


Unit
1

GRADE 5

Teacher's Edition

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





exploration

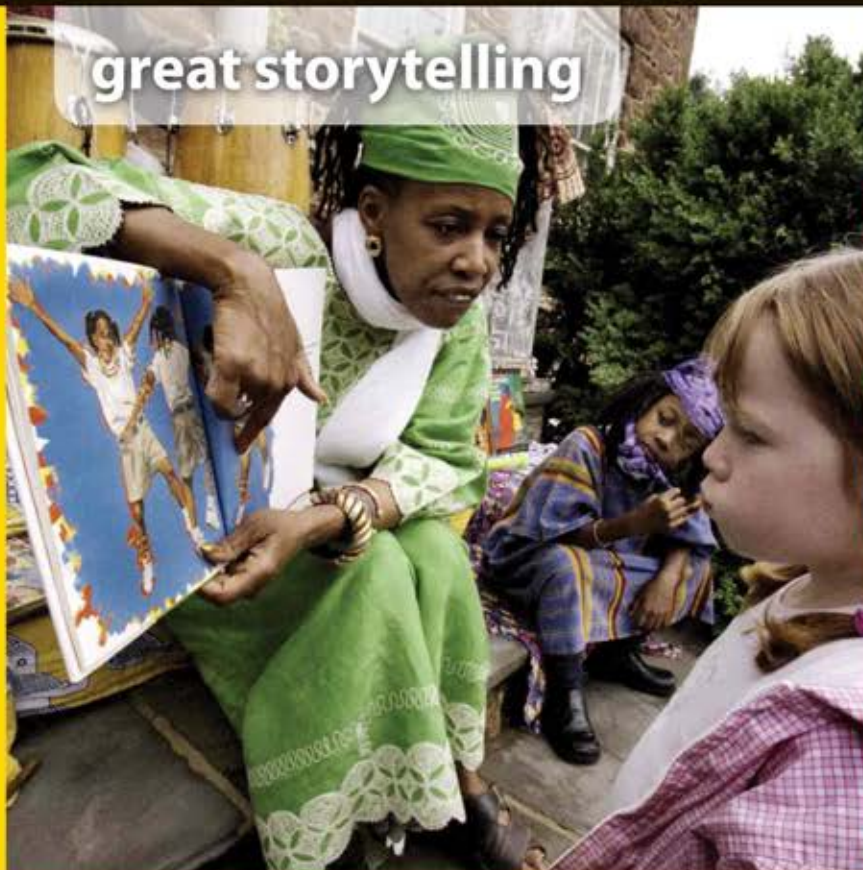


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visuals



education

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great storytelling



celebration of cultures



authenticity

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



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Meet the Artist



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

Acknowledgments

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

Empower every classroom to reach for reading success through

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



Read an Autobiography

Genre An autobiography is the story of a person's life, written by that person.

Point of View Most of what you read from a story is told in the voice of one person or a character. In an autobiography, the author tells his or her own story. An autobiography can be written in the first person or the third person.

A Refugee Remembers
The Autobiography of John Bul Dou

Reading

Read a Story Anthology pages 44–45

GENRE Have a volunteer read aloud the definition of autobiography.

POINT OF VIEW Ask a volunteer to read aloud the definition of point of view. Point out the first-person pronouns *my*, *I*, and *me* in the excerpt. Explain that they indicate a first-person point of view. The narrator tells his or her own experiences.

SOCIAL STUDIES BACKGROUND Share information to build background. In 1967, a war broke out in Sudan. Thousands of boys, called the “Lost Boys of Sudan,” crossed sub-Saharan Africa on foot to get away. John Bul Dou was one of them. More than half of the boys in his group died.

Have students read pages 46–53. See **Differentiate**.

Differentiate

Below Level
TEXT TALK READ
ALLOUD Display the key words. Read aloud the autobiography, pausing to explain and discuss the meaning of each key word.

On Level
READ TOGETHER Have students whisper read the selection. Use the questions to build comprehension.

Above Level
READ INDEPENDENTLY As students read silently, have them make notes about how John Bul Dou changes over time, and use the questions to build comprehension.

Week 3 | Day 3 | T45

Name _____

Date _____

Fluency Practice

A Refugee Remembers

When you read with proper expression, you show feeling in your voice as you read. Use this passage from p. 49 to practice reading with expression. Look for words that tell you about the mood or feeling of what you are reading. Then match this feeling with your voice as you read.

All that night, as we waited in the grass for death or daybreak, I thought the man who pulled me to safety was my father. When the sun began to rise, I learned I was wrong. Abraham Deng Niop was my neighbor.

After about two hours the guns fell silent and we heard no more sounds from the village. Abraham told me we ought to move.

Every time we heard noises coming toward us, we ducked into the forest or the tall grass. Soldiers kept passing. When they disappeared, we started running again. East seemed a good direction; we heard no guns as we ran toward the rising sun.

Expression

<input type="checkbox"/> Does not read with feeling.	<input type="checkbox"/> Reads with appropriate feeling for most content.
<input type="checkbox"/> Reads with some feeling, but does not match content.	<input type="checkbox"/> 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.

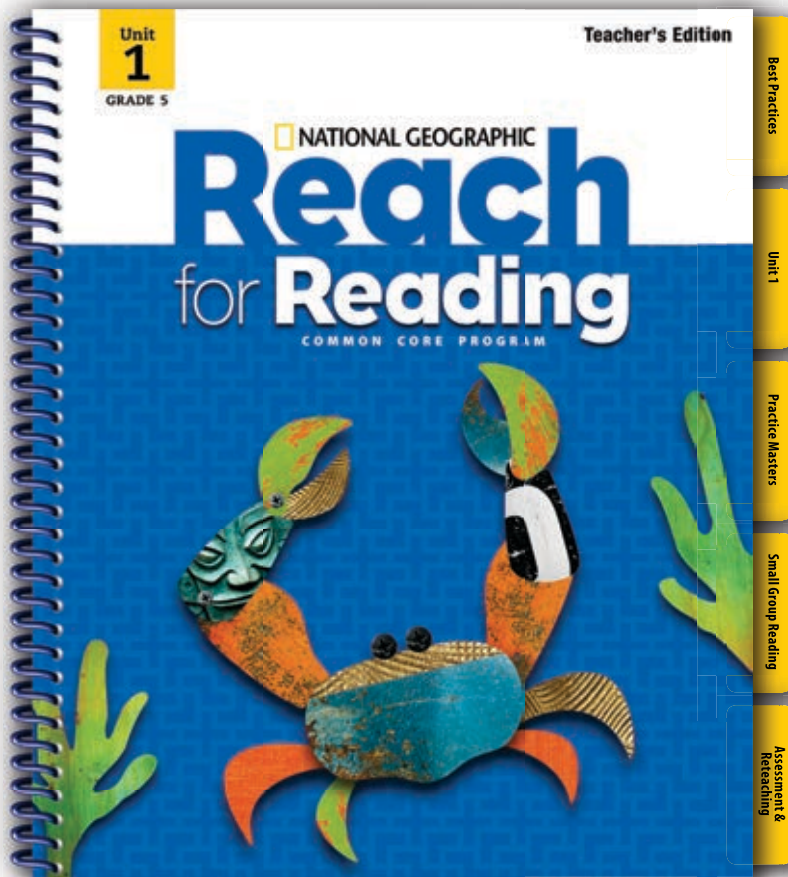
words attempted in one minute	–	number of errors	=	words correct per minute (wcpm)
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For use with TE p. T61e

PM1.22

Unit 1 | Crossing Between Cultures

Everything you need for the unit is in one book



Best Practices

Best Practices

Unit 1

A Unit 1 (Whole Group Lessons)

Practice Masters

B Practice Masters

Small Group Reading

C Small Group Reading

Assessment & Reteaching

D Assessment & Reteaching

Thematic Connection
Why People Immigrate

OL ON LEVEL 870L

German-Jewish Immigration
by Murray Pile

Content Connection:
Emigration from Europe

Expository Nonfiction | Pages: 32 | Lexile: 870L | GR: T

AL ABOVE LEVEL 930L

Escape from Saigon
by Andrea Warren

Content Connections:
Emigration from Asia

Biographical Nonfiction | Pages: 98 | Lexile: 930L | GR: U

COMMON CORE STANDARDS

Reading
Read and Comprehend Text
Quote When Explaining Text
Summarize

CC.5.RH.10
CC.5.RH.1
CC.5.RH.2

Writing
Write Over Shorter Time for Specific Tasks
Speaking and Listening
Draw on Preparation to Explore Ideas
Language and Vocabulary
Acquire and Use Academic Words

CC.5.W.10
CC.5.SL.4
CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY
Practice Master SG1.15, page SG42
Practice Master SG1.16, page SG43
Practice Master SG1.19, page SG46
Practice Master SG1.21, page SG48

TECHNOLOGY ONLY
Digital Library: Map of Germany

SUGGESTED PACING

DAY 2 Introduce and read pages 4–13
DAY 3 Read pages 14–32
DAY 4 Read and discuss
DAY 5 Connect across texts

Summary In the 1930s, many German-Jewish people immigrated to the U.S. to escape persecution. Hitler blamed the Jews for all of Germany's problems and began a movement of anti-Semitism, sending Jews to concentration camps, where many of them died. German-Jewish immigrants faced many challenges, including that of finding a country that would welcome them. Those who came to the U.S. had to learn a new language, find work, and get used to a new way of life. German-Jewish immigrants contributed to the life and culture of the U.S. through science, politics, philosophy, and the arts.

Activate Prior Knowledge Say, *Think of a time you experienced unfairness. What happened? How did it make you feel?*

Build Background Display a map of Germany from the Digital Library. Explain that in the 1930s, Jews in Germany lived in fear for their lives because of persecution by Hitler and the Nazis.

Story Words Use Practice Master SG1.15 to extend vocabulary.

civil, page 9
flee, page 10
property, page 6

inferior, page 8
victim, page 15

Week 3 | Days 2–5 SG19

Name _____ Date _____

Reading Comprehension Test Unit 1, Week 3

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

LADY LIBERTY

My grandparents tell stories about seeing the Statue of Liberty when they moved to New York City. The Statue of Liberty is sometimes called Lady Liberty. It is in the form of a woman wearing flowing robes and a spiked crown. She holds a torch in her right hand. In her left hand, she holds a book of law. The broken chains at her feet are a symbol of liberty.

The Statue of Liberty is in New York Harbor. She stands on Liberty Island, near Ellis Island. The statue has its own amazing story. It was built in France and shipped to the United States as a gift in 1884.

Many people are surprised that the statue does not face the United States. Instead, she looks out toward the ocean. This was meant as a reminder of the friendship between the United States and France.

At the time, people did not realize the affect this would have. Millions of immigrants entered the United States through Ellis Island from 1892 to 1954. As the large steam ships entered New York Harbor, there was the statue rising up from the land. After a long and tiring journey, immigrants were often deeply moved by Lady Liberty's face. The Statue of Liberty first symbolized a friendship between two countries. The monument is now also a symbol for freedom and a better life.

Lady Liberty is more than 300 feet tall. That is as high as a 28-story building.

GO ON

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Grade 5 Assessment

A1.20 Unit 1 | Crossing Between Cultures

Assessment Masters **A1.20**

Content-Based Reading Instruction

Engage students with exclusive National Geographic content and authentic texts

Unit at a Glance

- Language: Give and Carry Out Commands, Verify, Science Words
- Literacy: Ask Questions
- Content: Energy

Unit 2

Catching THE LIGHT

BIG Question What is the power of the sun?

Share What You Know

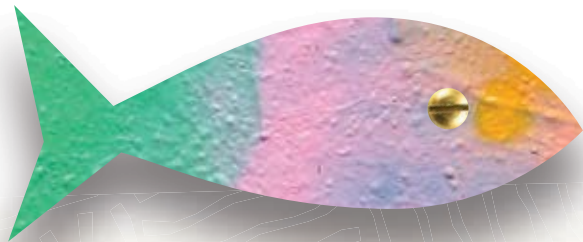
- 1 Think of words that describe the sun. Make a list.
- 2 Choose a word from your list and draw it.
- 3 Share your drawing with the class.

Do It!

sunny
warm
bright

Build Background: Watch a video about the sun.
NGRreach.com

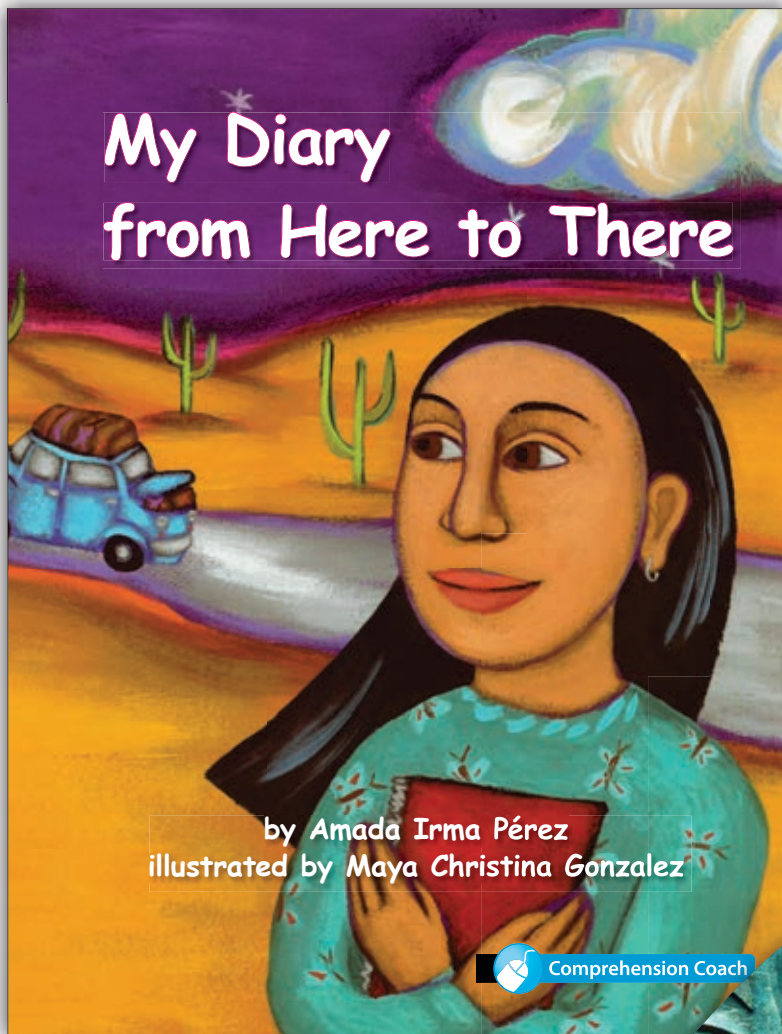
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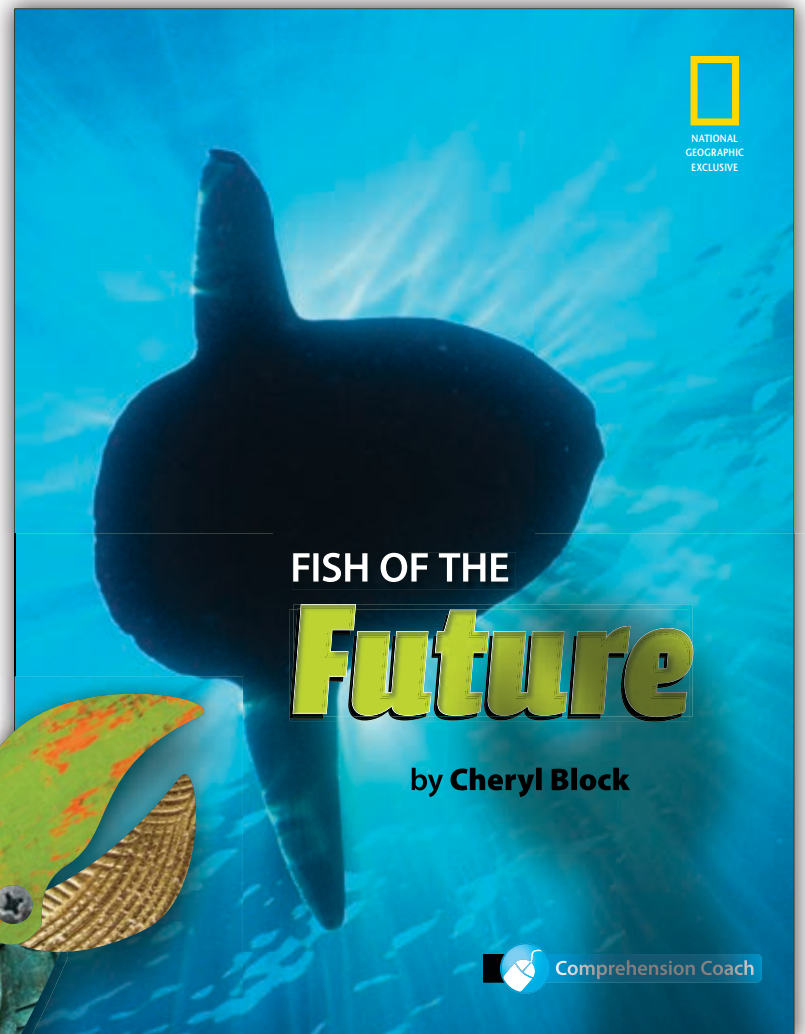
Build
Background
Videos

PLAY VIDEO

00:08 / 02:39 | Share |



Authentic, multicultural literature



Amazing visuals



Interactive Whiteboard Activities

Learn skills and strategies with an accessible anthology



Watery Habitats

A habitat is the natural place where a plant or animal lives. It provides everything a living thing needs in order to survive, such as space, food, shelter, and water. Water is a very important part of an animal's habitat. If there isn't enough water, an animal will move away.

Many animals depend entirely on watery places, such as oceans, lakes, and wetlands, for their habitat. Freshwater habitats are home to about 12 percent of all the animal species in the world. Saltwater habitats are home to the majority of all plants and animals in the world.

Freshwater marshes are home to a wide variety of animals.

Before You Move On

1. **Make Connections** In what way are you part of the **water cycle**?
2. **Details** Give two examples of a water habitat.

315

Frequent comprehension checks

Vocabulary

- Science and Social Studies Vocabulary
- Academic Vocabulary

Manageable chunks of text

Visuals support comprehension



Use of Water in the Well

We use water in our homes, in **industry**, and in agriculture. At home we use water for cleaning, cooking, drinking, flushing toilets, and for bathing. Water also helps **generate** electricity. In industry, water heats and cools things, and washes away waste. Farms use the most water. They need huge amounts for **crops** and **livestock**.

Look around. Almost everything you see was made using water. Water was used to grow and make the food you eat. Water was even used to make the paper for this book and the ink used to print the words.

How People Use Water

AGRICULTURE	70%
INDUSTRY	22%
HOME	8%

Crops like this one must be irrigated, or watered, in order to grow.

Making paper requires water.

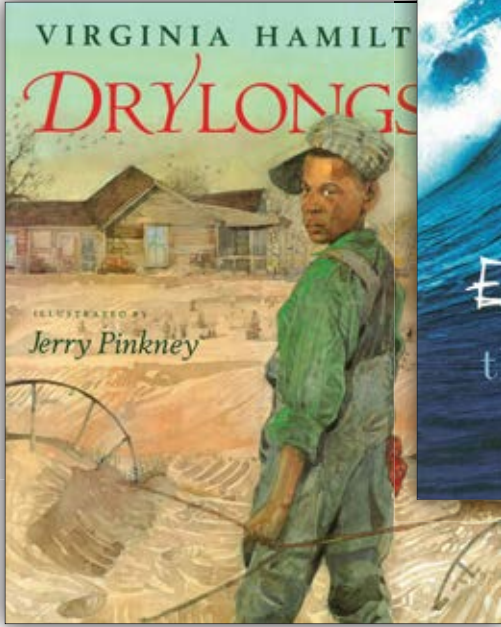
In Other Words
industry businesses that make things
generate make
crops plants used by people
livestock farm animals

318

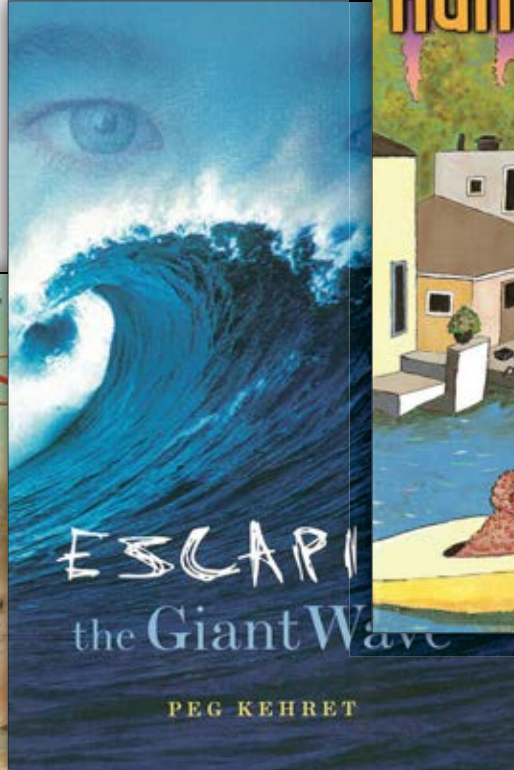
On-page scaffolds

Apply skills and strategies with differentiated reading

Accessible books for struggling readers



BL Below Level



BL Below Level

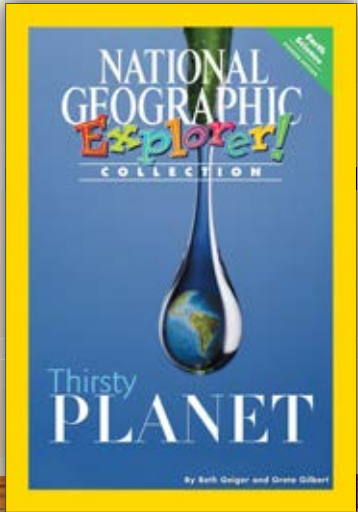


OL On Level

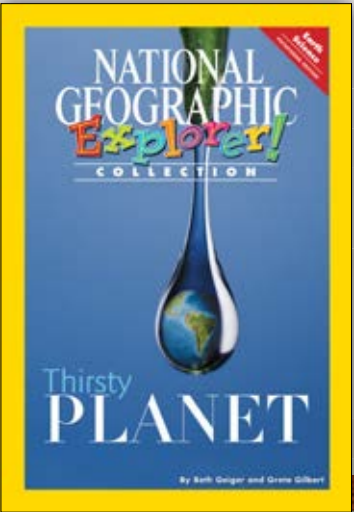


AL Above Level

Challenging books for above-level readers



Pioneer
Below to On Level



Pathfinder
On to Above Level

Explorer Book Collection
Same content at two reading levels

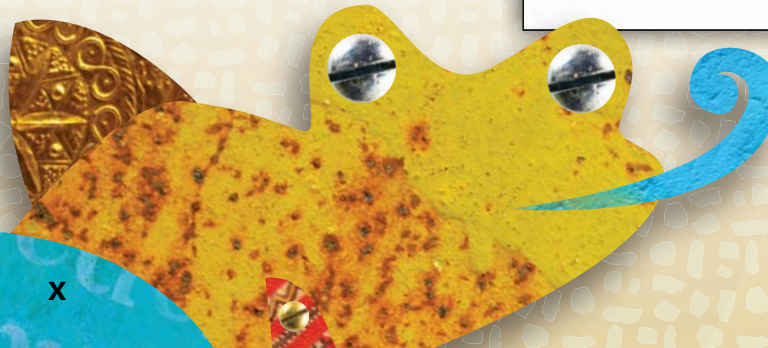
Structured and Flexible Teacher Support

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

Online Lesson Planner

Week 3 Planner		Online Lesson Planner NGReach.com	
		Day 1	Day 2
WHOLE GROUP TIME			
Anthology Clear time allotments →	Speaking and Listening 5–10 minutes	Listen and Comprehend Academic Talk CC.5.SL.1.c <input checked="" type="checkbox"/> Ask and Answer Questions T38	Read and Comprehend Academic Talk CC.5.SL.1.c Clarify Information T40a
	Language and Vocabulary 20 minutes	Daily Spelling and Word Work CC.5.Rfou.3; <input checked="" type="checkbox"/> Words with Short <i>i, u</i> and Commonly Misspelled Words T37s CC.5.L.2.e Daily Grammar CC.5.L.1 <input checked="" type="checkbox"/> Negative Sentences T37u Social Studies Vocabulary CC.5.Rinf.4; CC.5.L.6 <input checked="" type="checkbox"/> Learn Key Words T38, T39a citizenship compare contrast custom ethnic foreign origin	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.L.2.e <input checked="" type="checkbox"/> Practice T37s Daily Grammar CC.5.L.1 <input checked="" type="checkbox"/> More Negative Sentences T37u Academic Vocabulary CC.5.Rinf.4; CC.5.L.6 <input checked="" type="checkbox"/> Learn More Key Words T40a, T42 adapt challenge clarify diversity identity monitor society
	Reading 20–40 minutes	Reading Read Aloud: Autobiography T39a Comprehension CC.5.Rinf.10; CC.5.L.6 <input checked="" type="checkbox"/> Compare and Contrast T39a	Reading CC.5.Rinf.10; CC.5.Rfou.4 Read an Interview; Read and Build Comprehension T42 Comprehension CC.5.Rinf.10; <input checked="" type="checkbox"/> Plan and Monitor: Monitor and Clarify T42 CC.5.L.6
	Writing 15–45 minutes	Power Writing T38 CC.5.W.10 Daily Writing Skills CC.5.W.2.b; CC.5.W.4 <input checked="" type="checkbox"/> Choose and Focus a Topic: Develop Research Questions T37w Writing CC.5.W.10 <input checked="" type="checkbox"/> Write to Compare and Contrast T40 Research Project: Immigration CC.5.W.2.a; CC.5.W.7; <input checked="" type="checkbox"/> Plan T61a–T61b CC.5.SL.4	Power Writing T40a CC.5.W.10 Daily Writing Skills CC.5.W.2.b; CC.5.W.4 <input checked="" type="checkbox"/> Choose and Focus a Topic: Develop Research Questions T37w Writing CC.5.W.10; CC.5.W.2.b; CC.5.W.9.a <input checked="" type="checkbox"/> Write to Clarify Text T42 Research Project: Immigration CC.5.W.2.a; CC.5.W.7; <input checked="" type="checkbox"/> Research T61a–T61b CC.5.SL.4
SMALL GROUP READING TIME			
Fiction & Nonfiction 20 minutes	Read Social Studies Articles Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG17 Reading CC.5.Rinf.1; CC.5.Rinf.3; <input checked="" type="checkbox"/> Explain Relationships CC.5.Rinf.10 Between Events in Texts SG16 Build Comprehension SG17	Read Nonfiction Books Vocabulary CC.5.L.6 Learn Story Words SG18–SG19 Reading CC.5.Rinf.10 Introduce SG18–SG19 Read SG20–SG21 <input checked="" type="checkbox"/> Compare and Contrast SG20–SG21 <input checked="" type="checkbox"/> Monitor and Clarify SG20–SG21	
LEARNING STATION TIME			
20 minutes			Speaking and Listening T37q CC.5.SL.1.c; CC.5.L.1; CC.5.SL.4 Language and Vocabulary T37q CC.5.L.6 Writing T37q CC.5.W.3.b; CC.5.L.5; CC.5.W.1.a Cross-Curricular T37r CC.5.W.7; CC.5.W.2.a; CC.5.W.8; CC.5.W.2 Reading and Intervention T37r; SG68 CC.5.Rfou.4; CC.5.Rinf.10; CC.5.SL.4; CC.5.Rfou.3; CC.5.Rfou.3.a

