterimages. E30 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E31 David S. Boyer and Arlan R. Wiker/National Geographic Image Collection. E32 Sue Flood/Getty Images. E33 Jason Gilmore/National Geographic Image Collection. E34 Richard Coomber/Taxi/Getty Images. E35 Kiyomasa Miyashita/Yamanashi Fujicolor/Dex Image/Getty Images. E36 Stephen Alvarez/National Geographic Image Collection. E37 Bill Brooks/Alamy Images. E38 Frank and Helen Schreider/National Geographic Image Collection. E39 W. Robert Moore/National Geographic Image Collection. E40 Glen Allison/Photodisc/Getty Images. E41 Belinda Pretorius/Shutterstock. E42 Luc Novovitch/Alamy Images. E43 James P. Blair/National Geographic Image Collection. E44 Norbert Michalke/imagebroker/Alamy Images. E45 Nobor/Shutterstock. E46 Brittany Courville/Shutterstock. E47 Corbis Premium RF/Alamy Images. E48 Mike Theiss/National Geographic Image Collection. E49 Master le. E50 Karl Weatherly/Getty Images. E51 Matt Carr/Getty Images. E52 Jim Cummins/Taxi/Getty Images. E53-E54 Dennis Kunkel Microscopy, Inc./Phototake/Alamy Images. E55 Steve Gschmeissner/Science Photo Library/Alamy Images. E56 Louise Gubb/Corbis Saba/Corbis. E57 Igor Dutina/Shutterstock. E58 Bettmann/Corbis. E59 Daniel Dil-lon/Alamy Images. E60 Schieren - StockFood Munich/StockFood America. E61 Foodcollection/Alamy Images. E62 Tim Pannell/Corbis Premium RF/Alamy Images. E63 Gianni Tortoli/National Geographic Image Collection. E64 Dr. Morley Read/Shutterstock. E65 blickwinkel/Alamy Images. E66 George F. Mobley/National Geographic Image Collection. E67 Charles E. Rotkin/Corbis. E68 Paul Springett 08/Alamy Images. E69 BMCL/Shutterstock. E70 The Granger Collection, New York. E71 Artef cient/Shutterstock. E72 IIC/Axiom/Getty Images. E73 Bill Curtsinger/National Geographic Image Collection. E74 DK Limited/Corbis. E75-E78 Victor R. Boswell, Jr./National Geographic Image Collection. E79 Michael Newman/PhotoEdit. E80 Jose Carillo/PhotoEdit. E81 max blain/Shutterstock. E82 Louis Fox/Getty Images. E83 Gordon Scammell/Alamy Images. E84 Dave Nagel/Getty Images. E85 Bob Daemmrich/PhotoEdit. E86 James A. Sugar/National Geographic Image Collection. E87 Stockbyte/Getty Images. E88 NASA - Image of the Day Gallery. E89 Richard T. Nowitz/Corbis. E90 Stockbyte/Getty Images. E91 NASA Image Exchange. E92 C. C. Lockwood 2004. E93 Maria Stenzel/National Geographic Image Collection. E94 The Granger Collection, New York. E95 Kenneth Garrett/National Geographic Image Collection. E96 O. Louis Mazzatenta/National Geographic Image Collection. E97 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E98 Sarah Leen/National Geographic Image Collection. E99 Bob Daem-mrich/PhotoEdit. E100 Natalie Fobes/Corbis. E101 Patrick Ward/Corbis. E102 PhotoDisc/Getty Images. E103 Jocelyn Augustino/FEMA. E104 Stretch Photography/Blend Images/Corbis.

## Language and Literacy Teamwork

30 Accent/Shutterstock.