Grouping options



Daily writing, spelling, and grammar

Thematic Connection Why People Immigrate		
BIG Question How can where you are change who you are?		
Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
Academic Talk CC.S.SL.1.a Preview and Predict T44	Academic Talk CC.S.Rf.2; CC.S.SL.2 Summarize Reading T54	Academic Talk CC.S.Rf.3; CC.S.SL.1.c Talk About It T60
Daily Spelling and Word Work CC.S.Rf.3.a; CC.S.L.2.a; CC.S.L.4.a; CC.S.L.5.c Practice T37t	Daily Spelling and Word Work CC.S.Rf.3.a; CC.S.L.2.a Practice T37t	Daily Grammar CC.S.L.1; CC.S.L.3.a; CC.S.L.1.e Review T37v
Daily Grammar CC.S.L.1.a; CC.S.L.1.e Correlative Conjunctions T37v	Daily Grammar CC.S.L.1; CC.S.L.1.a; CC.S.L.1.e; CC.S.W.5 Grammar and Writing T37v	Vocabulary Practice CC.S.L.6 Apply Word Knowledge T59a
Vocabulary Practice CC.S.L.6 Expand Word Knowledge T44	Vocabulary Practice CC.S.L.6 Share Word Knowledge T54	
Reading CC.S.Rfou.4.a; CC.S.Rf.10 Read an Autobiography T45–T52	Reading CC.S.Rfou.4.a; CC.S.Rf.10 Read an Autobiography T55–T58	Reading CC.S.Rfou.4.a; CC.S.Rf.10 Reread an Autobiography T45–T58
Comprehension CC.S.Rf.10; CC.S.L.6; CC.S.L.5.a Compare and Contrast T48–49–T50–51	Comprehension CC.S.Rf.10; CC.S.L.6; CC.S.Rf.1 Compare and Contrast T55	Comprehension CC.S.Rf.10 Revise and Retell: Compare and Contrast T60a–T61
Plan and Monitor: Monitor and Clarify T48–49–T50–51	Plan and Monitor: Monitor and Clarify T56, T58	
Interpret Figurative Language: T46–47	Compare Points of View: T57	
Fluency CC.S.Rfou.4 Practice Phrasing, Accuracy, and Rate T46–47	Fluency CC.S.Rfou.4 Practice Phrasing, Accuracy, and Rate T55	Fluency CC.S.Rfou.4 Check Phrasing, Accuracy, and Rate T61
Power Writing T44 CC.S.W.10 Daily Writing Skills CC.S.W.2.b; CC.S.W.4 Choose and Focus a Topic: Develop Research Questions T37x	Power Writing T54 CC.S.W.10 Daily Writing Skills CC.S.W.2.b; CC.S.W.4 Choose and Focus a Topic: Develop Research Questions T37x	Power Writing T59a CC.S.W.10 Daily Writing Skills CC.S.W.2.b; CC.S.W.4 Choose and Focus a Topic: Develop Research Questions T37x
Writing CC.S.W.10; CC.S.W.3 Write from Two Points of View T52–53	Writing CC.S.W.10; CC.S.W.3; CC.S.W.3.b Write a First-Person Narrative T59	Writing CC.S.W.3 Write About It T60
Research Project: Immigration CC.S.W.2.a; CC.S.W.7; CC.S.SL.4 Research T61	Research Project: Immigration CC.S.W.2.a; CC.S.W.7; CC.S.SL.4 Organize T61b	Research Project: Immigration CC.S.W.2.a; CC.S.W.7; CC.S.SL.4 Present T61b
Read Nonfiction Books	Read Nonfiction Books	Read Nonfiction Books
Vocabulary CC.S.L.6 Expand Vocabulary Through Wide Reading SG20–SG21	Vocabulary CC.S.L.6 Expand Vocabulary Through Wide Reading SG20–SG21	Vocabulary CC.S.L.6 Expand Vocabulary Through Wide Reading SG21
Reading CC.S.Rf.10 Read and Integrate Ideas SG20–SG21	Reading CC.S.Rf.10 Read and Integrate Ideas SG20–SG21	Reading CC.S.Rf.3; CC.S.Rf.10; CC.S.SL.1.a Connect Across Texts SG21
Compare and Contrast SG20–SG21	Compare and Contrast SG20–SG21	Writing CC.S.W.2 Choose a Writing Option SG21
Monitor and Clarify SG20–SG21	Monitor and Clarify SG20–SG21	
ASSESSMENT & RETEACHING		
Assessment and Reteaching T61c–T61d		
Reading Comprehension Test A1.20–A1.21 CC.S.Rf.2	Spelling Test: Words with Short i, u and Commonly Misspelled Words T37s CC.S.Rfou.3.a; CC.S.Rfou.3; CC.S.L.2.a	
Reading Strategy Assessment SG57–SG58 CC.S.Rf.10	Writing, Revising, and Editing Test A1.24–A1.25 CC.S.W.10	
Oral Reading Assessment A1.4–A1.6 CC.S.Rfou.4.a	Reteaching Masters RT1.8–RT1.9 CC.S.Rf.5; CC.S.Rf.10	
Vocabulary Test A1.22–A1.23 CC.S.L.4.b; CC.S.L.6		

Common Core Standards

Focused reading skills and strategies

Daily fluency activities

Substantive differentiation

Assessments inform instruction



Engaging Technology Tools

Bring content to life at NGReach.com

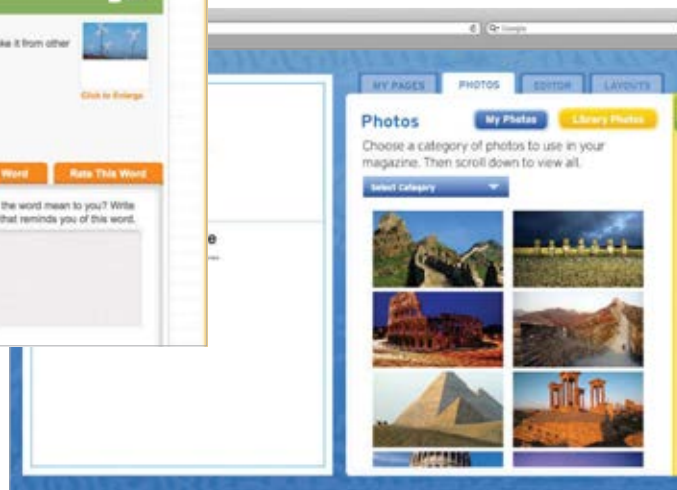
Student Technology

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



My Vocabulary Notebook

Vocabulary Games



Magazine Maker



Student eEdition



Comprehension Coach

Teacher Technology

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



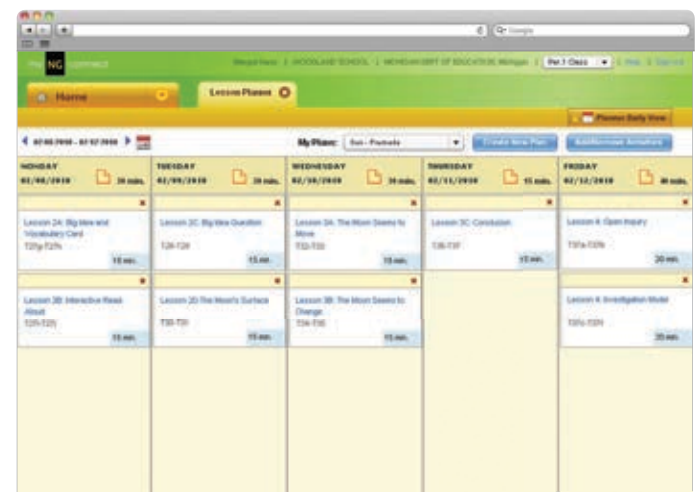
Interactive Whiteboard Lessons



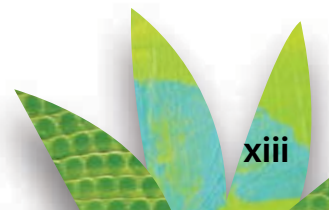
Student and Teacher's eEditions



Digital Library



Online Lesson Planner



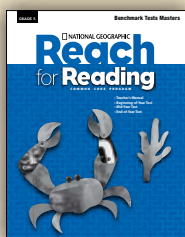
Frequent and Varied Assessments

Inform instruction every step of the way

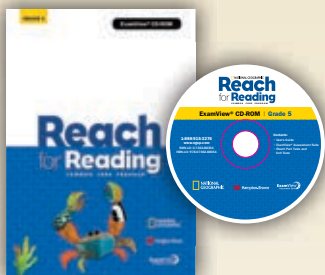
Teacher's Edition Assessment Resources

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

Additional Resources



Benchmark Tests



ExamView® CD-ROM


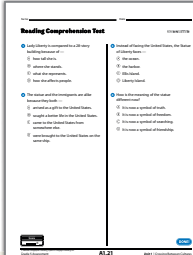
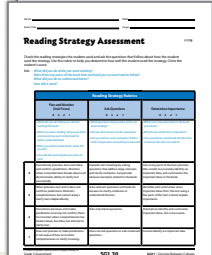
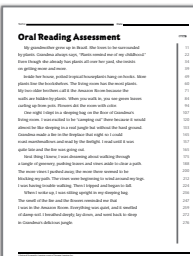
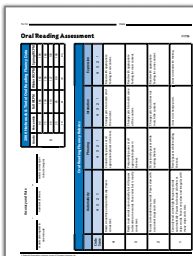
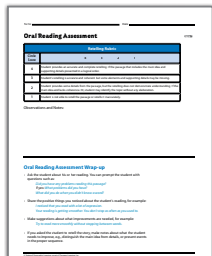
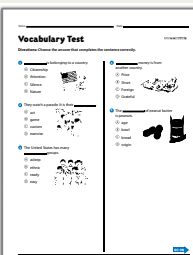
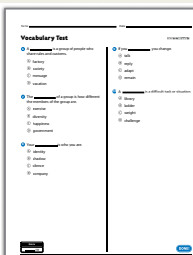
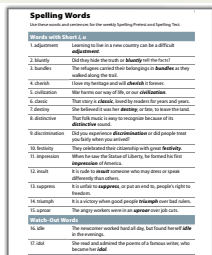
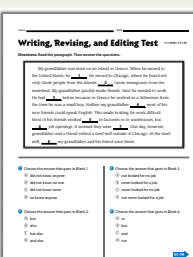
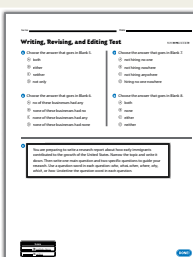



eAssessment™

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES	ASSESSMENTS			
<h4 style="color: #0070C0;">Reading</h4> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compare and Contrast to Comprehend Text <input checked="" type="checkbox"/> Monitor and Clarify to Comprehend Text 	<h4 style="color: #0070C0;">Reading Comprehension Test</h4>  <p style="font-size: 0.8em;">A1.20</p>	<h4 style="color: #0070C0;">Reading Comprehension Test</h4>  <p style="font-size: 0.8em;">A1.21</p>	<h4 style="color: #0070C0;">Reading Strategy Assessment</h4>  <p style="font-size: 0.8em;">SG1.30-SG1.31</p>	<p style="font-weight: bold;">Reading Comprehension Test</p> <p>A1.20–A1.21</p> <p style="font-weight: bold;">Reading Strategy Assessment</p> <p>SG1.30–SG1.31</p>
<h4 style="color: #0070C0;">Fluency</h4> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Phrasing <input checked="" type="checkbox"/> Accuracy and Rate 	<h4 style="color: #0070C0;">Oral Reading Assessment</h4>  <p style="font-size: 0.8em;">A1.4</p>	<h4 style="color: #0070C0;">Oral Reading Assessment</h4>  <p style="font-size: 0.8em;">A1.5</p>	<h4 style="color: #0070C0;">Oral Reading Assessment</h4>  <p style="font-size: 0.8em;">A1.6</p>	<p style="font-weight: bold;">Oral Reading Assessment</p> <p>A1.4–A1.6</p> <p style="font-size: 0.8em; color: #0070C0;">Use these passages throughout Unit 1. Work with Above Level students this week.</p>
<h4 style="color: #0070C0;">Vocabulary and Spelling</h4> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Domain-Specific Words <input checked="" type="checkbox"/> Use Academic Words <input checked="" type="checkbox"/> Spell Words with Short <i>i</i>, <i>u</i> <input checked="" type="checkbox"/> Use Commonly Misspelled Words Correctly 	<h4 style="color: #0070C0;">Vocabulary Test</h4>  <p style="font-size: 0.8em;">A1.22</p>	<h4 style="color: #0070C0;">Vocabulary Test</h4>  <p style="font-size: 0.8em;">A1.23</p>	<h4 style="color: #0070C0;">Spelling Words</h4>  <p style="font-size: 0.8em;">T37s</p>	<p style="font-weight: bold;">Vocabulary Test</p> <p>A1.22–A1.23</p> <p style="font-weight: bold;">Spelling Pretest/Spelling Test</p> <p>T37s</p>
<h4 style="color: #0070C0;">Grammar and Writing</h4> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Negative Sentences <input checked="" type="checkbox"/> Use Correlative Conjunctions <input checked="" type="checkbox"/> Choose and Focus a Topic <input checked="" type="checkbox"/> Develop Research Questions 	<h4 style="color: #0070C0;">Writing, Revising, and Editing Test</h4>  <p style="font-size: 0.8em;">A1.24</p>	<h4 style="color: #0070C0;">Writing, Revising, and Editing Test</h4>  <p style="font-size: 0.8em;">A1.25</p>	<h4 style="color: #0070C0;">Writing Rubric</h4>  <p style="font-size: 0.8em;">A1.43</p>	<p style="font-weight: bold;">Writing, Revising, and Editing Test</p> <p>A1.24–A1.25</p> <p style="font-weight: bold;">Research Project Rubric</p> <p>A1.43</p>

T61C Unit 1

Crossing Between Cultures









? BIG QUESTION

How can where you are change who you are?

Best Practices BP1

READING SKILLS

Character Plan and Monitor: Preview & Predict	<p>Week 1 T1f</p> <p>My Diary from Here to There Diary T11 by Amada Irma Pérez  Comprehension Coach</p> <p>Writing Project: Story Introduction T27a  Magazine Maker</p>
Viewpoints Plan and Monitor: Preview & Predict Describe Viewpoints Compare Viewpoints	<p>Week 2 T27g</p> <p>I Was Dreaming to Come to America Oral History T29 by Veronica Lawlor</p> <p>Returning to Chile! E-mail Story T37a  Interactive Whiteboard</p> <p>Writing Project: Expository Paragraph T37i  Magazine Maker</p>
Compare and Contrast Plan and Monitor: Preview & Predict	<p>Week 3 T37o</p> <p>A Refugee Remembers: The Autobiography of John Bul Dau Autobiography T45 adapted from <i>God Grew Tired of Us</i>, by John Bul Dau  Comprehension Coach</p> <p>Research Project: Immigration T61a</p>
Distinguish Fact from Opinion Plan and Monitor: Preview & Predict Explain Relationships Between Events	<p>Week 4 T61e</p> <p>American Stories Documentary T63 adapted from the PBS series, <i>In the Mix</i></p> <p>Journey to Gold Mountain History Article T69a by Allison Chen  Interactive Whiteboard</p> <p>Writing Project: Personal Narrative T70</p>

RESOURCES

Practice Masters PM1.1–PM1.39
Small Group Reading SG1–SG68

Assessment Masters A1.1–A1.47
Reteaching Masters RT1.1–RT1.14

Catching the Light



? BIG QUESTION

What is the power of the sun?



Character
Ask Questions

Week 1	T75g
Ten Suns	Chinese Myth T85
retold by Eric A. Kimmel; illustrated by Merilee Heyer	Comprehension Coach
Writing Project: Story Ending	T101a
	Magazine Maker

Compare Characters
Ask Questions
Compare Story Events
Analyze Approach to
a Topic
Compare Approaches
to a Topic

Week 2	T101g
How the Fifth Sun Came to Be	Aztec Myth T103
retold by Lulu Delacre; illustrated by Rafael López	
The Sun God and the Moon God	Myth T111a
by Alonso Mantega	Interactive Whiteboard
Writing Project: Compare-Contrast Essay	T111i
	Magazine Maker

Goal and Outcome
Ask Questions

Week 3	T111o
Energy for the Future	Blog T119
by Thomas Taha Rassam Culhane	Comprehension Coach
Research Project: Solar Energy	T135a

Quote to Explain
Ask Questions
Use Multiple Resources
to Answer a Question
Summarize Information
Integrate Information

Week 4	T135e
How to Make a Solar Oven	How-To Article T137
by Solargirl	
Adventures in Solar Cooking	Blog T143a
by Nick Tsuruda	Interactive Whiteboard
Solar Cookers	Newspaper Article T143a
by Kate Levine	Interactive Whiteboard
Writing Project: Myth	T144

RESOURCES

Practice Masters PM2.1–PM2.42
Small Group Reading SG1–SG68

Assessment Masters A2.1–A2.47
Reteaching Masters RT2.1–RT2.15

Nature's Network



? BIG QUESTION

What is nature's network?



Plot
Learn to Determine
Importance

Week 1 T149g
Coyote and Badger **Realistic Fiction** T159
 written and illustrated by Bruce Hiscock
 **Comprehension Coach**
Writing Project: Animal Story T175a

Magazine Maker

Relate Concepts
Learn to Determine
Importance
Compare Text
Structures
Compare Concepts

Week 2 T175g
Living Links **Expository Nonfiction** T177
 by Diane Salisian
Types of Rain Forests; The Forest Floor **Science Reports** T183a
 by Sharon Sanchez; Edward Calvert
 **Interactive Whiteboard**
What's on the Menu?; Small Food Web—Big Trouble! **Science Articles** T183a
 by Valerie Kasiske; Erin Ming
 **Interactive Whiteboard**
Writing Project: Science Report T183i

Magazine Maker

Main Idea and Details
Learn to Determine
Importance

Week 3 T183o
Fish of the Future **Interview** T191
 by Cheryl Block
 **Comprehension Coach**
Research Project: Animal Research T207a

Identify Supporting
Details
Learn to Determine
Importance
Identify Implied Main
Idea
Compare Main Ideas

Week 4 T207e
Phyto-Power! **Science Article** T209
 by Mary M. Cerullo
Shark Tidbits! **Science Article** T215a
 by Paul Hennessey
 **Interactive Whiteboard**
Writing Project: Interview T216

RESOURCES

Practice Masters PM3.1–PM3.42
 Small Group Reading SG1–SG68

Assessment Masters A3.1–A3.48
 Reteaching Masters RT3.1–RT3.15

Unit 4

Justice



? BIG QUESTION

What is justice?



Theme
Learn to Make
Inferences

Week 1 T221g

Crossing Bok Chitto **Tale** T231

by Tim Tingle; illustrated by Jeanne Rorex Bridges



Writing Project: Tale T247a



Interpret Figurative
Language
Learn to Make
Inferences
Analyze and Compare
Viewpoints

Week 2 T247g

Journey to Freedom **History Article** T249

by Peter Winkler

Voices of the Underground Railroad **Firsthand Accounts** T255a

by Levi Coffin, Sam Davis, Charles Peyton Lucas, and Harriet Tubman



Writing Project: Opinion T255i



Sequence
Learn to Make
Inferences

Week 3 T255o

Harvesting Hope **Biography** T263

by Kathleen Krull; illustrated by Yuyi Morales



Research Project: Compare Civil Rights T279a

Explain Text
Learn to Make
Inferences
Compare Text
Structures
Analyze Relationships

Week 4 T279e

A Filmmaker for Justice **Social Studies Article** T281

by Nancy-Jo Hereford

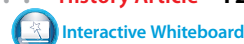
Pioneer for Women's Rights **History Article** T289a

by Frank Lee



The Susan B. Anthony Amendment **History Article** T289a

by Judy Diaz



Writing Project: Research Report T290

RESOURCES

Practice Masters PM4.1–PM4.42
Small Group Reading SG1–SG68

Assessment Masters A4.1–A4.49
Reteaching Masters RT4.1–RT4.15

Every Drop



? BIG QUESTION

Why is water so important?



Main Idea and Details
Learn to Make
Connections

Week 1	T297g
One Well	Science Feature T307
by Rochelle Strauss	Comprehension Coach
Research Project: Organize Information	T325a

Explain Relationships
Between Ideas
Learn to Make
Connections
Explain Interactions
Between Events
Integrate Ideas

Week 2	T325e
Picturing the Pantanal	Science Article T327
by Lisa Berti	
Why Save the Wetlands?	Science Article T333a
by Dina Garton	Interactive Whiteboard
Writing Project: Blog or Email	Science Article T333i
	Magazine Maker

Character
Learn to Make
Connections

Week 3	T333o
My Great-Grandmother's Gourd	Realistic Fiction T341
by Cristina Kessler; illustrated by Walter Lyon Krudop	Comprehension Coach
Writing Project: Dialogue	T359a
	Magazine Maker

Analyze Characters'
Responses
Learn to Make
Connections
Determine Theme
Compare Approaches
to a Theme

Week 4	T359g
Juan del Oso and the Water of Life	Legend T361
retold by Enrique R. Lamadrid and Jan Estevan Areliano	
The Giant Cloud-Swallower	Zuni Legend T369a
retold by Georgia Byrne	Interactive Whiteboard
A Legend of the Great Flood	Australian Legend T369a
retold by W.J. Thomas	Interactive Whiteboard
Writing Project: Magazine Article	T370

RESOURCES

Practice Masters PM5.1–PM5.39
Small Group Reading SG1–SG68

Assessment Masters A5.1–A5.47
Reteaching Masters RT5.1–RT5.15

The Wild West



? BIG QUESTION

What does it take to settle a new land?



Cause and Effect
Learn to Visualize

Week 1 T375g
Westward Bound! **History Article** T385
 by Michael J. Noble **Comprehension Coach**
Research Project: Organize Information T403a

Identify Author's Purpose
Learn to Visualize
Explain Relationships Between Events
Compare Authors' Purposes

Week 2 T403e
A Day in the Life of a Vaquero **Essay** T405
 by Phyllis Edwards; photographs by William Albert Allard
One Man's Gold/El Dorado, 1849 **Historical Accounts** T413a
 by Enos Christman/ Luzena Stanley Wilson **Interactive Whiteboard**
A Letter Home **Letter** T413a
 by Edmund Booth **Interactive Whiteboard**
Writing Project: Editorial T413i
Magazine Maker

Cause and Effect
Learn to Visualize

Week 3 T413o
The Road to Rhyolite **Play** T421
 by Shirleyann Costigan; illustrated by C.B. Canga **Comprehension Coach**
Writing Project: Journal or Letter T439a
Magazine Maker

Explain Narrative Poetry
Learn to Visualize
Determine Theme
Compare Themes

Week 4 T439g
Rhyolite **Narrative Play** T441
 by Diane Siebert; illustrated by Hugh D'Andrade
The False Glitter of Gold/Discovering Treasure **Play** T449a
 by Helene Mercury/ Laura Jenkins **Interactive Whiteboard**
Writing Project: Narrative Poem T450

RESOURCES

Practice Masters PM6.1–PM6.44
Small Group Reading SG1–SG68

Assessment Masters A6.1–A6.46
Reteaching Masters RT6.1–RT6.15

Talking About Trash



? BIG QUESTION

Why should we care about garbage?



Author's Viewpoint
Form Generalizations to
Comprehend Text

Week 1	T455g
The World of Waste	Persuasive Article T465
by Marybeth Lorbiecki; illustrated by Chris MacNeil	Comprehension Coach
Research Project: Support Research	T483a

Explain Author's
Reasons and Evidence
Synthesize
Use Multiple Resources
to Solve a Problem
Compare Authors'
Uses of Reasons and
Evidence

Week 2	T483e
Message in a Bottle	Essay T485
by David de Rothschild	
Plastic: Some, Clear Hard Facts	Magazine Article T493a
by Boris Maletski	Interactive Whiteboard
Earth Day Every Day	Web Article T493a
	Interactive Whiteboard
Writing Project: How-To Article	T493i
	Magazine Maker

Goal and Outcome
Synthesize

Week 3	T493o
Where I Live	Short Story T501
by Gary Soto; illustrated by Chuck Gonzales	Comprehension Coach
Writing Project: Science Fiction	T519a
	Magazine Maker

Determine Theme
Synthesize
Explain Elements of a
Poem
Compare Themes

Week 4	T519g
Sarah Cynthia Sylvia Stout	Poem T521
written and illustrated by Shel Silverstein	
Where Will We Run To?; Secretary Bird; Landscape	Poem T525a
by X.J. Kennedy; Alice Schertle; Eve Merriam	Interactive Whiteboard
Writing Project: Persuasive Essay	T526

RESOURCES

Practice Masters PM7.1–PM7.44
Small Group Reading SG1–SG68

Assessment Masters A7.1–A7.46
Reteaching Masters RT7.1–RT7.15

One Idea

BIG QUESTION



How can one idea change your future?



Steps in a Process
Choose Reading Strategies

Week 1	T531g
Starting Your Own Business	Procedural Text T541
by Arlene Erlbach; illustrated by Gary LaCoste	 Comprehension Coach
Research Project: Integrate Information	T559a

Explain Relationships Between Individuals
Choose Reading Strategies
Compare Text Structures
Integrate Information

Week 2	T559e
Blind teen starts business creating Braille menus	Newspaper Article T561
by Jane Rider of the <i>Missoulian</i>	
Making Bucks by Washing Pups and other articles	Article T567a
by Mai Nguyen; Amit Sinha; Edgar Wilson; Karen Chu	 Interactive Whiteboard
Writing Project: Ad or TV Commercial	T567i
	 Magazine Maker

Elements of Fiction
Use Reading Strategies

Week 3	T567o
One Hen	Fiction T575
by Katie Smith Milway; illustrated by Eugenie Fernandes	 Comprehension Coach
Writing Project: Realistic Fiction	T593a
	 Magazine Maker

Analyze Ideas
Choose Reading Strategies
Explain Relationships Between Events
Compare Relationships Between Events

Week 4	T593g
Another Way of Doing Business	Magazine Article T595
by Greta Gilbert	
Small Loans Make Big Differences	Magazine Feature T603a
by Olivia Watley	 Interactive Whiteboard
Writing Project: Procedural Text	T604

RESOURCES

Practice Masters PM8.1–PM8.42
Small Group Reading SG1–SG68

Assessment Masters A8.1–A8.45
Reteaching Masters RT8.1–RT8.16

Units 1–8 Genres at a Glance

Fiction

Legend

Juan del Oso and the Water of Life T361
retold by Enrique R. Lamadrid and Juan Estevan Arellano

 **The Giant Cloud-Swallower** T369a
retold by Georgia Byrne

 **A Legend of the Great Flood** T369a
retold by W.J. Thomas

Myth

Ten Suns: A Chinese Myth T85
retold by Eric Kimmel

How the Fifth Sun Came to Be: An Aztec Myth T103
retold by Lulu Delacre

 **The Sun God and the Moon God** T111a
retold by Alonso Mantega

Realistic Fiction

My Diary from Here to There T11
Amada Irma Pérez

Coyote and Badger T159
Bruce Hiscock

My Great-Grandmother’s Gourd T341
Christina Kessler

One Hen T575
Katie Smith Milway

Short Story

Where I Live T501
Gary Soto

Tale

Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom T231
Tim Tingle

Poetry

Narrative Poem

Rhyolite: The True Story of a Ghost Town T441
Diane Siebert

Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out T521
Shel Silverstein

Free-Verse Poetry

 **Where Will We Run To?** T525a
X.J. Kennedy

 **Secretary Bird** T525a
Alice Schertle

 **Landscape** T525a
Eve Merriam

Drama

The Road to Rhyolite T421
Shirleyann Costigan

 **The False Glitter of Gold** T449a
Helene Mercury

 **Discovering Treasure** T449a
Laura Jenkins

Nonfiction

Autobiography or Biography


 **A Refugee Remembers: The Autobiography of John Bul Dau** T45
John Bul Dau

Harvesting Hope: The Story of César Chávez T263
Kathleen Krull

Documentary


American Stories T63
adapted from the PBS series *In the Mix*

Essay

 **A Day in the Life of a Vaquero** T405
Phyllis Edwards
photographs by William Albert Allard

 **Message in a Bottle** T485
David de Rothschild

Firsthand Account

 **Voices of the Underground Railroad** T255a
Levi Coffin, Sam Davis, Charles Peyton Lucas, Harriet Tubman

 **One Man’s Gold** T413a
Enos Christman

 **A Letter Home** T413a
Edmund Booth

 **El Dorado, 1849** T413a
Luzena Stanley Wilson

History Article

-  **Journey to Gold Mountain** T69a
Allison Chen
-  **Journey to Freedom** T249
Peter Winkler
-  **Pioneer for Women’s Rights** T289a
Frank Lee
-  **The Susan B. Anthony Amendment** T289a
Judy Diaz
- Westward Bound!** T385
Michael J. Noble

Interview

-  **Fish of the Future** T191
Cheryl Block

Magazine or Newspaper Article or Feature

-  **Solar Cookers** T143a
Kate Levine
-  **Shark Tidbits!** T215a
Nathan Sanchez
-  **Why Save the Wetlands?** T333a
Dinah Garton
-  **Plastic: Some Clear, Hard Facts** T493a
Boris Maletski
- Blind Teen Starts Business** T561
Jane Rider
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Deborah J. Short, Ph.D.

Building Comprehension for All Students

by Jennifer D. Turner and Deborah J. Short

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

Why don't all students "get" comprehension?

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

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

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

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

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

What can teachers do to promote comprehension for all students?

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



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

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

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

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

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



Nonie K. Lesaux, Ph.D.

Beyond the Word List: Comprehensive Vocabulary Instruction

by Nonie K. Lesaux

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

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

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

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

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

Focus on the words that matter most

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

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

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

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

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



Use a deep, interactive approach to build word knowledge

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

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

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

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

Part 1
Think and Respond

Key Words

blossom	produce
characteristic	root
conditions	seed
cycle	soil
depend	sprout
growth	

Talk About It

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

Follow research-based routines

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

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

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



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

Build strategies for word learning

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

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

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

Part 2
Word Work

Suffixes

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

This chart shows some common suffixes.

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

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

Try It Together

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

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

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

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

Conclusion

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

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



Nonie K. Lesaux, Ph.D.

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

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

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

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

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

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

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

Provide daily opportunities for academic talk

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

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



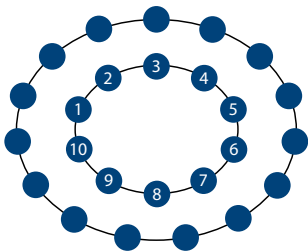
Reach for Reading is designed to infuse reading time with significant opportunities for students to develop their academic speaking and listening skills. In every unit, and across the lesson cycle, students are presented with

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

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



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



Talk Together

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

Go beyond comprehension questions

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

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

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

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

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

Facilitate rich discussion

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

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

Name _____ Date _____

Discussion Guide

Connect Across Texts

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

Miss Ramphus

Everest: The Climb, Part 1

The Coy, Part 1

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

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

For use with 12 pages 104-116 | 503.7 | Book 1, Reading Pack



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

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

Connect academic talk to academic writing

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

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

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

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

Language Frames

Tell Your Ideas

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

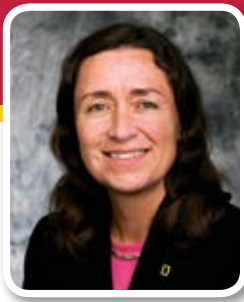
Respond to Ideas

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

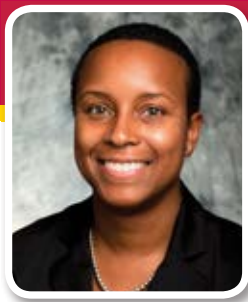
Conclusion

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

For **research citations** see page R25.



Deborah J. Short, Ph.D.



Jennifer D. Turner, Ph.D.

Reaching Your Reading Potential

by Deborah J. Short and Jennifer D. Turner

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

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

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

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

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

Content-based reading

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

Oral language

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

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



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

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

Language Frames

- I wonder _____.
- I read _____.
- So _____.
- Now I wonder _____.

Authentic literature libraries and anthology selections

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

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

- The Great Wall of China**
- BL **Sitti's Secrets**
- BL **Miss Rumphius**
- OL **Everest: The Climb, Part 1**
- AL **The Cay, Part 1**

Week 1 Teaching Resources

Objectives: Read and Comprehend Informational Text

Hurricane Hunters

Summary: Hurricane hunters explore the path of tropical storms that become hurricanes to study them. It also explains how hurricanes form and describe the damage they can cause. Hurricane hunters' equipment must be able to withstand the extreme winds and rain that hurricanes can bring. Hurricane hunters gather data, which is collected into a report that is used to help predict the path of hurricanes.

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, heavy rain, destroyed trees, etc.)

Build Background: Explain that hurricanes are the most dangerous tropical storms. Read the introduction on page 102. Explain how the storm and clouds to the information. Ask students to use the information to answer the questions on page 102. Explain how the storm and clouds to the information. Ask students to use the information to answer the questions on page 102.

Check & Reteach: Have students practice comprehending visual information by explaining the path of a hurricane on the West Coast of the U.S. or can go out there. Have students use the information about the storm and clouds to the information. Ask students to use the information to answer the questions on page 102.

Week 1 Teaching Resources

Objectives: Read and Comprehend Informational Text

Weather

Science Vocabulary: Use the introduction on page 103 to introduce new words.

Build Comprehension: After reading, use the Comprehend Check on page 103. 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. Because of its strong winds, it can cause severe flooding, destruction, and loss of life.

Comprehend Visual Information: How is a hurricane's eye different from the rest of the storm? (The eye wall is the wall of clouds that surrounds the eye of the 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 or if they can warn people and help save lives.)

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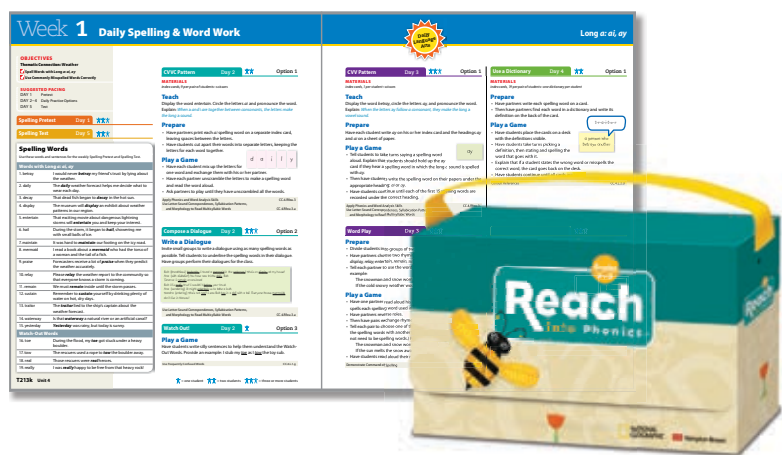
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Explicit, systematic instruction and assessment

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



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

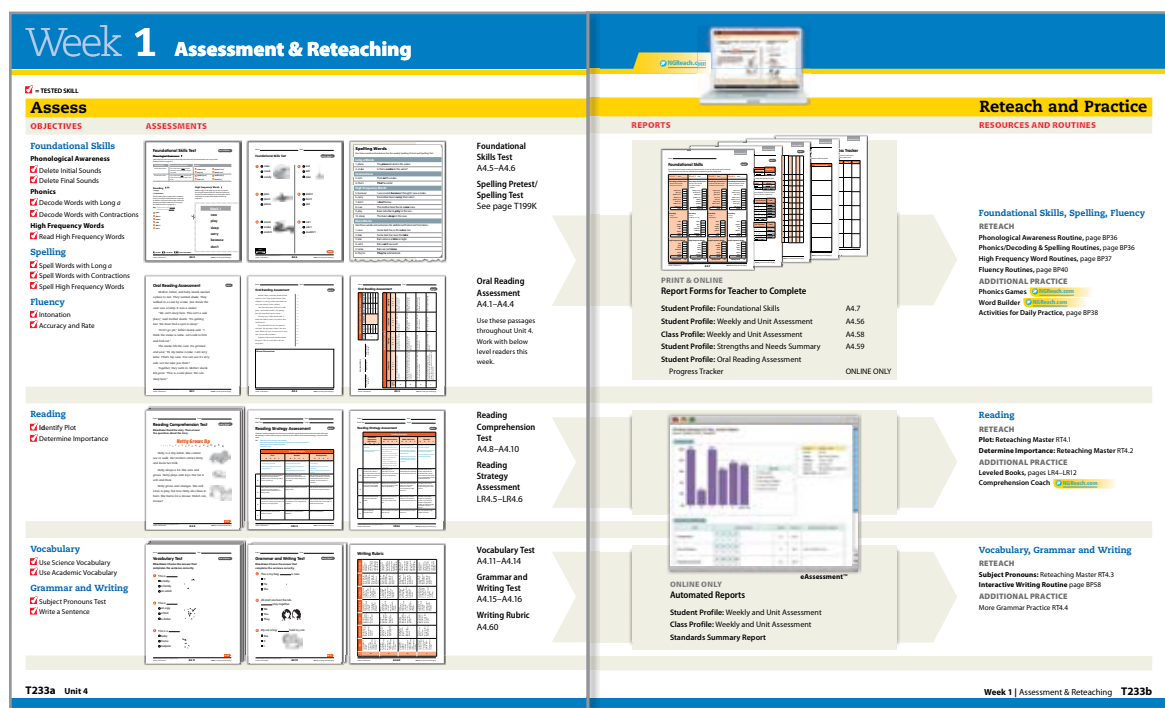
Reach for Reading offers teachers and students multiple ways of demonstrating understanding. Students respond to reading through writing activities designed for their reading and language proficiency levels. *Reach for Reading's* informal assessment tools, including running records and comprehension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

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

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

Conclusion

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



For research citations see page R25.



Sylvia Linan-Thompson, Ph.D.

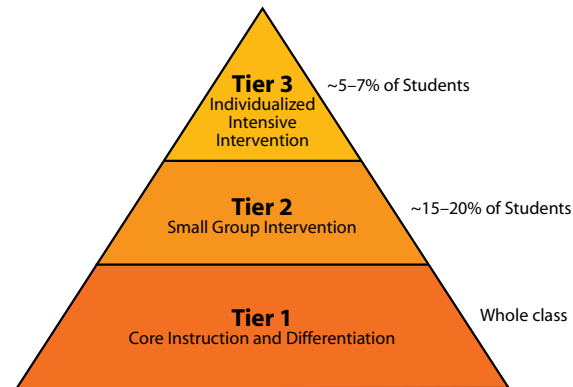
Monitoring Progress to Reach Reading Goals

by Sylvia Linan-Thompson

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



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



Multi-tier instruction

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

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

Characteristics of effective Tier 1 instruction

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

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

Reader Variables

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

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

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



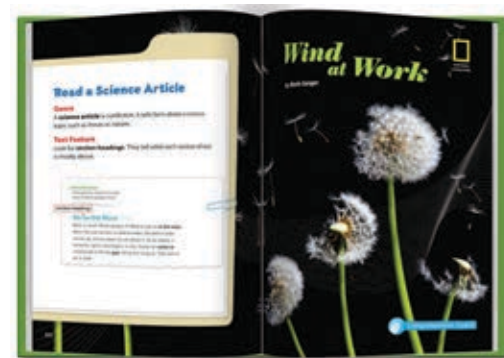
▲ Anthologies and libraries feature a diverse array of literature and informational texts.

Text Variables

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

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

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



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

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

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

Differentiation and Tier 1 instruction

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



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



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

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

Multiple measures

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

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

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

Word Bank: Long a

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

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

Providing Tier 2 instruction

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

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

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

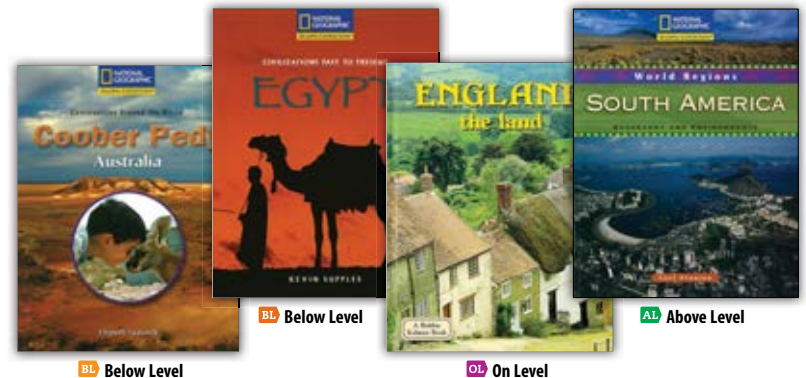
Reach for Reading has several components that can be used to support these students as they develop the code, including routines and resources for reteaching foundational skills identified for the early grades. For intermediate grades, a complete phonics intervention kit, *Reach into Phonics*, is provided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



▲ Comprehension Coach and *Reach into Phonics*

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

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



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

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

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

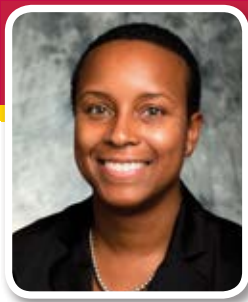
Conclusion

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

For **research citations** see page R25.



Lada Kratky



Jennifer D. Turner, Ph.D.

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

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

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

Reading groups

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

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

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

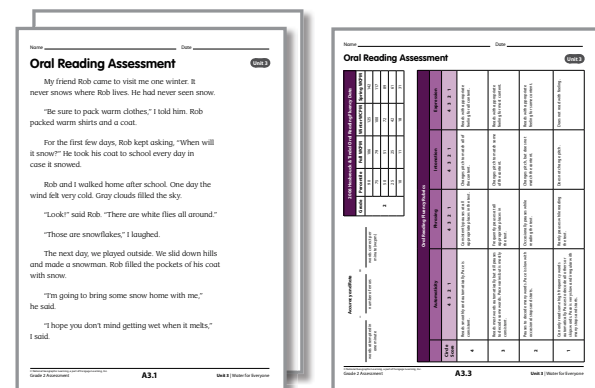
When learning and practicing a skill, students will work best when grouped with others of similar skill levels. Instructional levels are determined by observation of student strengths. Reading means deriving meaning from print. To that end, teachers should be aware if students are purely decoding or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

Running records

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

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

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



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

Flexible grouping

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

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

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



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

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

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

Name _____ Date _____

Connect Across Texts

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

Book's Series _____

Miss Ramphias _____

Event: The Climb, Part 1 _____

The Cup, Part 1 _____

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

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

563.7



Selecting the right book

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

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

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

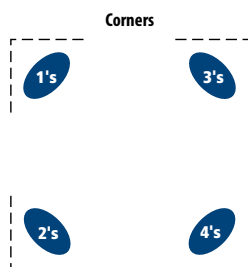
- 32 content-based decodable readers are provided in the primary grades
- over 100 thematically-connected trade books carefully selected to span across the range of below-level, on-level, and above-level readers
- 64 Explorer Books featuring articles from *National Geographic Explorer* magazine written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

Grouping for cooperative learning

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

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

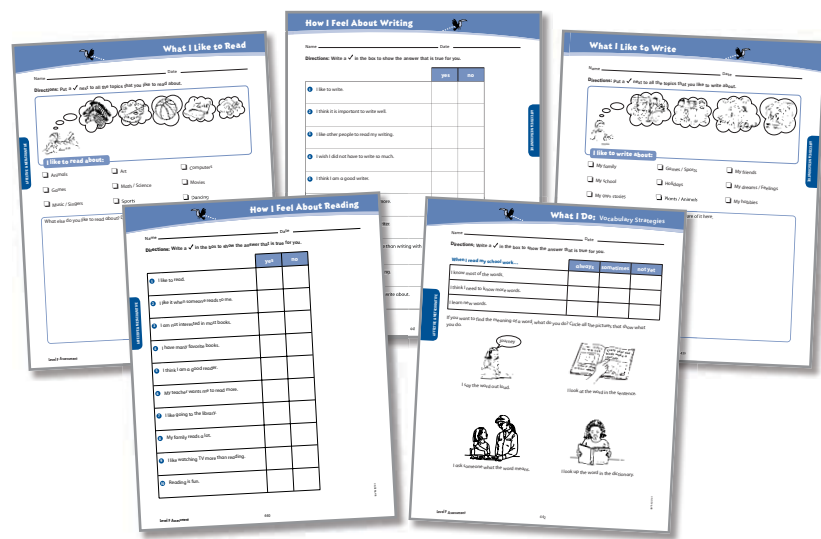
National Geographic Reach for Reading offers a wide range of cooperative learning activities. An example of such an activity is “Corners.” Each of the four corners of the classroom is assigned one aspect of a discussion. At their seats, students think and write about one of those aspects. Then they go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



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

Independent reading

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



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

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

Conclusion

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

For research citations see page R25.



Nancy Frey, Ph.D.

Using Technology to Foster Learning for a New Century

by Nancy Frey

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

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

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

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

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

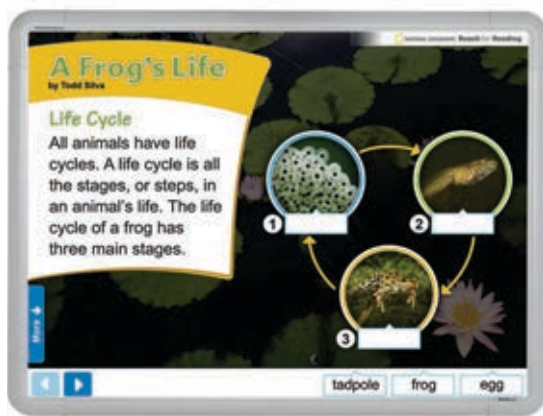
Reach for Reading is designed to build students' capacity for learning with technology, and to support teachers' efforts in utilizing technology in a safe environment. In addition, the curriculum design of the program accentuates the content knowledge needed by 21st century learners.

Literacy 2.0: learning in the 21st century

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

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

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



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

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



◀ Students create writing projects using the Magazine Maker.



Social learning in the 21st century

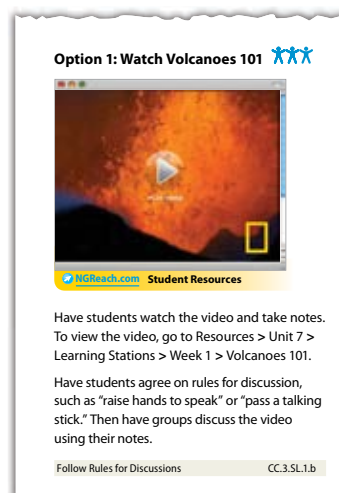
Noted literacy researcher Paul Gee (2007) states that learning is socially constructed between people and requires them to probe, hypothesize, reprobe, and rethink and that this occurs in both face-to-face and digital environments. The Web 2.0 revolution has made digital spaces interactive, and people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

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

Reading and writing in the 21st century

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

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



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

Communication in the 21st century

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



Learn test-taking strategies.
NGReach.com

Write About It

What **traits** do you most admire in Cuy? Why? Write an e-mail to Cuy to tell him. Use **Key Words**.



Cuy's traits

To: Cuy@ngreach.com
From: ileana@ngreach.com
Subject: Cuy's traits

Hi Cuy,
You have some great traits, like ____ and ____ . I like these things about you because ____ .

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Let's not forget literacy learning!

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

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



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

Conclusion

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

For **research citations** see page R25.

Reading

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

Small Group Reading Routine 1

Introduce

- **Assign books.** Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.
- **Introduce books.** Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question.
- **Introduce vocabulary.** Use **Vocabulary Routine 1** to teach the story words for each book.



Small Group Reading Routine 2

Read and Integrate Ideas

- **Have students read independently.** Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? Does that sound right?*
- **Monitor students' understanding.** As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.
- **Form homogeneous discussion groups.** Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each member of the group.
- **Monitor group discussions.** Have students discuss the book they read, using the questions on the Discussion Guide. Use the Build Comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys:
 - Week 1: SG60–SG61 Week 3: SG64–SG65
 - Week 2: SG62–SG63 Week 4: SG66–SG67
- **Provide writing options.** Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

Small Group Reading Routine 3

Connect Across Texts

- **Form heterogeneous groups.** Group students who have read different books. Include at least one representative for each book read that week.
- **Introduce the activity.** Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about places in the world.
- **Have students summarize.** Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.
- **Have students connect across texts.** Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.
- **Monitor groups.** Use the Speaking and Listening Observation Log **Assessment Master** to assess students' participation in discussions.

Small Group Reading Routine 4

Conduct Conferences

- **Assess reading.** Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics **Assessment Masters** to assess how well the student uses the reading strategies. Then have the student complete a Reader Reflection **Assessment Master** to assess his or her own reading fluency.
- **Assess writing.** Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*
- **Plan intervention or acceleration.** Ask the student to summarize what he or she has learned. Plan for further instruction:
 - If the student needs additional support with asking questions, identifying problem and solution, identifying cause and effect, or identifying and explaining figurative language, use the Assessment and Reteaching resources provided.
 - If the student successfully applies the focus skills, use the Recommended Books on page SG68 to guide the student in choosing books for independent reading.

Connect Across Texts

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

The Year of the Flood, Paolo J.
Cocaine Fever
Mr. Rogers, the Lion, Paul J.
Mock, Paul J.

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

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

568.7 Living in Place of the World

Educational-Context Variables

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

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

Teacher Variables

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

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

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

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

Support Variables

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

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

Conclusion

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

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

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

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

Learning Station Routine 1

Listening Center

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

Learning Station Routine 2

Echo Reading

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



Learning Station Routine 3

Choral Reading

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

Learning Station Routine 4

Paired Reading

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



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

Independent Reading Routine

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

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



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



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

Fluency Routine 1

Choral or Echo Reading/Marking the Text

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

Fluency Routine 2

Paired Reading

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

Fluency Routine 3

Recording and Tracking Comprehension Coach

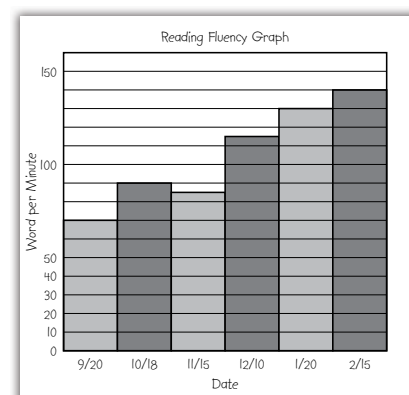
1. **Read and record.** Have students use the **Comprehension Coach** to record and analyze their readings.
2. **Re-record as needed.** Encourage students to repeat their recording until they are satisfied with their reading and rate.
3. **Note progress.** Have students note their accuracy and rate as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

Fluency Routine 4

Timed Reading Comprehension Coach

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

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



Vocabulary

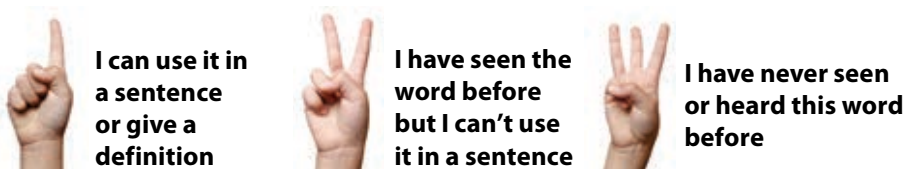
Research Basis: Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading,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

Vocabulary Routine 1

Introduce the Words

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

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



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

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



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

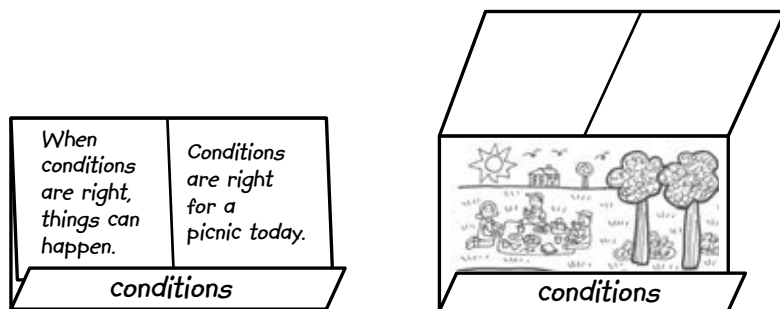
Research Basis: Research confirms that students need to use a word multiple times in different contexts to become fully familiar with the word and its meaning or meanings. Exploring the word through the use of graphic organizers, writing, and illustrations provides a rich array of experiences with the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

Vocabulary Routine 2

Expand Word Knowledge

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

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



Fold-Up Tab

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

4-Corner Vocabulary

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

Fruyer Model

Vocabulary, continued

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

Vocabulary Routine 3

Share Word Knowledge

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

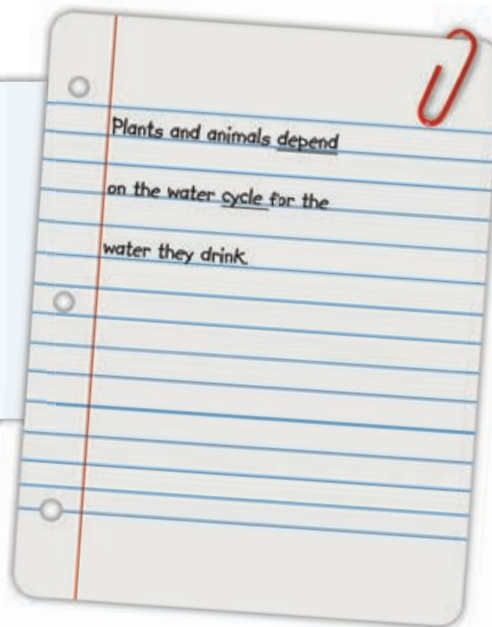
1. **Form pairs.** Pair each student with a partner who studied a different vocabulary word for Vocabulary Routine 2 (Expand Word Knowledge).
2. **Share.** Partners take turns reading to each other their graphic organizers from Vocabulary Routine 2.
3. **Discuss.** Partners discuss and create sentences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

Student 1: My word is cycle.

Student 2: The word I studied is depend.

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

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



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

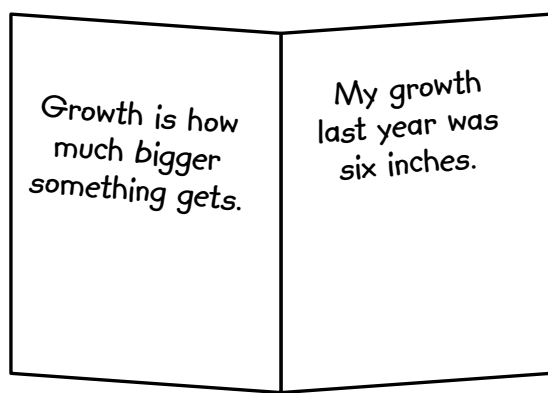
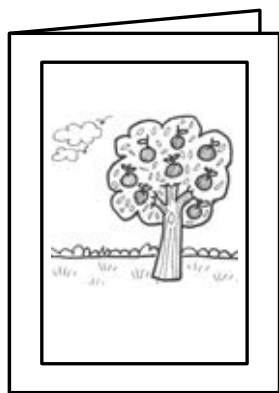
Vocabulary Routine 4

Review, Extend, or Reteach Vocabulary

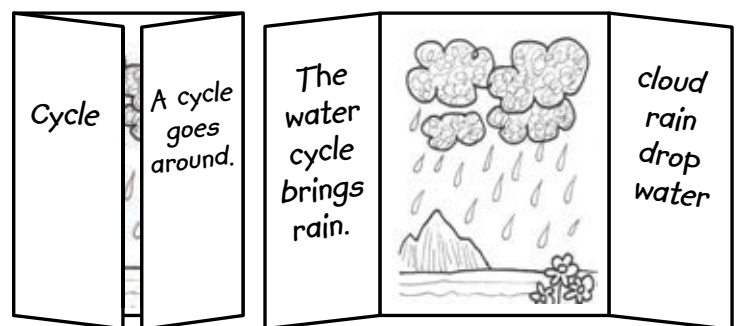
Purpose: Provide instruction and practice with vocabulary words and other important words used in classroom directions and discussion.

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

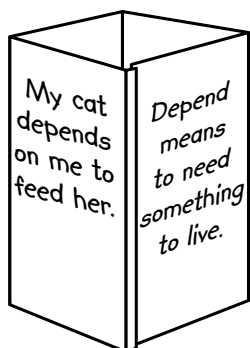
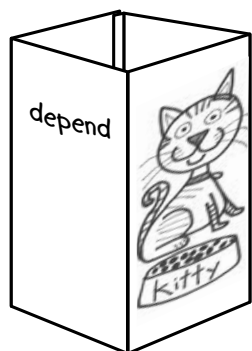
Three-Dimensional Graphic Organizers



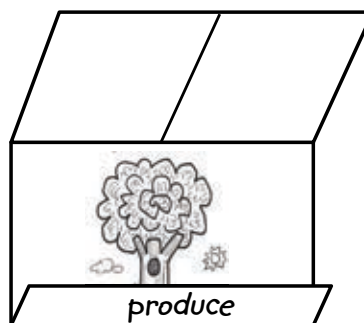
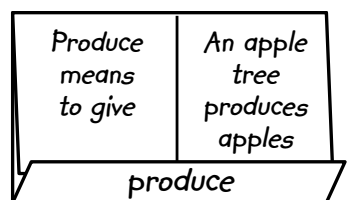
Portrait



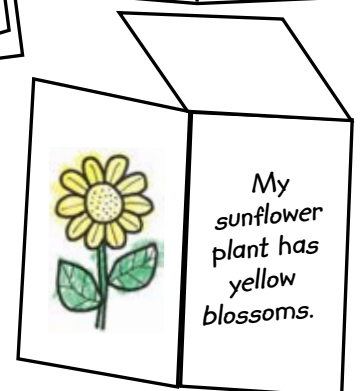
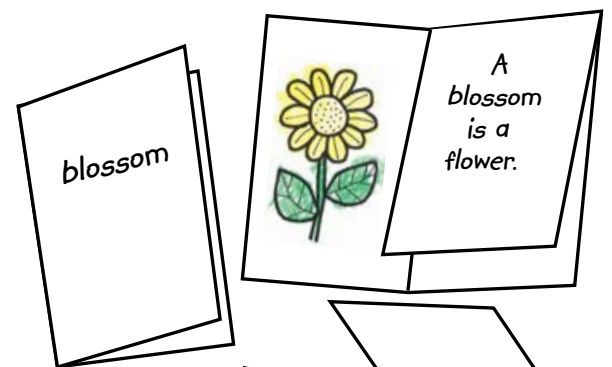
Window



Upright

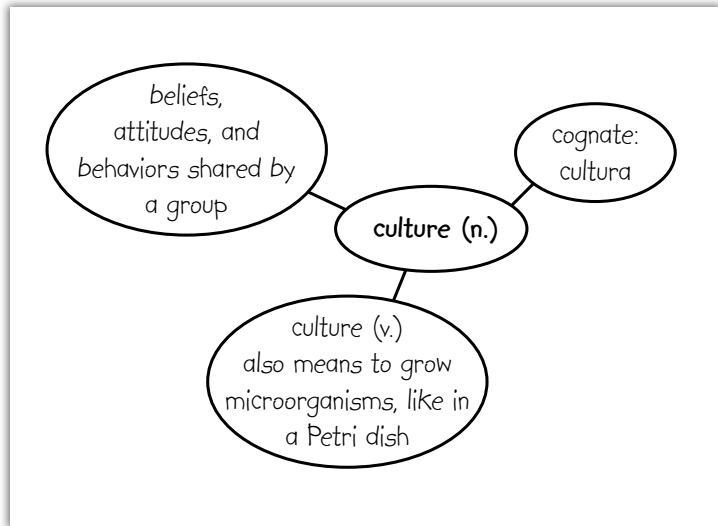


Fold-Up Tab

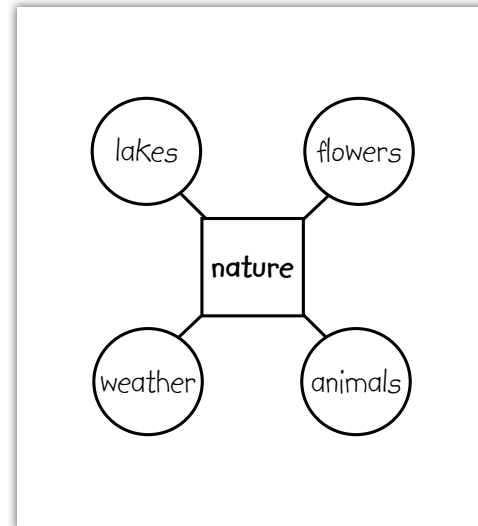


Three-Quarter Book

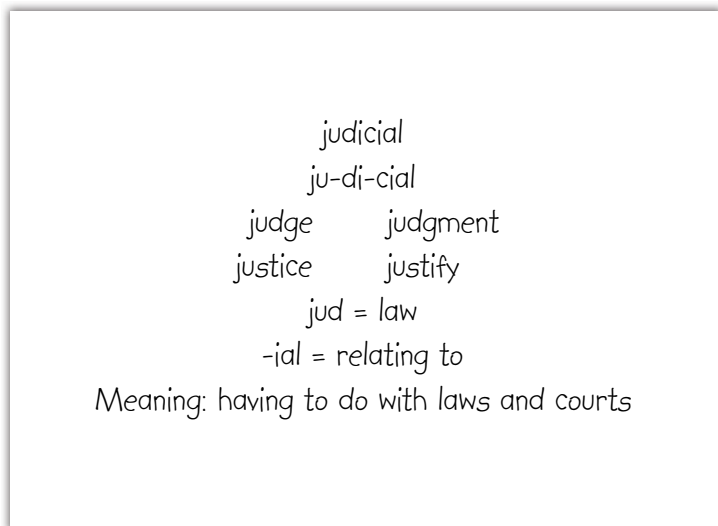
Other Graphic Organizers



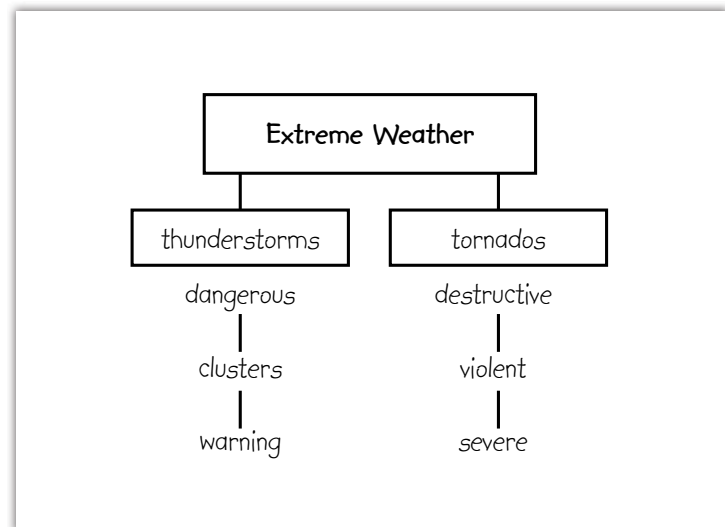
Word Web



Word Web of Examples



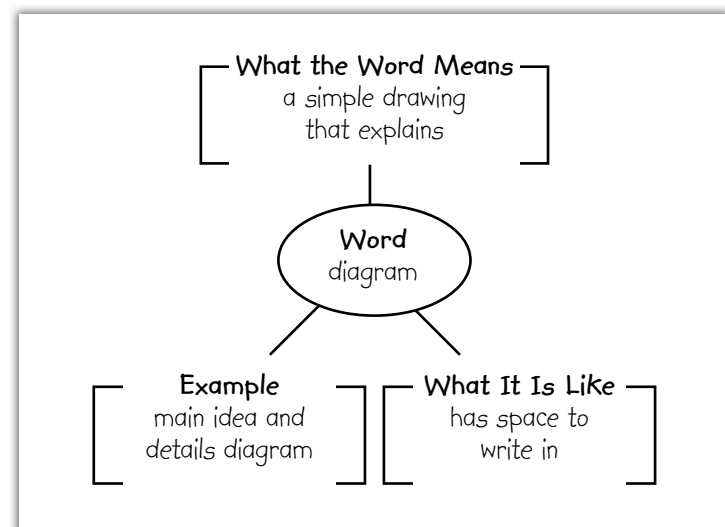
Wordbench



Semantic Web

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

Example Chart



Word Map

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

Vocabulary Routine 5

Text-Talk Read Aloud

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

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


I hope _____ otherwise _____.

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

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

"Gross."

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



In Other Words
Otherwise If we don't

156

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



Silvia Linan-Thompson, Ph. D.



Lada Kratky

Building Foundational Skills

by Silvia Linan-Thompson and Lada Kratky

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

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

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

Phonological awareness

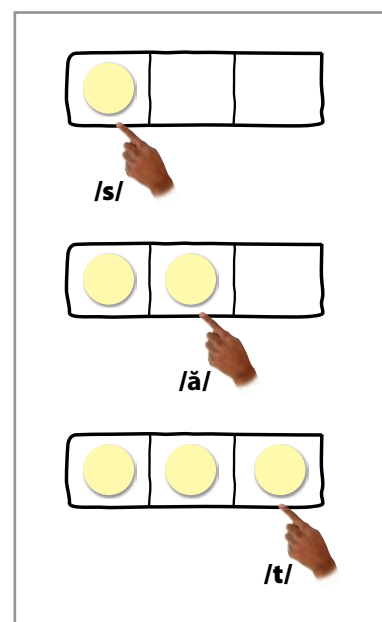
Phonological awareness is the ability to hear, identify, and manipulate sounds in words. It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sound to the letters that represent them. Explicit instruction in phonemic awareness improves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



◀ Sing with Me Phonics Songs engage students with rhymes.

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

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



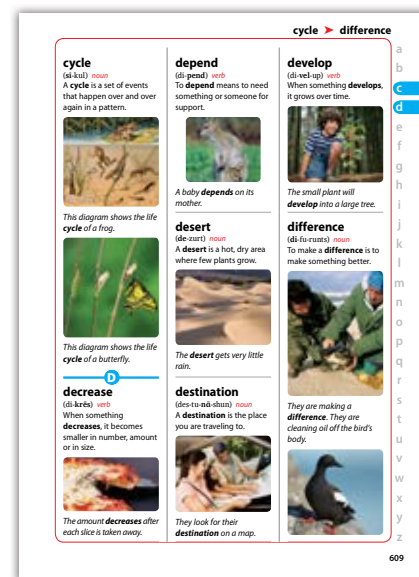
Children's phonemic awareness skills will continue to develop as they acquire knowledge of the alphabet. Phonemic awareness begins but does not fully develop until children learn to read and spell. It is learning the correspondence between sounds and printed letters that allows children to develop and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

Vocabulary Routine 6

Reteaching Vocabulary

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

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



Picture Dictionary in Anthology

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

Animals and plants depend on water to live.

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

Activities for Daily Vocabulary Practice

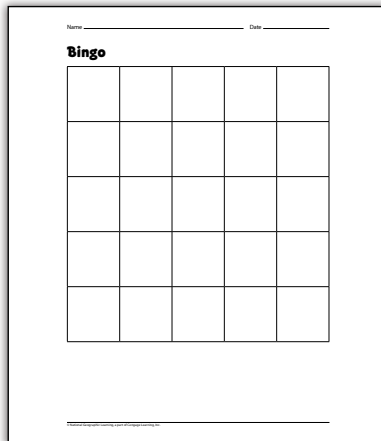
Purpose: These routines can be used to give students additional experience in a variety of contexts with vocabulary introduced during lessons.

Whole Group Games



Vocabulary Bingo

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



Stump the Expert

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

Whole Group Activities



Yes or No?

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

Around the World

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

Rivet

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

Small Group Games



Picture It

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

Small Group Activities



Multiple Key Word Skit

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

Vocabulary Concentration

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



Partner Activities



Word Sorts

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

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

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

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

Individual Activities



Word Poems

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



Structured Response

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

Structured Response

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

Choral Responses

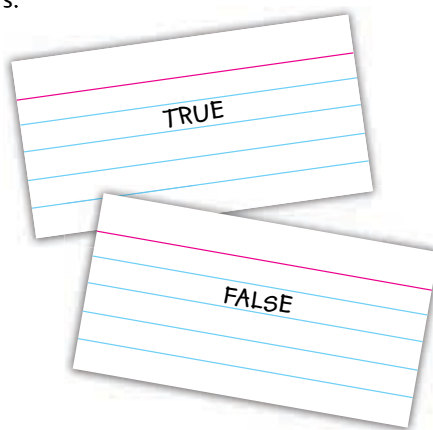
Choral responses allow students to join in on important academic words, expressions, or ideas. They allow the teacher to determine immediately which students understand a presentation.

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

Response Cards

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

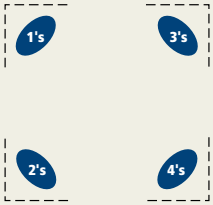
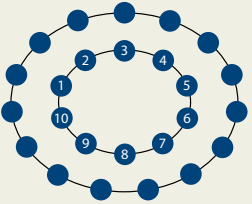
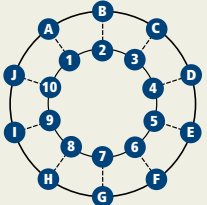
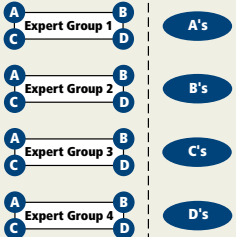
- 1. Use simple prompts.** Give students a prompt or ask them a question that can be answered with one or two words, *yes/no*, or *true/false*.
- 2. Allow wait time.** Tell students to think about their answers. Silently count to 5, then say: *Write your answer.*
- 3. Students display their cards.**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



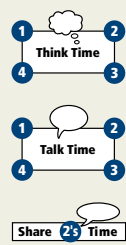
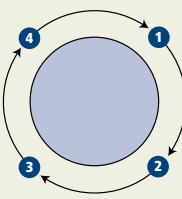
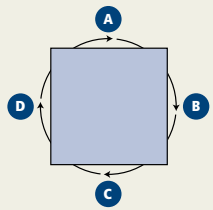
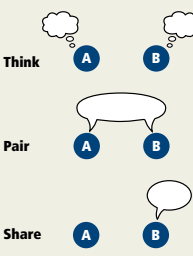
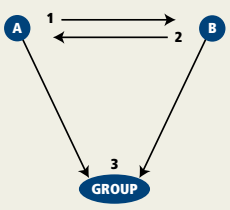
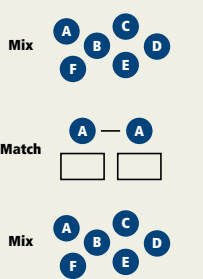
Cooperative Learning

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

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

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

Cooperative Learning, continued

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

Writing

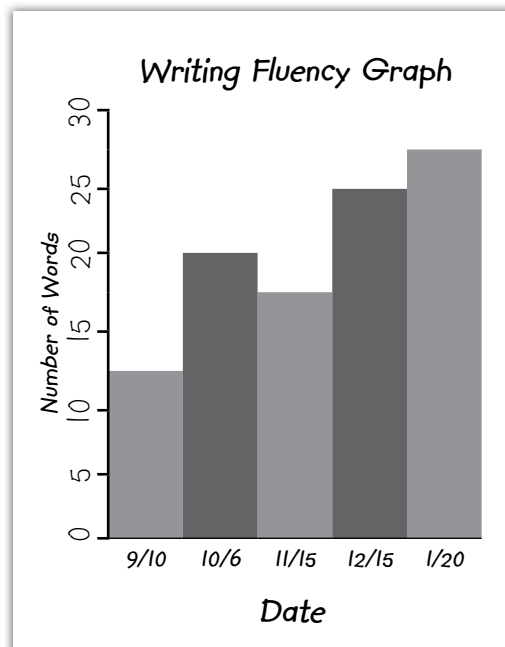
Research: Research shows that expert writers write longer strings of words before stopping to think than less skilled writers. Power writing practice helps students learn to get their words down on paper quickly. It also helps them overcome the tendency to stall before starting to write (Fisher & Frey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

Writing Routine 1

Power Writing

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

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



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

Writing Routine 2

Modeled Writing

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

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

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

Puppies Born

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

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

Writing Routine 3

Generative Writing

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

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

The bubbling magma exploded from the volcano.



Phonics

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

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


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

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

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

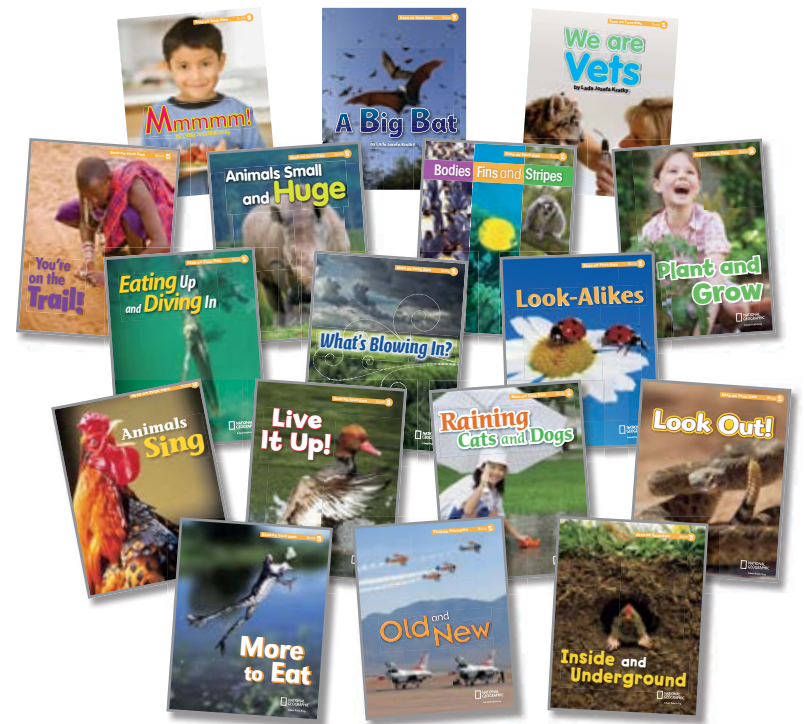
Cover up all spellings except *i*, *e* on **Sound/Spelling Card 34**. Then use **Decoding Routine 1** to connect sound and spelling */i/, e* and to blend words.

Step 1 Develop Phonological Awareness	/i/, e
1. Tell children: <i>This word has /i/ at the beginning. These words have /i/ in the middle.</i>	ice slide, price, shine
2. Tell children: <i>I will say a word. Listen for /i/. If you hear it, tug your ear. If you don't hear it, do not tug your ear. (chin and plate do not have the /i/)</i>	dive, pile, chin, plate, slice, knife

Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Sound/Spelling Card 34 . Say: <i>ice</i> . Have children repeat.	 Card 34 ice, /i/, e
2. Say: <i>ice</i> . Have children repeat.	
3. Turn the card over. Point to the <i>i</i> , <i>e</i> spelling. Explain that one way to spell <i>/i/</i> is with an <i>i</i> followed by a consonant followed by an <i>e</i> . The <i>e</i> comes at the end of each word. The <i>e</i> is silent. The sound for vowel <i>i</i> is its own name, <i>/i/</i> .	

Step 3 Blend Sound-by-Sound	
1. Write <i>f</i> Say <i>/f/</i> and have children repeat.	f
2. Add <i>i</i> , <i>e</i> . Remind children that the <i>e</i> is silent and the sound for <i>i</i> is its own name. Say <i>/i/</i> , sweeping your hand beneath the spellings. Have children blend the sounds with you.	fi e
3. Add <i>n</i> between the <i>i</i> and <i>e</i> . Model blending the whole word and then have children blend with you.	fine
4. Write and blend other words with <i>/i/, e</i> .	nine, bike, smile, dime, prize

For Decoding Routine 1, see page B932.
See Differentiate



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

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

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

Writing Routine 4

Independent Writing

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

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

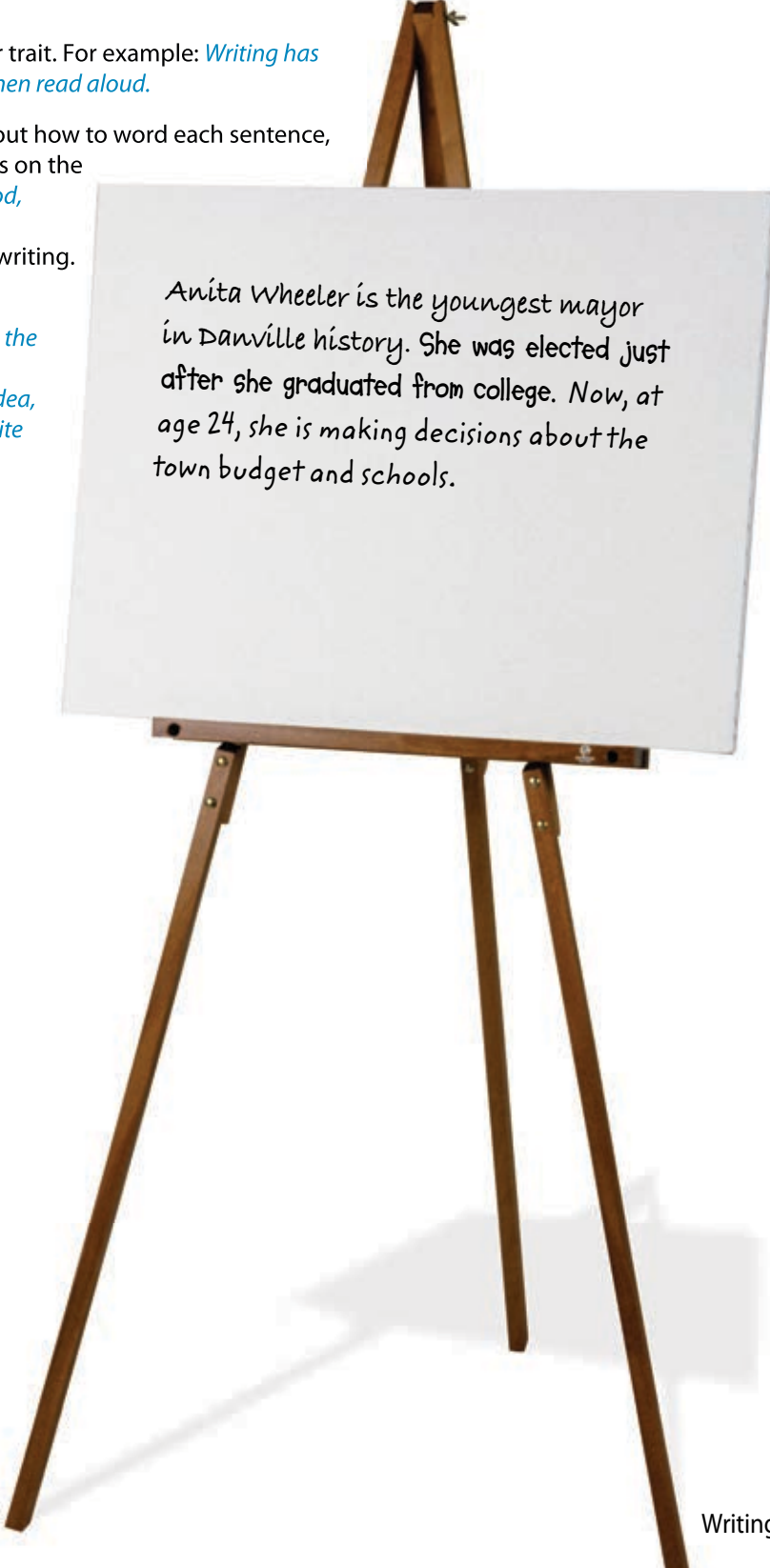
Research: Expert writers make many decisions as they write. Students may not understand all of the decisions involved. Interactive writing makes these decisions part of the conversation between teacher and students. It also demonstrates for students how expert writers think about word choice and constantly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

Writing Routine 5

Reteaching Writing

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

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



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

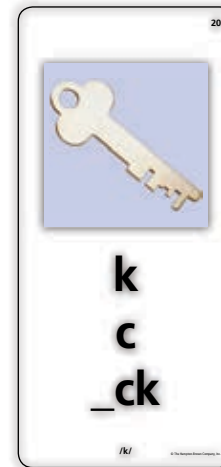
Foundational Skills

Dictation Routine 1

Sound-by-Sound Spelling

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

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



Dictation Routine 2

Whole Word Spelling

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

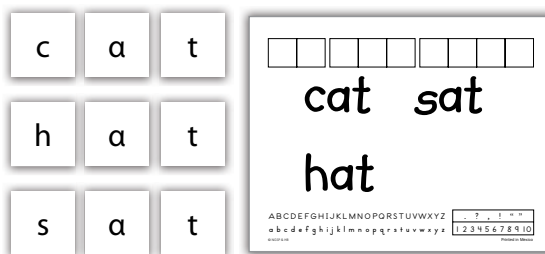
1. **Say a sentence.** Have students listen as you read the sentence.
2. **Spell words.** As you read the sentence slowly several times, have students write it.
3. **Check and correct spelling.** Write the sentence. Have students check their spelling. Students should circle any misspelled words and write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

Word Work Routine 1

Word Building

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

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



Word Work Routine 2

Word Sorts

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

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

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



Activities for Daily High Frequency Word Practice

Whole Group Practice: Word Wall



Post Words

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

Sound Sort

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

Random Reading

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

Word Sorts

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

Create Sentences

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

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

Whole Group Games



Word Clues

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

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

new

Bop!

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



Build, Mix, Fix

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

Toss and Spell

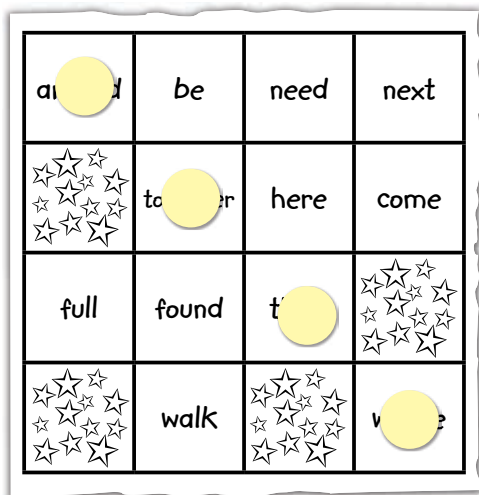
Use a bean bag and sit in circle. The first student says a High Frequency Word and its first letter, and tosses the bean bag to next student. That student says the next letter. Tossing continues until word is complete. The student who says last letter also uses the word in an oral sentence.

Whole Group Games, continued



Wordo

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



Hopscotch

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

Small Group and Partner Games



Bang!

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

Clues and Choose

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

Guess the Missing Word

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

Memory or Matching

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

Word Hunt

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

Flashcard Routine

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

Technology

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

Mark-Up Text Routine

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

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

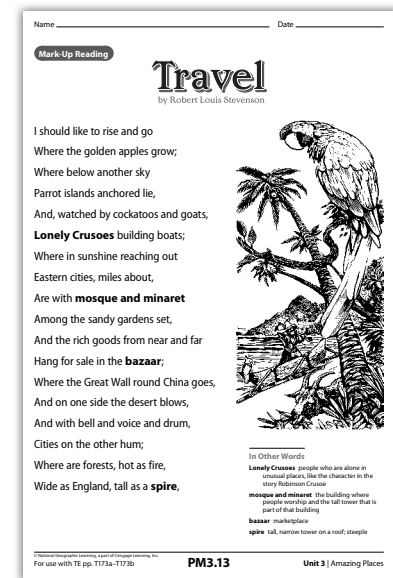
Regularly remind the class to copy the marks onto their **Practice Masters** to serve as a model for their independent work.



Mark-Up Text Routine, continued

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

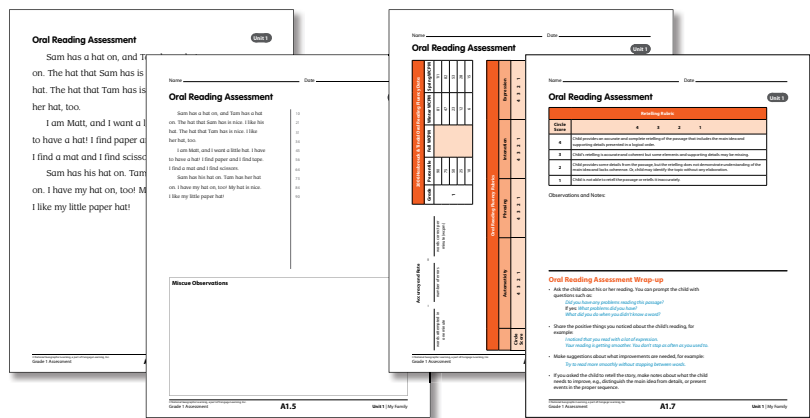
For more technical assistance, see the user guide on **NGReach.com**.



Fluency and comprehension

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

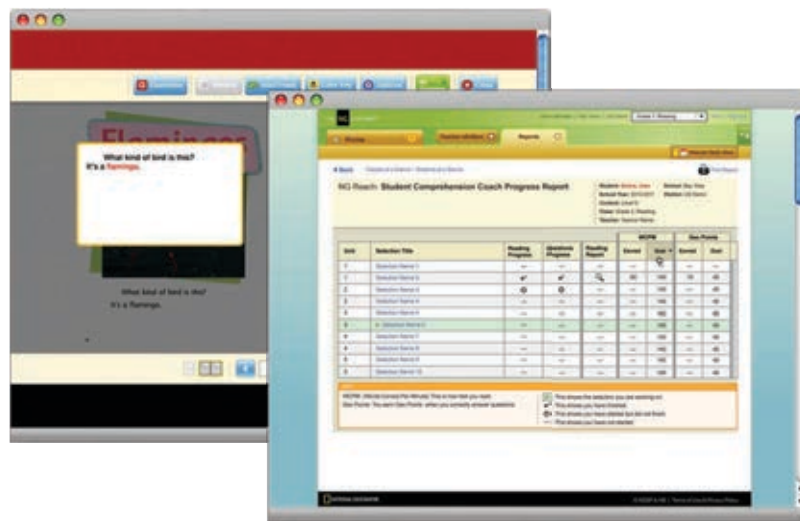
If students pause appropriately, use correct phrasing, or change their intonation and expression in response to the text, they may not need fluency practice. Furthermore, we can usually assume that they understand what they are reading. Their response to the text is a reflection of their processing of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



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

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

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



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

Conclusion

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



Nancy Frey, Ph.D.

Developing Young Writers *by Nancy Frey*

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

Writing instruction across dimensions

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

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

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

Motivating writers with Big Questions

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

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

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

Unit 5

Invaders!

Share What You Know
Think of a time when you really...

BIG Question When do harmless things become harmful?

Scaffolded instruction builds writing skills

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

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

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

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

Daily writing builds fluency

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

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

Power Writing

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

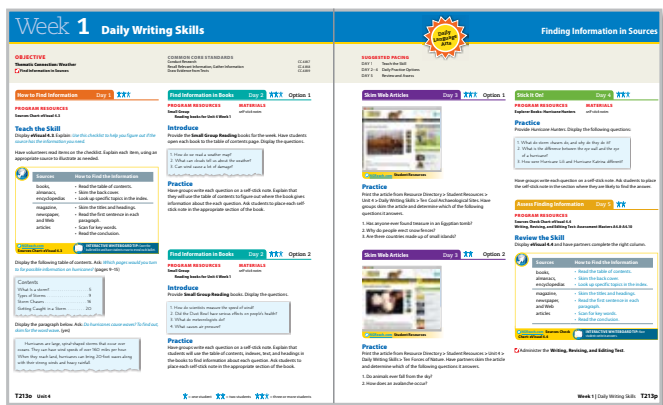
For *Writing Routine 1*, see page BP47.

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

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

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

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



Conclusion

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

Language Frames

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

Writing projects extend writing opportunities

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

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

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

Writing Project *continued*

<p>Revise</p> <p>1. Read, Retell, Respond Read your draft aloud to a partner. Your partner listens and then retells the story. Note ways to improve your writing.</p> <div style="border: 1px solid #0070C0; padding: 5px; margin: 5px 0;"> <p style="text-align: center; font-weight: bold; color: #0070C0;">Language Frames</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. </td> <td style="width: 50%; padding: 2px;"> <p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____. </td> </tr> </table> </div> <p>2. Make Changes Think about your draft and your partner's suggestions. Then use the Revising Marks on page 585 to mark your changes.</p> <ul style="list-style-type: none"> • Is every event clearly described? If not, add details. • The pulled it down and stomped. • Make sure you what the character says sounds like that character. Replace words that don't. • You can forget about this barbeque. • The horses team runs together. 	<p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____. 	<p>Edit and Proofread</p> <p>Work with a partner to edit and proofread your tall tale. Remember to use lots of action verbs. Use verb forms of have and be. Make sure that each verb agrees with its subject. Use the marks on page 585 to show your changes.</p> <div style="border: 1px solid #0070C0; padding: 5px; margin: 5px 0;"> <p style="text-align: center; font-weight: bold; color: #0070C0;">Spelling Tip</p> <p>When you write a correction use an underline in place of the letters that are left out. I have 17a.</p> </div> <p>Publish</p> <p>1. On Your Own Add pictures. Read your story to your classmates. You may even want to use sound effects!</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="width: 50%; padding: 2px;"> <p>Read with expression</p> <p>If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p> </td> <td style="width: 50%; padding: 2px;"> <p>To picture the story in your mind</p> <p>Laugh or smile to show the speaker when you think something is funny.</p> </td> </tr> </table> <p>2. With a Group Invite family and friends to a storytelling festival. Choose several of your tall tales to act out. Create scenery and assign parts. Practice and perform the stories for your audience.</p> <div style="text-align: center; margin-top: 10px;"> </div>	<p>Read with expression</p> <p>If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p>	<p>To picture the story in your mind</p> <p>Laugh or smile to show the speaker when you think something is funny.</p>
<p>Retell</p> <ul style="list-style-type: none"> • The story takes place _____. • The main character's problem is _____. Then _____. Finally, _____. • The funniest part is when _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> • It was hard to picture _____. You could add more details to _____. • Your story is _____ in some parts. _____ is one place where you can add _____. 				
<p>Read with expression</p> <p>If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p>	<p>To picture the story in your mind</p> <p>Laugh or smile to show the speaker when you think something is funny.</p>				

For research citations see page R25.

Author Monograph | Writing **BP9**



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

CHILDREN

- 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

CHILDREN

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

Crossing Between Cultures

?
BIG
Question

How can where
you are change
who you are?

U.S. Immigration

Week 1
Coming to America

Week 2
Coming to America

Week 3
Why People Immigrate

Week 4
Adjusting to a New Culture

Unit 1 Program Resources

WHOLE GROUP TIME

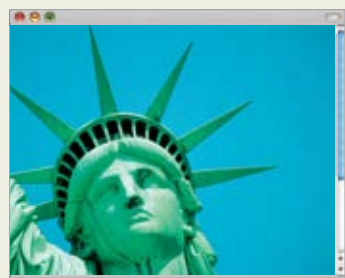


Student Technology

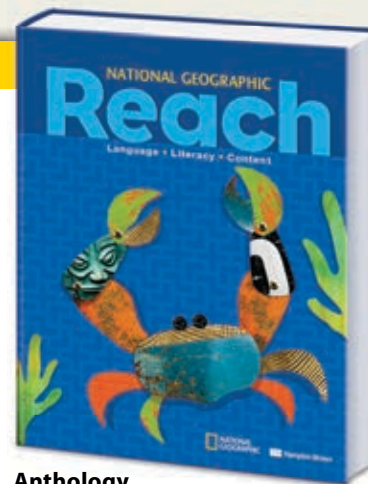
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



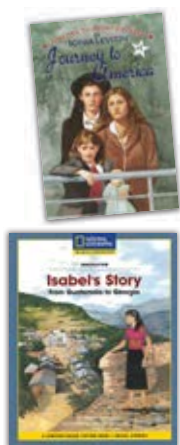
Anthology



Interactive Whiteboard

Mark-Up Models 1.1, 1.2

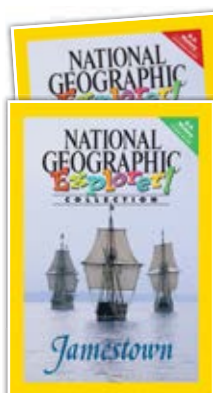
SMALL GROUP READING TIME



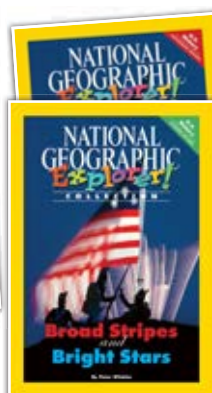
Fiction Books



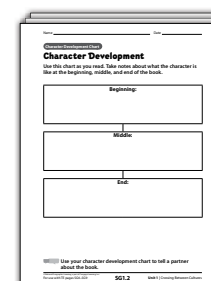
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters SG1.1–SG1.32

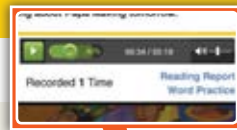
LEARNING STATION TIME



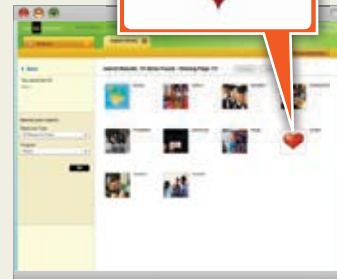
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Student Technology

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



Comprehension Coach



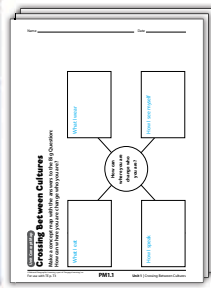
Digital Library



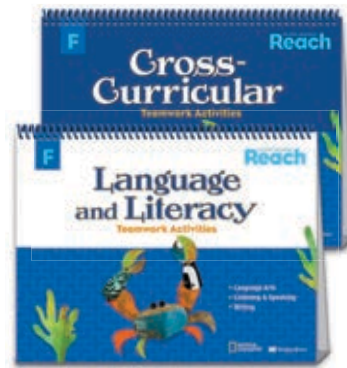
My Vocabulary Notebook



Practice Book
PM1.1–PM1.32



Practice Masters
PM1.1–PM1.32



Teamwork Activities

ESL Kit



Reach into Phonics Kit

PLANNING RESOURCES



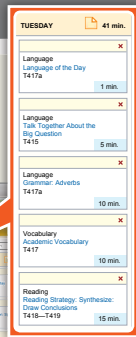
NGReach.com

Teacher Technology

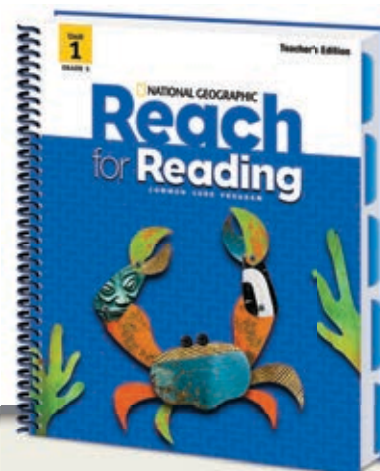
- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 1.1–1.31
- Family Newsletter 1 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition



Online Lesson Planner



Teacher's Edition

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

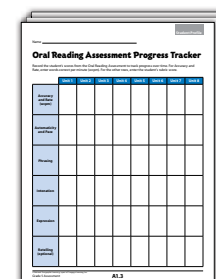
ASSESSMENT & RETEACHING



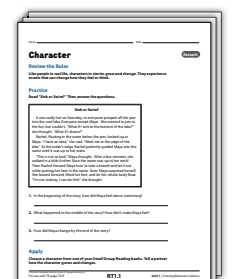
eAssessment™



ExamView®



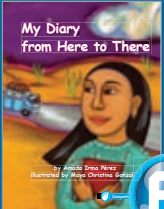
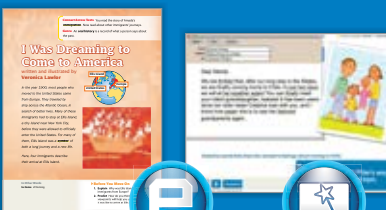
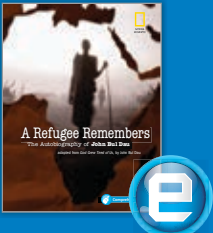

Assessment Masters
A1.3–A1.48



Reteaching Masters
RT1.1–RT1.12

Unit 1 Skills at a Glance

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

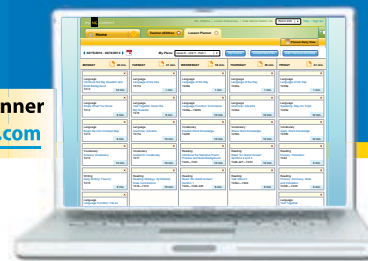
Introduce Unit 1	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary		Reading
Week 1  eEdition	Ask For and Give Information Plan for Discussion	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Short <i>a</i> and Commonly Misspelled Words ✓ Daily Grammar: Complete Sentences; Complete and Simple Subjects and Predicates ✓ Social Studies Vocabulary country culture education employment immigration ✓ Academic Vocabulary develop opportunity preview refuge symbol transition translate 	Read and Comprehend a Diary <ul style="list-style-type: none"> ✓ Comprehend Character Development ✓ Learn to Plan and Monitor ✓ Fluency: Practice Expression, Accuracy, and Rate 	
Week 2  eEdition Interactive Whiteboard	Compare Accounts Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Short <i>o</i> and Commonly Misspelled Words ✓ Daily Grammar: Clauses and Phrases; Complete Sentences ✓ Use a Dictionary 	Read and Comprehend an Oral History <ul style="list-style-type: none"> ✓ Compare Viewpoints ✓ Learn to Plan and Monitor Read and Comprehend a Fictional E-mail <ul style="list-style-type: none"> ✓ Describe Viewpoint Analyze Viewpoints ✓ Fluency: Practice Phrasing, Accuracy, and Rate 	
Week 3  eEdition	Ask and Answer Questions Clarify Information	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Short <i>i, u,</i> and Commonly Misspelled Words ✓ Daily Grammar: Negative Sentences; Correlative Conjunctions ✓ Social Studies Vocabulary citizenship custom ethnic foreign origin ✓ Academic Vocabulary adapt challenge contrast diversity identity monitor society 	Read and Comprehend an Autobiography <ul style="list-style-type: none"> ✓ Compare and Contrast ✓ Learn to Plan and Monitor ✓ Fluency: Practice Phrasing, Accuracy, and Rate 	
Week 4  eEdition Interactive Whiteboard	Explain Events Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Digraphs <i>ch, tch</i> and Commonly Misspelled Words ✓ Daily Grammar: Compound Subjects; Compound Predicates ✓ Use a Thesaurus 	Read and Comprehend a Documentary <ul style="list-style-type: none"> ✓ Distinguish Fact from Fiction ✓ Learn to Plan and Monitor Read and Comprehend a History Article <ul style="list-style-type: none"> ✓ Explain Relationships Between Events ✓ Analyze Facts and Interpretations ✓ Fluency: Practice Intonation, Accuracy, and Rate 	
Unit 1 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question How can where you are change who you are?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About a Character Write a Prediction Write to Describe a Character Writer's Craft: Diary Entry Write About It</p> <p>Daily Writing Skills: Write a Strong Introduction Writing Project: Write a Strong Introduction</p>	<p>I <i>Jamestown</i></p> <p>BL <i>Isabel's Story: From Guatemala to Georgia</i></p> <p>BL <i>Erik's Story: From Sweden to Minnesota</i></p> <p>OL <i>Journey to America (Part 1)</i></p> <p>AL <i>Flight to Freedom (Part 1)</i></p>	<p>Speaking and Listening Get Acquainted; New Student Orientation</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Be a Good Citizen; Conversation Starters</p> <p>Cross-Curricular Plan a Healthful Meal; My Family</p> <p>Reading and Intervention Comprehension Coach; Author Study: Amada Irma Pérez; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan and Monitor <input checked="" type="checkbox"/> Character Development <input checked="" type="checkbox"/> Fluency: Expression, Accuracy, and Rate <input checked="" type="checkbox"/> Social Studies and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with Short <i>a</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Complete Sentences; Complete and Simple Subjects and Predicates <input checked="" type="checkbox"/> Writing: Write a Strong Introduction <input checked="" type="checkbox"/> Writing Trait: Organization
<p>Power Writing Write to Explain Write a Response Write to Reinforce Grammar Write a Narrative Account Write About Viewpoint</p> <p>Daily Writing Skills: Introduce a Topic Writing Project: Write an Expository Paragraph</p>	<p>I <i>Broad Stripes and Bright Stars</i></p> <p>BL <i>Famous Immigrants: The 20th Century</i></p> <p>BL <i>Immigrants Today</i></p> <p>OL <i>Journey to America (Part 2)</i></p> <p>AL <i>Flight to Freedom (Part 2)</i></p>	<p>Speaking and Listening Armchair Traveler; Words Across Languages</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Description; Write a Diary Entry</p> <p>Cross-Curricular Coming to America; Where in the World</p> <p>Reading and Intervention Immigrant Contributions; Additional Reading; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan and Monitor <input checked="" type="checkbox"/> Compare Viewpoints <input checked="" type="checkbox"/> Fluency: Phrasing, Accuracy, and Rate <input checked="" type="checkbox"/> Use a Dictionary <input checked="" type="checkbox"/> Spelling: Words with Short <i>o</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Clauses and Phrases; Complete Sentences <input checked="" type="checkbox"/> Writing: Introduce a Topic <input checked="" type="checkbox"/> Writing Trait: Ideas
<p>Power Writing Write to Compare and Contrast Write to Clarify Text Write from Two Points of View Write a First-Person Narrative Write About It</p> <p>Daily Writing Skills: Choose a Research Topic; Develop Research Questions Research Project: Immigration</p>	<p>I <i>Worlds of Opportunity</i></p> <p>BL <i>Ukraine: Immigration Today</i></p> <p>BL <i>Chinese Immigration</i></p> <p>OL <i>German Jewish Immigration</i></p> <p>AL <i>Escape from Saigon: How a Vietnam War Orphan Became an American Boy</i></p>	<p>Speaking and Listening Fit In? Stand Out!; Documentary Film</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing It's Like This; Write a Plan</p> <p>Cross-Curricular Compare Climates; Summarize a Biography</p> <p>Reading and Intervention Comprehension Coach; Further Study; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan and Monitor <input checked="" type="checkbox"/> Compare and Contrast <input checked="" type="checkbox"/> Fluency: Phrasing, Accuracy, and Rate <input checked="" type="checkbox"/> Social Studies and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with Short <i>i, u</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Negative Sentences; Correlative Conjunctions <input checked="" type="checkbox"/> Writing: Choose a Research Topic; Develop Research Questions
<p>Power Writing Write the Facts Write a Response Write to Reinforce Grammar Write to Explain Events Write to Compare</p> <p>Daily Writing Skills: Point of View Writing Project: Write a Personal Narrative</p>	<p>I <i>Symbols of Freedom</i></p> <p>BL <i>Ellis Island</i></p> <p>BL <i>Ellis Island (Cornerstone of Freedom Series)</i></p> <p>OL <i>Mexican Immigration</i></p> <p>AL <i>Immigrant Kids</i></p>	<p>Speaking and Listening "America the Beautiful"; What the U.S. Means to Me</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Story; Write Dialogue</p> <p>Cross-Curricular National Portrait Wall; Lady Liberty</p> <p>Reading and Intervention Teen Immigrants; Additional Reading; Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan and Monitor <input checked="" type="checkbox"/> Distinguish Fact from Opinion <input checked="" type="checkbox"/> Fluency: Intonation, Accuracy, and Rate <input checked="" type="checkbox"/> Use a Thesaurus <input checked="" type="checkbox"/> Spelling: Words with Digraphs <i>ch, tch</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Compound Subjects; Compound Predicates <input checked="" type="checkbox"/> Writing: Point of View <input checked="" type="checkbox"/> Writing Trait: Voice

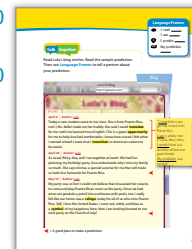
Week 1 Planner

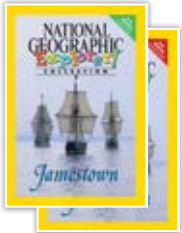

Online Lesson Planner
NGReach.com




☑ = TESTED

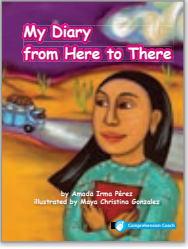
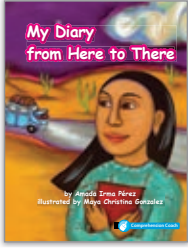
		Day 1	Day 2
WHOLE GROUP TIME		Read and Comprehend	
Anthology	Speaking and Listening 🕒 5–10 minutes	Listen and Comprehend Social Studies Background CC.4.Rinf.7; CC.4.SL.2 Introduce the Big Question; Preview Unit Projects T2–T3 Academic Talk CC.5.SL.1.c Ask for and Give Information T4	Academic Talk CC.5.SL.1.a Plan for Discussion T6a
	Language and Vocabulary 🕒 20 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Words with Short <i>a</i> and CC.5.Rfou.3.a; CC.5.L.2.e Commonly Misspelled Words T1j Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.3 ☑ Complete Sentences T1l Social Studies Vocabulary CC.5.L.6 ☑ Learn Key Words T4 country culture develop education employment immigration	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T1j CC.5.Rfou.3.a; CC.5.L.2.e Daily Grammar CC.5.L.1; CC.5.L.3 ☑ Complete Subjects/Complete Predicates T1l Academic Vocabulary CC.5.L.6 ☑ Learn More Key Words T6a–T7 opportunity preview refuge symbol transition translate
	Reading 🕒 20–40 minutes	Reading CC.5.Rlit.10 Read Aloud: Diary T5a Comprehension CC.5.Rlit.10 ☑ Comprehend Character Development T5a	Reading CC.5.Rlit.10 Blog T9 Comprehension CC.5.Rlit.10 ☑ Plan and Monitor: Preview and Predict T8
	Writing 🕒 15–45 minutes	Power Writing T4 CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.W.3.a ☑ Write a Strong Introduction T1n Writing CC.5.W.2; CC.5.W.10 Write About a Character T6 Writing Project: Story Introduction CC.5.W.10 Study a Model T27a–T27b	Power Writing T6a CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.W.3.a ☑ Write a Strong Introduction T1n Writing CC.5.W.2; CC.5.W.10 Write a Prediction T8–T9 Writing Project: Story Introduction CC.5.W.3; Prewrite T27b CC.5.W.3.a; CC.5.W.10







SMALL GROUP READING TIME		Read Social Studies Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG4–SG9 Reading CC.5.Rinf.1; CC.5.Rinf.3; Explain Relationships CC.5.Rinf.10 Between Events in Text SG4 Build Comprehension SG5	Vocabulary CC.5.L.6 Learn Story Words SG4–SG5 Reading CC.5.Rlit.10 Introduce SG6–SG7 Read and Integrate Ideas SG8–SG9 ☑ Comprehend Character Development SG8–SG9 ☑ Preview and Predict SG8–SG9
			

LEARNING STATION TIME		
20 minutes		Speaking and Listening T1h CC.5.SL.1; CC.5.SL.1.c Language and Vocabulary T1h CC.5.L.6 Writing T1h CC.5.W.3; CC.5.W.7 Cross-Curricular T1i CC.5.Rinf.10; CC.5.W.8; CC.5.SL.2 Reading and Intervention T1i, SG68 CC.5.Rlit.10; CC.5.Rinf.10 ; CC.5.Rfou.4; CC.5.Rfou.3; CC.5.Rfou.3.a

BIG Question How can where you are change who you are?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
Academic Talk CC.5.SL.4 Preview and Predict T10	Academic Talk CC.5.Rlit.2; CC.5.SL.1.b; CC.5.SL.2 Summarize Reading T18	Academic Talk CC.Rlit.1; CC.5.SL.1.a Talk About “Coming to America” T26
Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e <input checked="" type="checkbox"/> Practice T1k Daily Grammar CC.5.L.1; CC.5.L.3 <input checked="" type="checkbox"/> Simple Subjects/Simple Predicates T1m Vocabulary Practice CC.5.L.6 <input checked="" type="checkbox"/> Expand Word Knowledge T10	Daily Spelling and Word Work CC.5.Rfou.3.a; CC.5.Rfou.3; CC.5.L.2.e <input checked="" type="checkbox"/> Practice T1k Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.3 Grammar and Writing T1m Vocabulary Practice CC.5.L.6 <input checked="" type="checkbox"/> Share Word Knowledge T18	Daily Grammar CC.5.L.1; CC.5.L.3; CC.5.L.2 Review T1m Vocabulary Practice CC.5.L.6 <input checked="" type="checkbox"/> Apply Word Knowledge T25b
Reading CC.5.Rlit.10; CC.5.Rfou.4.a Read a Story T11–T16 Comprehension CC.5.Rlit.10 <input checked="" type="checkbox"/> Comprehend Character Development T12–13, T14–15, T16 <input checked="" type="checkbox"/> Plan and Monitor: Preview and Predict T12–13, T16 	Reading CC.5.Rlit.10; CC.5.Rfou.4.a Read a Story T19–T24 Comprehension CC.5.Rlit.1; CC.5.Rlit.10 <input checked="" type="checkbox"/> Comprehend Character Development T19, T22–23, T24 <input checked="" type="checkbox"/> Plan and Monitor: Preview and Predict T19, T22–23, T24 Introduce Point of View T20 	Reading CC.5.Rlit.10; CC.5.Rfou.4.a Reread a Story T11–T24 Comprehension CC.5.Rlit.1; CC.5.Rlit.10 <input checked="" type="checkbox"/> Comprehend Character Development T26a
Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Practice Expression, Accuracy, and Rate T12–T13	Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Practice Expression, Accuracy, and Rate T19	Fluency CC.5.Rfou.4.b <input checked="" type="checkbox"/> Check Expression, Accuracy, and Rate T27
Power Writing T10 CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.W.3.a <input checked="" type="checkbox"/> Write a Strong Introduction T10 Writing CC.5.W.2; CC.5.W.9.a; CC.5.W.10 Write to Describe a Character T17 Writing Project: Story Introduction CC.5.W.3; CC.5.W.3.a; CC.5.W.10 Draft T27c	Power Writing T18 CC.5.W.10 Daily Writing Skills CC.5.W.3; CC.5.W.3.a <input checked="" type="checkbox"/> Write a Strong Introduction T10 Writing CC.5.W.3.d; CC.5.W.10 Writer’s Craft: Journal Entry T25a Writing Project: Story Introduction CC.5.W.3; CC.5.W.3.a; CC.5.W.10; CC.5.L.d Revise; Edit and Proofread T27d	Power Writing T25b CC.5.W.10 Daily Writing Skills CC.5.W.3.a; CC.5.W.3 <input checked="" type="checkbox"/> Write a Strong Introduction T10 Writing CC.5.W.10 Write About “Coming to America” T26 Writing Project: Story Introduction CC.5.W.3; CC.5.W.3.a; CC.5.W.10; CC.5.L.d Publish and Present T27d

Read Fiction Books	Read Fiction Books	Read Fiction Books
Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG5–SG7 Reading CC.5.Rlit.10 Read and Integrate Ideas SG8–SG9 <input checked="" type="checkbox"/> Comprehend Character Development SG8–SG9 <input checked="" type="checkbox"/> Preview and Predict SG8–SG9 	Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG5–SG7 Reading CC.5.Rlit.10 Read and Integrate Ideas SG8–SG9 <input checked="" type="checkbox"/> Comprehend Character Development SG8–SG9 <input checked="" type="checkbox"/> Preview and Predict SG8–SG9 	Vocabulary CC.5.L.6 Expand Vocabulary Through Wide Reading SG5–SG7 Reading CC.5.Rlit.2; CC.5.Rlit.10; CC.5.SL.1.a Connect Across Texts SG9 Writing CC.5.W.2 Choose a Writing Option SG9 

ASSESSMENT & RETEACHING	
	Assessment and Reteaching T27e–T27f <input checked="" type="checkbox"/> Reading Comprehension Test A1.7–A1.8 CC.5.Rlit.10 <input checked="" type="checkbox"/> Reading Strategy Assessment SG1.30–SG1.31 CC.5.Rlit.10 <input checked="" type="checkbox"/> Oral Reading Assessment A1.4–A1.6 CC.5.Rfou.4.b <input checked="" type="checkbox"/> Vocabulary Test A1.9–A1.10 CC.5.L.6 <input checked="" type="checkbox"/> Spelling Test: Words with Short <i>a</i> and Commonly Misspelled Words T1J CC.5.L.2.e <input checked="" type="checkbox"/> Writing, Revising, and Editing Test A1.11–A1.12 CC.5.W.10 Reteaching Masters RT1.1–RT1.3 CC.5.Rinf.10

Week 1 Learning Stations

Speaking and Listening

Option 1: Get Acquainted

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 6

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

drawing paper • colored markers

Discuss Topics, Building on Others' Ideas CC.5.SL.1
Pose and Respond to Questions CC.5.SL.1.c

Option 2: New Student Orientation

The library is behind the gym. Do you like to read?

Yes, I do. Do you?

Have partners take turns giving each other a "new student orientation."

- Have partners decide who will be the "New Student" and who will be the "Guide."
- Have the Guide give information about the school, including significant places, activities, and people the New Student should know about.
- Encourage the New Students to ask their partner questions throughout the orientation.
- Have students reverse roles and repeat.

Discuss Topics, Building on Others' Ideas CC.5.SL.1
Pose and Respond to Questions CC.5.SL.1.c

Language and Vocabulary

Key Words

country • culture • education • employment
• immigration • opportunity • refuge • symbol
• transition • translate • develop • preview

Option 1: Vocabulary Games

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

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Option 2: My Vocabulary Notebook

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

- Have students select a Key Word and then go to Add More Information > Use This Word > Write a Sentence.
- Have students use the Key Word in a complete sentence. Have students identify the simple subject and simple predicate in their sentence.
- Have students repeat for each Key Word.

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Writing

Option 1: Be a Good Citizen

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 7

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

Conduct Research CC.5.W.7

Option 2: Conversation Starters

When did you move here?
Do you like it here?

Display the writing prompt.

Think of a new student at your school whom you would like to befriend. Write a list of questions you might ask that student to find out more about him or her.

Write Narratives CC.5.W.3

Cross-Curricular

Option 1: Plan a Healthful Meal

PROGRAM RESOURCES & MATERIALS

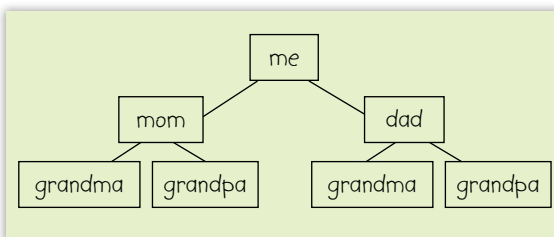
Cross-Curricular Teamwork Activities: Card 5

Student Resources Directory

cookbooks

Read and Comprehend Informational Texts	CC.5.Rinf.10
Gather Information	CC.5.W.8
Summarize Visual and Quantitative Information	CC.5.SL.2

Option 2: My Family



Display the sample family tree and the following prompt.

Create a family tree that shows your family members for two or more generations. Use the sample family tree as a guide.

Tell students to substitute the general names in the sample with the first and last names of each member of their family tree where possible.

Students may also wish to create a family tree for the character Amada in “My Diary from Here to There.”

Gather Information	CC.5.W.8
Summarize Visual and Quantitative Information	CC.5.SL.2

Reading

Option 1: Comprehension Coach

NGReach.com Comprehension Coach

Read and Comprehend Literature	CC.5.Rlit.10
Read with Sufficient Accuracy and Fluency to Support Comprehension	CC.5.Rfou.4

Option 2: Author Study

Amada Irma Pérez

Book title: _____

Main character's name: _____

How the main character feels in the...

beginning: → middle: → end:

How the main character changes: _____

MATERIALS

books by Amada Irma Pérez such as *My Very Own Room* and *Nana's Big Surprise*

- As students read multiple books by Amada Irma Pérez over the week, have them complete the chart above for each book. Then have partners use their charts to discuss the books.
- Students may also wish to select from other recommended books. See **Independent Reading** on page SG68.

Read and Comprehend Informational Texts	CC.5.Rinf.10
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Intervention

Option 1: Phonics Games

NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills	CC.5.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.5.Rfou.3.a

For Reteaching Masters, see pages RT1.1–RT1.3

Additional Resources

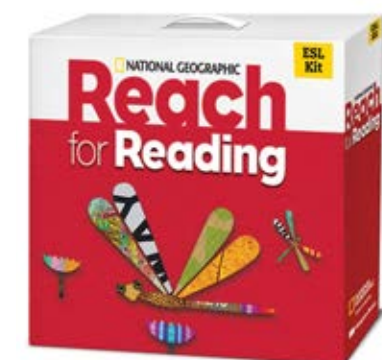
Reach into Phonics



Lesson 3

Confirm or Self-Correct Word Recognition	CC.5.Rfou.4.c
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ESL Kit



ESL Teacher's Edition pages T2–T27

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Coming to America

- ✔ Spell Words with Short *a*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Short *a*

1. absence	She returned to Chile for a visit after an absence of three years.
2. accent	My uncle speaks with a Turkish accent .
3. ambassador	We went to the Mexican embassy to meet the ambassador .
4. anticipate	When immigrants think about their futures, they anticipate many changes.
5. aspect	Which aspect , or part, of moving to America do you think will be the most difficult?
6. bashful	At my new school, I felt shy and bashful .
7. behalf	He works on behalf of newcomers who have difficulty with the language.
8. compassion	I asked the new girl to have lunch with me because I felt compassion for her.
9. diplomatic	My teacher corrected my English, but he was diplomatic and did not hurt my feelings.
10. financial	His parents were poor when they came to America, but eventually they had financial success.
11. reality	Her dream of a new home was different from the reality she faced once she got there.
12. tactics	The soccer team had a good strategy, but their tactics on the field were confused and uncoordinated.
13. tragedy	What a tragedy to be turned away at Ellis Island!
14. transported	A ship transported my great-grandfather to America in the early 1900s.
15. vastness	I'm amazed by this country's vastness .

Watch-Out Words

16. accent	As we boarded the plane, I heard many people speaking with an American accent .
17. ascent	Our plane to America took off and began its ascent .
18. assent	Later, Dad gave his assent , and my sister and I switched seats.

Short *a* Syllables

Day 2



Option 1

MATERIALS

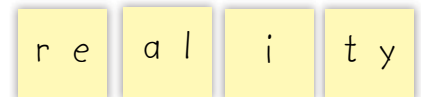
index cards, 18 per pair • scissors • dictionaries

Teach

Display the word *aspect* with a line between the syllables: *as/pect*. Say the word, emphasizing the short *a* sound at the beginning. Point to the first syllable and explain: *When a syllable ends with a consonant, the vowel is usually short.*

Prepare

- Have students print each word on a separate card, spacing the letters across the width of the cards so the words can be cut into syllables.
- Have students consult dictionaries and cut each word into syllables. Students then stack each word's syllables, taking care not to mix them with other words.



Play a Game

- Have students shuffle each stack, and then place all the stacks upside-down on a table.
- Have students play memory with the cards to make complete words.
- Have students repeat the game three more times to complete all 18 spelling words.

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words
Consult References

CC.5.Rfou.3.a
CC.5.L.2.e

Words as Syllables

Day 2



Option 2

MATERIALS

colored paper • scissors • dictionaries

Prepare

- Have partners fold a sheet of paper into 16 squares and write the syllables for the first 15 spelling words in the squares across each row, one word per row. Have partners use a dictionary to determine correct syllabication.
- Have partners cut apart the strips so that one spelling word appears on each strip. Then have students cut four, 2-inch squares from colored paper.

Play a Game

- Without revealing the word, Partner 1 selects a strip and covers the syllables of the word with numbered squares, as needed.
- Partner 1 then reveals one syllable at a time, in any order, until Partner 2 guesses the word and spells it correctly. Play continues with partners taking turns, selecting words until all have been spelled.

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words
Consult References

CC.5.Rfou.3.a
CC.5.L.2.e

Oh No!

Day 3



Option 1

MATERIALS

index cards, 20 per group • timer

Prepare

Have students write each spelling word on a separate card and “Oh no!” on the two remaining cards.

Play a Game

- Have students shuffle the cards, including the “Oh no!” cards, and place them face down in a pile.
- Have students take turns selecting a card and reading it aloud to the person on his or her right.
- That person spells the word. If the spelling is correct, the speller keeps the card. If not, it goes back in the pile.
- If a student draws an “Oh no!” card, all the cards he or she has gathered go back in the pile.
- When time is called, the player with the most cards wins.

compassion

Oh no!

Spell Grade-Appropriate Words

CC.5.L.2.e

Picture It!

Day 3



Option 2

Play a Game

- Have each partner secretly draw pictures to illustrate each Watch-Out Word, using a separate sheet of paper for each picture.
- Have partners take turns holding up a picture.
- The viewer says the word and uses it in a context sentence. Then the viewer spells aloud the word that goes with the picture.
- If the viewer guesses the correct word, the drawer gets a point. If viewer spells the word correctly, he or she gets a point. The student who earns the most points wins.



a-s-c-e-n-t

Demonstrate Command of Usage
Spell Grade-Appropriate WordsCC.5.L.1
CC.5.L.2.e

Letter Clues

Day 4



Option 1

Prepare

Have each group choose one student to be the “Caller.”

Play a Game

- Have the Caller privately choose a word from the spelling word list and slowly call out the letters in random order.
- The “Listeners” write each letter as it is called, referring to their own lists to try to figure out the word.
- When a Listener guesses a word, he or she calls it out and spells it aloud.
- Have the Caller keep score, giving one point for a correct guess and spelling and taking away a point for an incorrect guess or spelling.
- Play continues until all the words have been called. The winner is the Listener with the most points.

Spell Grade-Appropriate Words

CC.5.L.2.e

Mystery Words

Day 4



Option 2

Prepare

- Assign a word from the spelling list to each pair of students.
- Have partners work together to create five clues to help other students identify the word. Have partners arrange the order of the clues so that each clue helps narrow down the possibilities.

Mystery Word: **tactics**

Clue 1: The mystery word has 7 letters. (t a c t i c s)

Clue 2: The mystery word has 2 syllables. (tac-tics)

Clue 3: The mystery word contains an “s.”

Clue 4: The mystery word has 2 vowels. (a, i)

Clue 5: The mystery word will complete this sentence:

She used great ___ to win the game. (tactics)

Play a Game

- Have partners present their clues to the other pairs of players, one clue at a time. After hearing each clue, other pairs collaborate to write the words that match the clues, and eliminate those that don’t.
- Have partners take turns giving clues and calling out answers.

Apply Phonics and Word Analysis Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication to

Read Multisyllabic Words

CC.5.Rfou.3.a

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Coming to America

- ✓ Grammar: Use Complete Sentences
- ✓ Grammar: Use Complete and Simple Subjects and Predicates

COMMON CORE STANDARDS

Edit Writing	CC.5.W.5
Demonstrate Command of Grammar	CC.5.L.1
Demonstrate Command of Capitalization	CC.5.L.2

Day 1

PROGRAM RESOURCES

Complete Sentences: eVisual 1.2

MATERIALS

scissors

Teach the Rules

Use the suggestion on page T6 to introduce complete sentences. Display **eVisual 1.2** and review the difference between a complete sentence and a fragment.

Complete Sentences

- A sentence expresses a complete thought. It begins with a capital letter.
The family arrives in America.
He translates the letter.
- A complete sentence has a **subject** and a **predicate**.
Nadia meets new friends at school.
- A fragment does not express a complete thought. It is not a sentence.
a different culture
travels many miles

NGReach.com Complete Sentences: eVisual 1.2

Play a Game ☆☆

Have partners play "Sentence Scramble." Explain:

- Without your partner, think of three complete sentences and write them on separate strips of paper.
- Cut each strip between the subject and the predicate.
- Put your pieces face down with your partner's and scramble them.
- Turn the pieces over and work with your partner to join them. The game ends when you use all the pieces to make your original sentences or new sentences.

Differentiate

SN Special Needs

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

STRATEGY Ask a few simple questions and have students answer in complete sentences. Have students write each answer on a strip of paper. If necessary, draw a line between the subject and predicate to show where to cut the sentence.

Day 2

PROGRAM RESOURCES

Complete Subjects and Complete Predicates: eVisual 1.7

Teach the Rules

Use the suggestion on page T8 to introduce complete subjects and predicates. Then display **eVisual 1.7** and read it aloud.

Complete Subjects and Complete Predicates

- The **complete subject** includes all the words that tell about the subject.
Many people seek opportunities in a new place.
- The **complete predicate** includes all the words in the predicate. The most important word in the predicate is the verb.
My cousins from Ghana live in our neighborhood.

NGReach.com Subjects and Predicates: eVisual 1.7

Play a Game ☆☆☆

Tell each group to choose one student to be the "Writer." Give each Writer a copy of the chart below. Then explain:

- The Writer will display a group of words. If the words are a complete sentence, the Writer will say, "Complete."
- If not, the Writer will say, "Missing," and tell whether the word group is a complete subject or a complete predicate.
- The group will provide the missing information, add capitals and periods, and have the Writer write the sentence correctly.

your suitcase	a good education	visited Mexico	I speak Italian.
they slept on the plane	found a new job	traveled many miles	the immigrants

Differentiate

EL English Learners

ISSUE In Hmong and Vietnamese, the verb *be* is not used for adjectives and places.

STRATEGY Display *is*, and *are* and display the following: My pen blue. The students in the library. Point to the location of each missing verb.



Day 3

PROGRAM RESOURCES

Game: Practice Master PM1.3

Teach the Rules

Use the suggestion on page T17 to introduce simple subjects and predicates. Elaborate: *The simple subject is the most important word in the complete subject. The verb is the most important word in the complete predicate. The verb is the simple predicate.*

<u>simple subject</u>	People from all over the world come to America.
<u>simple predicate</u>	Our class <u>studied</u> immigration of the 1900s.

Play a Game

Have partners play the grammar game. Explain:

- Each sentence on Practice Master PM1.3 is divided into the complete subject and the complete predicate.
- With your partner, take turns choosing the letter above the simple subject in the first part of the sentence and the letter above the simple predicate in the second part.
- If your partner agrees that the letters you chose are correct, he or she writes them on the blank lines below to reveal a hidden question.

Name _____ Date _____

Grammar Game
Simple Subjects and Predicates

With your partner, take turns choosing and circling the letter above the simple subject in the first part of the sentence and the letter above the simple predicate in the second part of the sentence. Then write the correct letters below to uncover a hidden question.

- a b c d e f g h i
The kids in my class | love hamburgers and tacos.
- a b c d e f g h i j k
My new neighbor | taught me how to do a Greek dance.
- a b c d e f g h
My friends at school | speak Spanish and English.
- a b c d e f g h i j
Hundreds of people | attended the Swedish Festival in the park.
- a b c d e f g h i j k
Last night my family | ate dinner at a Middle Eastern restaurant.
- a b c d e f g h i j k
Juan, my older brother, | sings in a mariachi band every weekend.

— ee — o — and — r — — — o th_y m_k_ lunch?

For use with TE a, T1m **PM1.3** Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.3

Differentiate

AL Above Level

ISSUE Students are capable of identifying simple subjects and predicates in more complex sentences.

ISSUE Have pairs of students choose a classroom book and select a passage. Have students alternate reading sentences and identifying the simple subject and simple predicate.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM1.4

Grammar and Writing

Distribute Practice Master PM1.4. Have students use editing and proofreading marks to correct errors with complete sentences.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

Use the Editing and Proofreading Marks to correct the passage. Look for correct usage of complete sentences.

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

My Aunt Maria ^{car} drew up in Chicago, but her dad was born in Mexico. Every summer the whole family ^{car} traveled back to his home village. For two days the ^{car} traveled south, down through Missouri, Oklahoma, and Texas, and then over the border into Mexico. To me, ^{sounds} Aunt Maria ^{is} She it like fun. My did not like it, ^{is} missed her friends in Chicago. Also, she never got to play sports in the summer or go to camp.

Today, Aunt Maria ^{is} glad about their trips to Mexico every year, ^{is} learned about her Mexican culture. Her grandmother in Mexico, ^{is} her Aunt Maria ^{is} (or she) how to make tamales and weave colorful rugs. Best of all, ^{is} learned to speak Spanish as well as her dad!

For use with TE a, T1m **PM1.4** Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.4

Day 5

PROGRAM RESOURCES

MATERIALS

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

Review and Assess

Display the list below. Give students three minutes to change each incomplete sentence into a complete sentence. Then have partners trade sentences and underline the complete subject, double-underline the complete predicate, and circle the simple subject and simple predicate (the verb).

- Two new students _____.
- _____ arrived in America on a boat.
- _____ called his brother in Guatemala.
- American food _____.

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

Week 1 Daily Writing Skills

OBJECTIVE

Thematic Connection: Coming to America

✔ Write a Strong Introduction

COMMON CORE STANDARDS

Use Descriptive Details
Establish Situation and Introduce Narrator
and/or Characters

CC.5.W.3

CC.5.W.3.a

Study an Introduction

Day 1



PROGRAM RESOURCES

Story Introduction Passage: eVisual 1.3

Character Technique Chart: eVisual 1.4

Teach the Skill



Story Introduction Passage

Ana stood with her mother in their kitchen in Mexico. The room was empty now, but it still looked cheerful with its bright yellow walls and shiny blue floor.

"Will we ever return?" she asked, remembering the happy times she and her mother had passed here.

"I don't think so," Señora Cruz replied, sighing. She hadn't slept the night before, and her face looked weary. "But in the United States, we will have another kitchen. And we will make it just as wonderful."

NGReach.com Story
Introduction: eVisual 1.3



INTERACTIVE WHITEBOARD TIP: Circle the names of the main characters: Ana, Señora Cruz.

Ask for three volunteers to read the passage aloud. Assign each volunteer a paragraph. Explain: *Good story writers write strong beginnings. They introduce the main characters and identify the story's setting right at the start. They often introduce the characters' problem or situation. They capture readers' interest and get readers involved in the story right away.* Have students identify where the story takes place (Mexico) and the problem (moving to America).

Continue: *Story writers use different techniques to bring their characters to life. They tell what the characters say and do. They also include details that describe the characters. These details often show how characters look or feel.*

Display eVisual 1.4 and discuss the techniques used in the passage.



Character Technique Chart

Technique	Example
Dialogue	"Will we ever return?" she asked . . .
Actions	. . . Señora Cruz replied, sighing.
Descriptive Details	. . . bright yellow walls. . .

NGReach.com Character
Technique Chart: eVisual 1.4



INTERACTIVE WHITEBOARD TIP: Write additional examples from the passage that students suggest.

Write an Introduction

Day 2



Option 1

Introduce

Have students use the 5 Ws to help them compose an introduction to an original story.

Practice

Display the chart below. Have groups collaborate to answer each of the 5 W question prompts to determine a character or characters, a setting, and a problem to introduce.

(character)	(setting)	(problem)
Who?	Where?	Why?
	When?	What?

Have each member write an introduction that identifies the character, setting, and problem determined by the group. Encourage students to include details that bring their characters to life. Have students read their introductions aloud and explain how they answered the 5 Ws.

Introduce a Story

Day 2



Option 2

Introduce

Have partners choose one character from their completed character development charts and introduce a story featuring him or her.

Practice

Display a prewriting chart to help partners organize ideas.

Character	
Setting	
Problem or Situation	
Dialogue and Actions	
Descriptive Details	

Have partners complete the chart, and then, together, write a story beginning that introduces the character, the setting, and the problem or situation. Remind students to refer to their character development charts and to include descriptive details, dialogue, and actions.

After writing, have partners exchange their story beginnings with another pair of students. Have students ask each other these questions: Do you want to read more? If so, what makes you want to read more? If not, what might be missing?



SUGGESTED PACING

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

Introduce Amada’s Story Day 3 Option 1

Introduce

Have students write an alternative introduction to Amada’s story.

Practice

Have students study the introductory paragraph of “My Diary from Here to There” on **Anthology** page 13. Have them determine where in the characters, setting, and situation is introduced.

Have students write an alternative introduction that introduces the same characters, setting, and situation in a different way. Encourage students to include descriptive details, reported dialogue, and actions.

Have students share their introductions.

Write a Strong Introduction Day 4

Introduce

Display the story introduction below and have a volunteer read it aloud. Ask students if they would want to read more of this story. Tell students they will rewrite the introduction to make it more engaging.

It was Leah’s first day at the new school. The school was much bigger than her old one. She walked down the hall, looking for her classroom.

Practice

Have students rewrite the introduction to include details about the character, setting, and problem or situation. Encourage them to come up with an opening sentence that grabs the reader’s interest.

Have students share their work with a partner and ask the following questions: Would you want to read more? What would you want to learn about Leah? Then have students revise their paragraphs.

Begin a Story Day 3 Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card F4



Introduce

Tell students that they are going to use a picture to help them create a main character and begin a story.

Practice

Have each student choose one person from the **Language Builder Picture Card** to be a main character. Have partners turn and talk about how the character looks, what the character’s situation might be, and what he or she might say, feel, and do about the problem he or she has.

Then have partners write a short passage to introduce the character and the situation. Tell them to identify the setting and to include descriptive details, dialogue, and actions the character takes. Have partners read their work to another pair. Ask the listening pair to respond to these questions: Do you want to know more about what happens to the character? Why or why not?.

Review and Assess Day 5

PROGRAM RESOURCES

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

Review the Skill

Arrange students in groups of three or four. Display the story introduction below. Set a timer for five minutes and direct students to work together to complete the introduction using their own ideas.

When _____ entered the airport in _____, he/she felt _____. He/She was in a difficult situation because _____. It was already _____ o’clock and _____. He/She looked around for his/her cousin _____, but no one looked familiar. He/She felt _____. Then, he/she spotted _____. How could anyone miss his/her _____? “_____!” said _____.

After students complete the story beginning, have them work together to identify the characters, setting, and problem or situation.

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

Day 1 Introduce Unit 1

OBJECTIVE

Thematic Connection: Coming to America
Preview Content by Summarizing Information

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

Family Newsletter 1

TECHNOLOGY ONLY

Unit 1 Build Background Video



WARM-UP

Point to the photo on pages 2–3. Explain that it shows the Statue of Liberty, in New York Harbor. Have students share what they know about the statue.

Social Studies Background

1 Big Question Anthology page 2

Have a volunteer read the Big Question. Explain that this unit is about immigrants, or people who move from one country to another, and how that experience changes them. These are social studies themes. Distribute **Family Newsletter 1**.

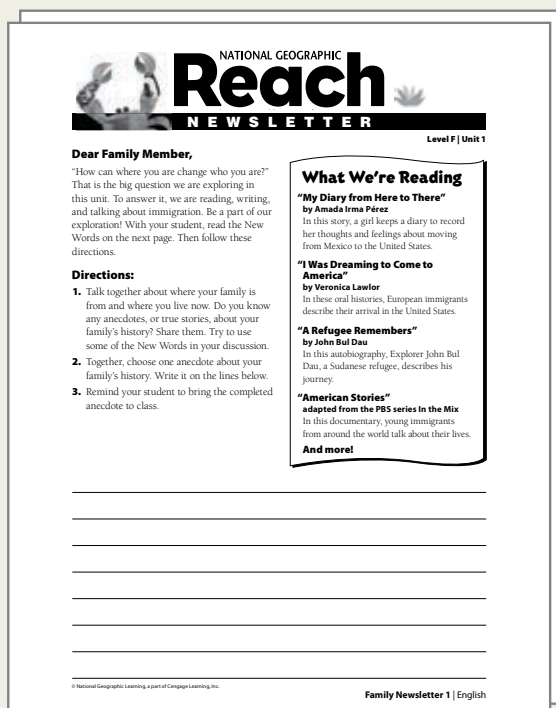
2 Share What You Know Anthology page 3

Review the instructions and have students create lists. Then have students share their ideas about how living in one place is different from living in the other.

3 Build Background Video

Set a purpose: *Watch and listen for why people come to the United States from other lands.* Play the video. Invite students to take notes. Then discuss the video:

- *What are some reasons that people come to the United States?*
- *Do you know anyone who immigrated to the United States? Why did they come?*



NATIONAL GEOGRAPHIC Reach NEWSLETTER
Level F | Unit 1

Dear Family Member,
"How can where you are change who you are?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about immigration. 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 where your family is from and where you live now. Do you know any anecdotes, or true stories, about your family's history? Share them. Try to use some of the New Words in your discussion.
2. Together, choose one anecdote about your family's history. Write it on the lines below.
3. Remind your student to bring the completed anecdote to class.

What We're Reading

- "My Diary from Here to There"**
by Amada Irma Pérez
In this story, a girl keeps a diary to record her thoughts and feelings about moving from Mexico to the United States.
- "I Was Dreaming to Come to America"**
by Veronica Lawlor
In these oral histories, European immigrants describe their arrival in the United States.
- "A Refugee Remembers"**
by John Bul Dau
In this autobiography, Explorer John Bul Dau, a Sudanese refugee, describes his journey.
- "American Stories"**
adapted from the PBS series *In the Mix*
In this documentary, young immigrants from around the world talk about their lives. And more!

Family Newsletter 1 | English

[NGReach.com](#) Family Newsletter 1
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Summarize Visual and Oral Information

CC.5.SL.2

Mini Lesson

Describe Visual and Auditory Effects

Explain: *In a video, images, words, sounds, and music are combined to affect the viewer in certain ways.*

Replay the video, pausing to point out audio and visual effects:

- *The music changes when the Big Question is introduced to show that the question is important.*
- *When the camera zooms in to show John Bul Dau up close, he seems to speak directly to the viewer, and his message becomes more personal.*



[NGReach.com](#) Build Background Video

Replay the section in which Hilda Solis is shown close up. Say: *As you hear that Ms. Solis was named Secretary of Labor, the camera pans back to show her near the President of the United States.* Ask: *Why do you think the words, sounds, and pictures are combined this way?* (to emphasize Ms. Solis' achievement)

Crossing Between Cultures

Unit at a Glance
 ▶ Language: Ask For and Give Information, Ask and Answer Questions, Social Studies Words
 ▶ Literacy: Plan and Monitor
 ▶ Content: Immigration

Unit 1

BIG Question
 How can where you are change who you are?

Share What You Know

- 1 Think of two places you know that are different.
- 2 List the ways they are different.
- 3 Share your lists with the class.



Do It!



Build Background: Watch a video about immigration
NGReach.com

STUDENT TECHNOLOGY

- Student eEdition
- Video
- Resources

NGReach.com

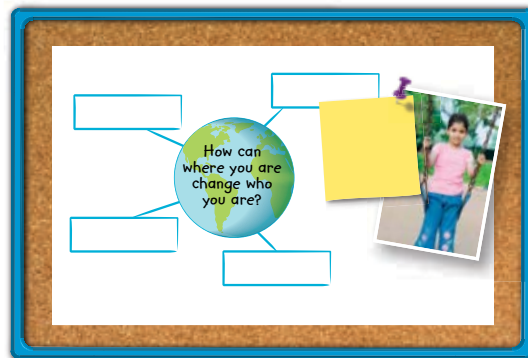
Anthology
 pages 2–3

Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Have students flip through the unit. Prompt: *Look at the titles of the selections and the pictures of people and places. What's happening to these people? How might they change?* Responses should include specific examples from the unit.

Display the unit concept map using **Student eEdition** page 74 or a bulletin board. Explain: *As you work on this unit, you will organize your answers to the Big Question on a concept map.*



Concept Map

Distribute **Practice Master PM1.1** and model how to fill in a concept map. Say: *We'll be adding answers as we read each selection. What answers could we add from seeing the video? Where can we add them?*

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 75. Have students read the project options so they can begin to think about their choice of project.

Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills Practice (T1n-T1o)
- ✓ Power Writing (T4, T6a, T10, T18, T25b)
- ✓ Writing (T6, T8-9, T17, T25a, T26)
- ✓ Writing Project (T167a-T167d)

Name _____ Date _____

Unit Concept Map
Crossing Between Cultures
 Make a concept map with the answers to the Big Question:
 How can where you are change who you are?

PM1.1 Unit 1 | Crossing Between Cultures

OBJECTIVES

Thematic Connection: Coming to America

- Use Domain-Specific Words
- Comprehend Character Development

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Character Development Chart: Practice Master PM1.2

Family Newsletter 1

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 1.1

MATERIALS

timer • globe or world map

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.10
Read Orally with Expression on Successive Readings CC.4.Rfou.4.b

Writing

Write Informative/Explanatory Texts to Convey Ideas CC.5.W.2
Write Over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

Pose and Respond to Questions CC.5.SL.1.c

Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words CC.5.L.6

Academic Talk

1 Ask For and Give Information Anthology page 4

Read the instructions and play the **Sing with Me Language Song**.

- Point out that the first two lines of the song ask questions. Explain that the first question can be answered with one or two words or with detailed information. The second question can be answered with *yes* or *no*.
- Write: Who? What? Where? When? Why? How? Explain: *Questions that begin with these words help you get detailed information*. Add that before asking questions, students should first decide what they want to know.
- Model: *I want to know how people feel about starting a new school year. I will ask a question that begins with the word What: What is the best thing about starting a new school year?* Ask a volunteer to answer the question.

Explain that partners will take turns asking for and giving information about one another. Ask: *How does taking turns make discussions more successful?* (Possible response: If we take turns, then we can both learn about each other.)

Have partners take turns asking and answering questions about where their families, or families they know, have lived. Students answer and then gather more information by asking questions about the places their partners named. For example, “Where is Brazil?” and “What language did you speak in Brazil?”

Social Studies Vocabulary

2 Key Words Anthology page 5

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

- **Pronounce the word** and point to the image: **immigration**.
- **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**: **Immigration** is the act of entering a new **country** to live there.
- **Elaborate**. Relate the word to your experience: *When I visited Mexico on my vacation, I had to go through the immigration checkpoint.*

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 on page 5. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

country · culture · develop
education · employment
immigration



NGReach.com My Vocabulary Notebook



Language Frames

- Where _____?
- I am from _____.
- Now I live in _____.

Ask For and Give Information

Listen to Lulu and Ricky's song. Then use **Language Frames** to ask for and give information about places you and your friends have lived.

Where Are You From? **Song** ((MP3))

- Where does your family come from?
Can you explain to me?
- I am from a sunny island in the Caribbean Sea.
We lived in Puerto Rico till I was eight years old.
Now I live in Texas, where winters can be cold.
Where does your family come from?
I'd really like to know.
- I grew up in Indonesia, where I never saw the snow.
We lived close to the ocean, and swam all winter long.
Now I live in Texas, where I feel I belong.
Tune: "Yellow Rose of Texas"



Social Studies Vocabulary

Key Words

- country
- culture
- education
- employment
- immigration

Key Words

Look at the photographs. Use **Key Words** and other words to talk about moving to a new **country**.



Talk Together

How can moving to a new place change your life? With a partner, try to use **Language Frames** from page 4 and **Key Words** to ask for and give information.

STUDENT
TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 4–5

3 Talk Together Anthology page 5

Have partners look at a globe or world map to prompt each other to ask for and give information about how moving to another **country** could change their lives. Provide examples: *What is **education** like in Brazil? How is this different from **education** in the United States? What foods do Brazilians eat? How are meals in Brazil different from meals in this **country**?*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words

As students ask for and give information about moving to another country, listen for correct usage of Key Words.

If students use words incorrectly, ask questions about the words, such as:

- Which word describes the ideas, customs, and traditions of a group of people? (**culture**)
- Which word is about having a job? (**employment**)
- Which word is about moving from one **country** to another to live? (**immigration**)

Best Practices

Group Strategically When students practice the Key Words, use word knowledge ratings from step 2 of the vocabulary routine to pair students. As required, pair students who have different levels of word knowledge, or who have the same level.

Differentiate

EL English Learners

ISSUE Students lack the English proficiency to understand definitions.

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

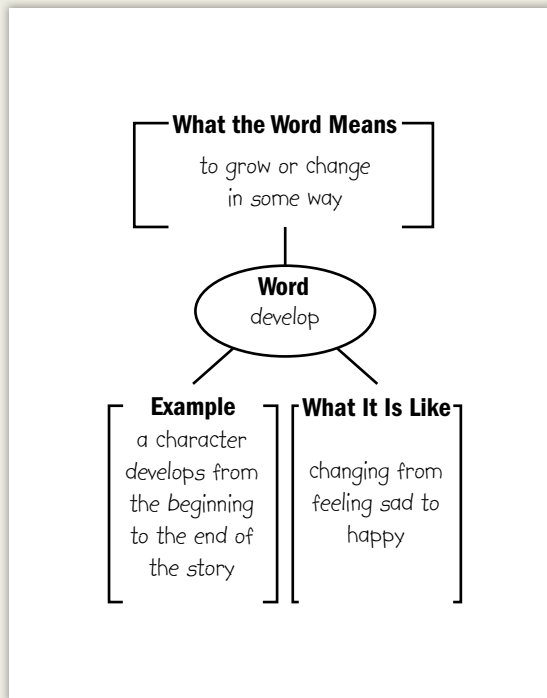
<i>culture/cultura</i>	<i>education/educación</i>
<i>employment/empleo</i>	<i>immigration/inmigración</i>

AL Above Level

ISSUE Students show readiness to work independently.

STRATEGY Have students work on their own to write complete sentences about a country. Challenge students to use Key Words as often as they can in each sentence.

Word Map



Fluency

Model Expression Explain the concept: *Fluent readers use expression when they read. They change their voices to show the feelings of characters in the story.* Model using expression with sentences from the **Read Aloud**. Have students practice using expression by reading aloud the song lyrics on **Anthology** page 4.

Comprehension

4 Character Development Anthology page 6

Project **Student eEdition** page 6 and read aloud the introduction. Then use the Word Map to teach the term **develop**. Explain: *Characters in a story can **develop** over time. What are some ways that they can change?* (appearance, attitude, behavior) Then display **eVisual 1.1** and read aloud the fictional diary entry below. Say: *As I read this diary entry, listen for ways that Lulu **develops**.*



Read Aloud

Diary

Dear Diary,

Things have changed so much since we moved to New York! In Puerto Rico, I felt so safe. I loved spending time with my big family at the beach. But Mom said moving was a good opportunity for us to get an **education** and for Dad to find **employment** in America. I was really sad, but we had to pack up and go.

After we moved, everything changed. It felt strange to be in a place with cold winters. I felt lonely, and I missed my relatives. Worst of all, I felt different from the other kids at school. My clothes looked different, and even my name, Lulu, were different. I was afraid students would tease me. I felt shy and out of place.

My feelings changed for the better when I made a new friend named Ricky. He came up to me and asked about my old **country** and **culture**. He even invited me to play softball during recess and to meet his other friends.

Now that I'm making new friends, I don't worry about being teased so much. I still miss my family in Puerto Rico, but I know we will visit them someday soon. When I look in the mirror now, I don't see a sad, lonely girl. I see a confident, new me!

NGReach.com Read Aloud: eVisual 1.1



INTERACTIVE WHITEBOARD TIP: Underline words that show Lulu's changing attitude.

5 Map and Talk **Anthology** page 6

Have students use a chart to describe Lulu at the beginning, middle, and end of her diary entry. Use the chart on page 6 to discuss how her character develops.

6 Talk Together **Anthology** page 6

Have students use **Practice Master PM1.2** to make a character development chart about a character they know from a book or story.

Check & Reteach

OBJECTIVE: Comprehend Character Development

Ask: *How does the character in your story change, or **develop**?*

If students have difficulty explaining how the character develops, ask guiding questions, such as: *What is the character like at the beginning of your story? What happens to him or her? How does he or she change? What is he or she like by the end of the story?*



Character Development

Story characters grow and change, just like you. When you understand **character development**, or how a character changes, you can understand the story better.



Map and Talk

You can make a chart to show character development. Write what the character is like at the beginning, middle, and end of the story. Notice how the character changes and think about why.

Character Development Chart

Beginning	Middle	End
Lulu is with her big family. She enjoys the warm weather and the beach.	Lulu misses her big family. She feels lonely. Cold weather is strange to her.	Lulu meets a friend and feels less lonely. She enjoys school.

Talk Together

Talk with a partner about a story in which the character changed. Tell how the character changed and why. Have your partner make a character development chart.

6

Anthology page 6

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T1j

Daily Grammar ✓

Point to the second and third sentences in the **Read Aloud**. Use page T1l to teach complete sentences and fragments.

Daily Writing Skills ✓

Point out that Lulu, the main character of the **Read Aloud**, the setting, and the situation are introduced first. Then use page T1n to teach how to write a strong introduction.

Writing

7 Write About a Character

Introduce: *Now you will write a paragraph about the character in the story you discussed in **Talk Together**.* Model the process with the **Read Aloud**.

Think Aloud

First, I write what the character is like at the beginning of the story.

*Then, I write how he or she **develops** in the middle of the story.*

*Finally, I write how he or she **develops** by the end of the story.*

Write

At first, Lulu feels safe and happy. She loves spending time with her family at the beach.

Lulu feels lonely and sad. The cold weather is strange, and she feels out of place at school.

At the end, she meets Ricky and is excited to make new friends. She feels more confident.

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

Have students use their **Talk Together** charts to write paragraphs about how a character develops. Partners share and add writing to Weekly Writing folders.

Name _____ Date _____

Character Development Chart

How a Character Changes

Beginning	Middle	End
Answers will vary. Students should tell what happened first and how the character felt.	Answers will vary. Students should tell what happened next and how the character felt.	Answers will vary. Students should tell what happened last and how the character felt.

Use this chart to tell about a partner's favorite story. How does the character feel at first? How do the character's feelings change?

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PM1.2

Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.2

WRAP-UP Have partners make captioned sketches to show what Lulu is like at the story's beginning, middle, and end of her move.

OBJECTIVES

Thematic Connection: Coming to America

- ✔ Use Academic Words
- ✔ Preview and Predict to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

Family Newsletter 1

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

timer • online or print dictionaries

Power Writing

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

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



WARM-UP

Have groups discuss different forms of communication and why they are used.
Model: *A blog is an easy way to share ideas with many people all over the world.*

Academic Talk

1 Plan for Discussion

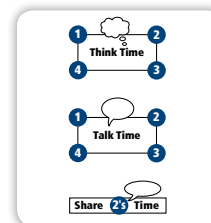
Explain that great discussions happen when students are prepared to share or add ideas. Teach how to plan for a discussion about moving to a new place.

- *Think about what you know about moving somewhere new.* Model: *When my neighbor first moved next door to me, she missed her old neighborhood.*
- *Then review what you have read about moving, such as the Read Aloud.*
- *Think about what you want to learn and the questions you have.*
- Give students a few minutes to prepare for the discussion.

Display the Key Words and ask students to include them in their discussions. Use **Numbered Heads Together**.

- Have students number off in groups of three. Assign each group member one of the following three discussion points: what they know about moving, what they have read about moving, and what they want to know about moving.
- Have students share information and listen attentively.
- Call a number. Students with that number report ideas from their group.

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



Numbered Heads Together

Academic Vocabulary

2 More Key Words Anthology page 7

Introduce: *Let's learn some more words to help us communicate effectively.* Explain and model using

Vocabulary Routine 1 and the images in the **Student eEdition** to learn the Key Words.

- **Pronounce the word and point to the image:** **opportunity**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** When you are given an **opportunity**, you are given a good chance to do something.
- **Elaborate.** Relate words to experience: At school, I have an **opportunity** to learn.

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

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

Key Words

opportunity · refuge · symbol
transition · translate

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.10
Read Orally with Expression on Successive Readings CC.5.Rfou.4.b

Writing

Write Informative/Explanatory Text to Convey Ideas CC.5.W.2
Write over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Come to Discussions Prepared CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

More Key Words

Use these words to talk about "My Diary from Here to There" and "I Was Dreaming to Come to America."

opportunity

(ah-pur-tū-nū-tē) noun



An **opportunity** is a good chance to do something. There is a job **opportunity** here.

refuge

(re-fyūj) noun



A **refuge** is a place where people go to be safe or to find shelter.

symbol

(sim-bul) noun



A **symbol** is something that stands for something else. A heart shape is a **symbol** for love.

transition

(tran-zi-shun) noun



A **transition** is a change from one situation to another. Moving to a new city is a big **transition**.

translate

(trans-lāt) verb



When you **translate**, you change words and ideas from one language to another.

Talk Together

Use a Key Word to ask a question. Your partner answers using another Key Word.

When do you have an opportunity to use two languages?

When I translate English words into Spanish.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

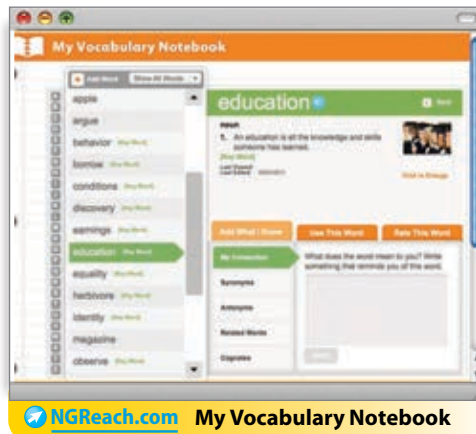
NGReach.com

Anthology page 7

Have partners use page 7 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 7
Have partners take turns asking and answering questions. Ask volunteers to share one question and answer with the class.



Best Practices

Encourage Respect Have students practice repeating what the person before them said before they express their own ideas. Provide an example: *Quentin said that Puerto Rico is part of the United States. I read that Puerto Rico is not a state. It is a territory of the United States.*

Differentiate

EL English Learners

ISSUE Students do not understand the definitions.
STRATEGY Provide translations of the Key Words. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

opportunity/oportunidad refuge/refugio
symbol/símbolo transition/transición

AL Above Level

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

STRATEGY Have students write theme-based sentences for each word. Ask students to relate each sentence to their own experiences if possible.

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners ask and answer questions, listen for correct usage of the Key Words. If students use words incorrectly, guide them by asking questions such as these:

- Which word means "a place that provides safety and shelter"? (**refuge**)
- What is an object that stands for something else? (**symbol**)
- What is it called when a person goes from one situation to another? (**transition**)

Wordbench

preview
[prē-vyū]
view previewing
pre=before view=to see
Meaning: to look at something beforehand

Fluency

Practice Expression As partners read aloud Lulu's blog, circulate and listen for correct expression.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T1j

Daily Grammar ✓

On **Anthology** page 9, point out the sentence in the blog, "As usual, Ricky, Ana, and I sat together at lunch." Model identifying the subject and predicate. Then use page T1l to have students practice writing sentences with a complete subject and predicate.

Daily Writing Skills ✓

Point out how Ana is introduced in the blog. Note the descriptive details. Then use page T1n to have students practice writing strong introductions with descriptive details.

Comprehension

4 Learn to Plan and Monitor ✓ Anthology page 8

Use a Wordbench to teach the term **preview**. Then project **Student eEdition** page 8 and read aloud the introduction. Discuss how previewing details in the picture can give clues about what will happen next. Model making a prediction:

- *I see that Lulu and Ricky are at a store.*
- *I see that Ricky has a checklist and Lulu is pointing to a sign.*
- *I predict that Lulu and Ricky will find the groceries they need.*

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

5 Talk Together Anthology page 9

Read aloud the instructions on page 9. Then read aloud the April 5th entry of "Lulu's Blog" and the sample prediction. Ask: *How can you find out whether the prediction is correct?* (I can read on.)

Have partners read the remaining entries together, pausing to make and confirm their own predictions.

Check & Reteach

OBJECTIVE: Preview and Predict to Comprehend Literature ✓

Have students tell about a prediction they made as they read. Ask: *Was it correct? Explain.* If students have difficulty making predictions, reread entries and ask guiding questions.

- *What did you read about in this entry?*
- *What do you predict will happen to Lulu next? Why do you think this?*
- *What words in the entry give you clues?*

Writing

6 Write a Prediction

Prompt: *We are going to write about one of the predictions you made while you read Lulu's Blog.* Model the process.

Think Aloud	Write
<i>First, I read the first blog entry.</i>	I read that Lulu is excited about helping a new student named Ana. Lulu knows how lonely it feels to be new at a school.
<i>Then, I predict what will happen next.</i>	I predict that she and Ana will become good friends.
<i>Next, I read on and confirm my prediction.</i>	Later, Lulu eats lunch with Ana and plans a party. My prediction was correct because they have become friends.

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






Learn to Plan and Monitor

Look at the cartoon. The text does not say why Lulu and Ricky are at the store, but you can look for details in the picture. This is how you **preview**. Then you can make a guess about, or **predict**, what will happen next.







When you get ready to read, you **preview** and **predict**, too.

How to Preview and Predict

- | | | |
|---|---|------------------------------|
|  | 1. Read the title. Look at the pictures. | I read _____
I see _____. |
|  | 2. Begin to read. Stop and make predictions. | I predict _____. |
|  | 3. Read on to check whether your predictions are correct or incorrect. Confirm your prediction or make a new one. | My prediction _____. |

Language Frames

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

Talk Together

Read Lulu's blog entries. Read the sample prediction. Then use **Language Frames** to tell a partner about your prediction.

Blog

LULU'S Blog
http://ngreach.com

Lulu's Blog

HOME | ABOUT THIS BLOG | PICTURES

April 5 | Author: Lulu
Today a new student came to our class. She is from Puerto Rico, too! Ms. Keller made me her buddy. She said I could **translate** for her until she learned more English. This is a great **opportunity** for me to help Ana feel comfortable. I know how scared I felt when I started school! I want Ana's **transition** to American culture to be easier.

April 20 | Author: Lulu
As usual, Ricky, Ana, and I sat together at lunch. We had fun planning my birthday party. Ana understands why I miss my family so much. She says she has a special surprise for me that will make us both less homesick for Puerto Rico.

May 10 | Author: Lulu
My party was so fun! I could not believe that Ana asked her cousins to come and play Puerto Rican music at the party. Since we had *arroz con gandules y pernil* (rice and beans with pork), too, I really felt like our home was a **refuge** today for all of us who miss Puerto Rico. Still, I love the United States. I wore red, white, and blue as a **symbol** of my happiness here. Now I am looking forward to our next party on the Fourth of July!

"I read that a new girl has moved from Puerto Rico. I see a smiley face in Lulu's diary entry. I predict that Lulu and Ana will become good friends. My prediction was correct!"

← A good place to make a prediction

Have partners write their predictions, including information and story clues that helped them make or confirm their prediction. Have students add their predictions to their Weekly Writing folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students do not have the language to write their predictions.

STRATEGY Provide sentence frames for students:
I read that Lulu sees _____. I predict that Lulu will _____. My prediction is correct/incorrect because _____.

WRAP-UP Have students think about Lulu's blog and the prediction they made. Ask them to make and draw another prediction about what Lulu will learn next. Then students share their drawings with a partner and explain details in Lulu's blog that helped them make their predictions.

OBJECTIVES

Thematic Connection: Coming to America

- ✔ Comprehend Character Development
- ✔ Preview and Predict to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings:
MP3 or CD 1 Track 1

Comprehension Coach

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Read and Comprehend Literature | CC.5.Rlit.10 |
| Read with Purpose and Understanding | CC.5.Rfou.4.a |
| Read Orally with Expression on Successive Readings | CC.5.Rfou.4.b |

Writing


- | | |
|--|------------|
| Write Informative/Explanatory Text to Convey Information | CC.5.W.2 |
| Apply Grade 5 Reading Standards | CC.5.W.9.a |
| Write Over Shorter Time for Specific Audiences | CC.5.W.10 |

Speaking and Listening

- | | |
|------------------------------|-------------|
| Come to Discussions Prepared | CC.5.SL.1.a |
|------------------------------|-------------|

Language and Vocabulary

- | | |
|--|----------|
| Acquire and Use Academic and Domain-Specific Words | CC.5.L.6 |
|--|----------|



WARM-UP

Ask: *How would you feel if you had to move to a new school or town? How would you feel if you moved to a country with an unfamiliar language?* Have students discuss their feelings about each situation.

Vocabulary Practice

1 Expand Word Knowledge ✔

Have students create Example Charts. Explain:

- Write a Key Word in the chart's left column.
- Write its definition in the center column.
- Write an example in the right column.

For **Vocabulary Routine 2**, see page BP36.

Key Words

- | | | | | |
|-------------|---|------------|---|-------------|
| country | · | culture | · | develop |
| education | · | employment | · | immigration |
| opportunity | · | preview | · | refuge |
| symbol | · | transition | · | translate |

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

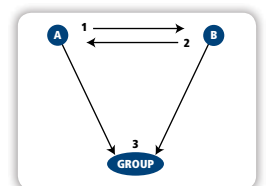
REVIEW Remind students: *One way to preview a text is to look at the illustrations and use them to predict what the story is about.*

Display **Student eEdition** pages 10–11, read the title of the story, and ask: *What do you think the story will be about? What do you see in the picture?* (Possible response: I see a car full of luggage driving away, so I think the story will be about moving.) *You can read on to check your predictions.*

Display the Key Words *country, opportunity, transition, and immigration*. Have students use a **Three-Step Interview** process to discuss their predictions about "My Diary from Here to There."

- Have one student preview **Anthology** pages 12–14, while the other previews pages 15–17.
- Have students interview each other about their predictions. Encourage students to use Key Words.
- Have the second student share the first student's predictions with the class.
- Then have students switch roles.

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



Three-Step Interview

Read a Story

Genre

A diary is a record of a person's thoughts, feelings, and experiences. This **story** is a fictional diary. It is a record of a *character's* thoughts, feelings, and experiences.

Narrator

In fiction, the narrator is the person who tells the story. The narrator can be a character in the story, or just a voice describing the events. In "My Diary from Here to There," the narrator is a character named Amada, who tells the story by writing in her diary.

Dear Diary,
I know I should be asleep
already, but I just can't sleep.
If I don't write this all down,
I'll burst!

My Diary from Here to There

by Amada Irma Pérez
illustrated by Maya Christina Gonzalez

STUDENT TECHNOLOGY



Student
eEdition



Read
with Me



Comprehension
Coach



My Vocabulary
Notebook

NGReach.com

Comprehension Coach

10

Anthology
pages 10–11

Reading

3 Read a Story Anthology pages 10–11

GENRE Have a volunteer read aloud the definition of a fictional diary. Elaborate: *The author of this selection describes thoughts, feelings, and experiences a real person could have. However, the story and character are not real. The author invented them.*

NARRATOR Have a volunteer read aloud the definition of narrator and point to the image of the diary on page 11. Elaborate: *Amada is the character who narrates, or tells, this story. She describes what happens, what she thinks, and how she feels.*

SOCIAL STUDIES BACKGROUND Share information to build background:

- People move to a new **country** for many reasons. Usually, they hope to make a better life for themselves and their families.
- People bring their **culture** with them when they immigrate to a new land.

Have students read pages 12–17. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview the illustrations. Have students read together. Use questions to build comprehension.

OL On Level

READ IN GROUPS Have students read the story chorally and in small groups.

AL Above Level

READ INDEPENDENTLY As students read silently, they take notes about what Amada feels and does.

1 **Set a Purpose**
Amada discovers that her family is moving. Find out why.



12

Dear Diary,
I know I should be asleep already, but I just can't sleep. If I don't write this all down, **I'll burst!** Tonight after my brothers—Mario, Víctor, Héctor, Raúl, and Sergio—and I all climbed into bed, I overheard Mamá and Papá whispering. They were talking about leaving our little house in Juárez, Mexico, where **we've lived our whole lives**, and moving to Los Angeles in the United States. But why? How can I sleep knowing we might leave Mexico forever? **2 3 BL EL**

In Other Words
I'll burst I'll shout out
we've lived our whole lives we have always lived

13

Anthology
pages 12–13

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. Talk about why Amada's family might be moving.
- 2 Comprehend Character Development** *How does Amada feel about what she has overheard? Which sentence leads you to this conclusion?* (Possible response: Amada feels agitated and surprised. The sentences that show this are: "If I don't write this all down, I'll burst." and "But why?")
- 3 Preview and Predict** *What do you read and see on these pages? What do you predict will happen next?* (Possible response: I read that Amada is moving to the United States. I see her writing in her diary. So I predict that she will tell what happens before and during the move.)

Differentiate

BL Below Level

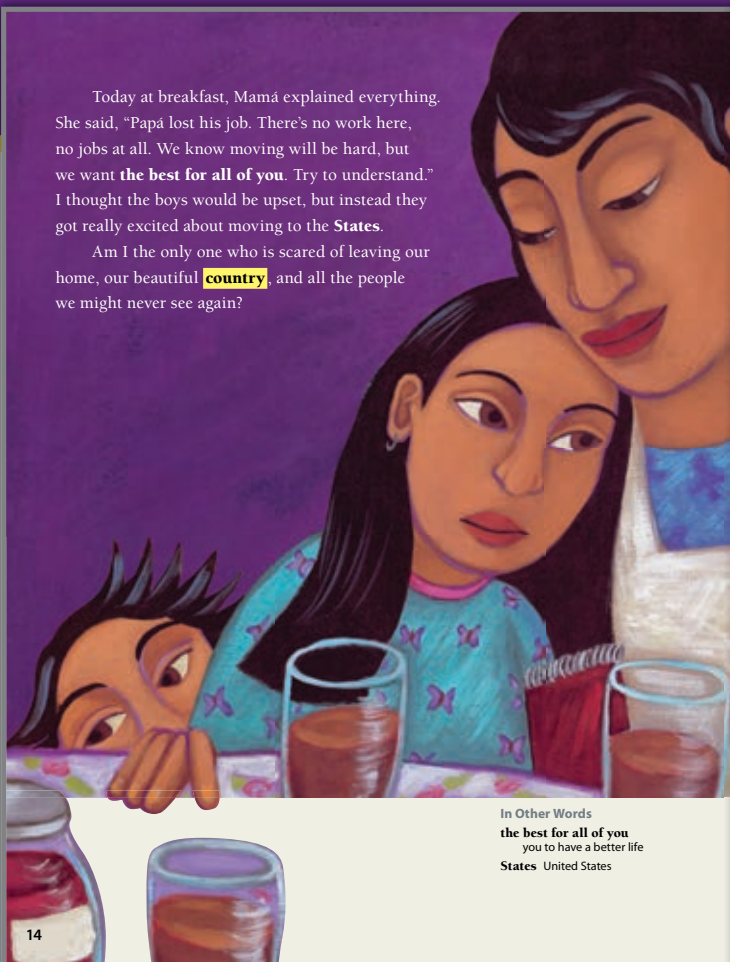
ISSUE Students have difficulty making predictions about what will happen.

STRATEGY Remind students of sentence frames that can help them make and confirm their predictions: I read _____. I see _____. I predict _____.

EL English Learners

ISSUE Students do not have the language to make a prediction.

STRATEGY Point to the illustration and ask: *Is Amada writing during the day? Is she writing in her diary? Will she keep writing in her diary?* Then point to the text and ask: *Does Amada hear her parents talking about moving? Where will the family move? Is Amada happy about this?*



Today at breakfast, Mamá explained everything. She said, “Papá lost his job. There’s no work here, no jobs at all. We know moving will be hard, but we want **the best for all of you**. Try to understand.” I thought the boys would be upset, but instead they got really excited about moving to the **States**.

Am I the only one who is scared of leaving our home, our beautiful **country**, and all the people we might never see again?

In Other Words
the best for all of you
 you to have a better life
States United States



My best friend Michi and I walked to the park today.

EL There, we braided each other’s hair and promised never to forget each other. We each **picked out** a smooth, heart-shaped stone to remind us always of our friendship. I’ve known Michi since we were little, and I don’t think I’ll ever find a friend like her in California. **5**

“You’re lucky your family will stay together,” Michi said.

Her sisters and father work in the U.S. I can’t imagine **leaving anyone in our family behind**. **4 6 SN**

In Other Words
picked out found and kept
leaving anyone in our family behind going to California without everyone in my family

Anthology
 pages 14–15

- 4 Comprehend Character Development** ✓ *What thoughts and feelings does Amada express on pages 14 and 15?* (Possible responses: She expresses fear and worry about leaving her country and the people she knows. She thinks that won’t ever find a friend like Michi in California.)
- 5 Make Inferences** *What actions show that Michi and Amada are good friends? Explain how you know.* (Possible response: Michi and Amada show they are friends by braiding each other’s hair and picking out heart-shaped stones. I know that people who are not friends do not do this for each other.)
- 6 Relate to Personal Experience** *Have you or someone you know ever had to move? How do you think Amada feels?* (Possible response: I felt sad, afraid, and lonely when I moved. It helps me understand how Amada might feel.)

Differentiate

EL English Learners

ISSUE Students do not understand the use of the phrase “picked out.”

STRATEGY Direct students’ attention to **In Other Words** and demonstrate how to substitute the words *found and kept* for *picked out*. Be sure students understand and can use the **In Other Words** feature to help with unfamiliar terms.

SN Special Needs

ISSUE Students have trouble keeping track of the changes in time and place.

STRATEGY Have students create a simple timeline of the events in the story so far. Review what has happened in each time and place.

Best Practices

Encourage Elaboration As students talk, use general prompts:

- *What do you mean by that?*
- *Can you give some details to explain what you mean?*
- *Can you make a connection to what someone else said?*
- *Tell me more about what you just said.*

OK, Diary, here's the plan—in two weeks we leave for my grandparents' house in Mexicali, right across **the border from** California. We'll stay with them while Papá goes to Los Angeles to look for work.



The boys play and act like nothing bothers them. Mamá and Papá keep talking about all the **opportunities** we'll have in California. But what if we're not allowed to speak Spanish? What if I can't learn English? Will I ever see Michi again? What if we never come back?

While we were packing, Papá **pulled me aside**. He said, "Amada, **m'iija**, I can see how worried you've been. Don't be scared. Everything will be all right."

"But how do you know?" I said.

He smiled. "M'iija, I was born in Arizona, in the States. When I was six—not a big kid like you—my family moved back to Mexico. It was a big change, but we **got through it**. I know you will, too. You are stronger than you think." I hope he's right, because we leave tomorrow! **2**

In Other Words

the border from from where Mexico meets
pulled me aside talked to me alone
m'iija my dear daughter (in Spanish)
got through it adjusted

Before You Move On

- 1. Explain** Why is Amada moving to a new **country**?
- 2. Character** How does Amada feel about leaving her home? Find evidence in the text to support your answer.

Anthology
pages 16–17

Read and Build Comprehension

- 1. Preview and Predict** Use the illustrations and text on pages 16–17 to make a prediction about what you think will happen next. (Possible response: Amada and her family will finish packing the boxes and will leave their home.)
- 2. Analyze Character's Motive** Why does Papá tell Amada about his family's move from Arizona to Mexico when he was younger? (Possible response: He wants to reassure Amada by giving her an example of how his family got through a similar big change in their lives.)

Check & Reteach

OBJECTIVE: Comprehend Character Development

Ask: How has Amada's character **developed** in the story so far?

If students have difficulty monitoring character development, ask:

- What happens at the beginning of the story? How does Amada feel about what she learns?
- What has happened by the end of page 17? Have Amada's feelings changed?

OBJECTIVE: Preview and Predict to Comprehend Literature

Have students identify details that led to the prediction they made for question 2 above.

Ask questions to guide students who have difficulty making and confirming predictions:

- What do you see on pages 16–17? What is happening in each illustration?
- What do you think will happen next?
- What can you do to check if your prediction is correct?

Answers Before You Move On

- 1. Explain** Amada's family is moving to the United States because her father lost his job. There is no work in Mexico.
- 2. Character** Possible response: Amada feels worried. She is unhappy about leaving people like her friend Michi. She's concerned about learning English. When her father says she is strong, she responds, "I hope he's right." This suggests that she feels nervous despite his assurances.

Writing

4 Write to Describe a Character


Explain that students will write a paragraph that describes Amada. Ask: *How do you learn about a character?* (from what the character feels, thinks, says, and does) Model writing a description of Amada’s mother.

Think Aloud	Write
<i>First I will tell something about Amada’s mother.</i>	Mamá is a loving mother who wants her children to have a better life.
<i>I will give an example of something she says to show this.</i>	She tells Amada, “We want the best for all of you.”
<i>I will add an example of something she does.</i>	Mamá talks with Papá about the opportunities in the U.S. This shows she is hopeful that life will be better.

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

Ask: *What is Amada like?* Have partners reread to collect details about Amada’s thoughts, feelings, words, and actions. Then have them work independently to write their descriptions. Have students add their descriptions to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Remind students that the development of a character is shown through changes in the character’s behavior, speech, thoughts, and feelings. Have pairs of students discuss examples of how characters in books they have read have developed from the beginning of the story to the end.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T1k

Daily Grammar ✓

Have students find simple subjects and predicates on **Anthology** page 14. (*Mamá/explained, Papá/lost*) Then use page T1m to give students practice with simple subjects and simple predicates.

Daily Writing Skills ✓

Explain that the author shows rather than tells how Amada feels about writing in her diary. Amada says that she will burst if she does not write the things she feels strongly about. Use page T1o to have students practice showing rather than telling about a main character.

Differentiate

BL Below Level

ISSUE Students have difficulty identifying details to include in a description.

STRATEGY Pose questions: *How does Amada feel about the move? What does she say and do?*

AL Above Level

ISSUE Students only satisfy the minimum requirement for the assignment.

STRATEGY Require students to support each statement about Amada with specific evidence from the text.

OBJECTIVES

Thematic Connection: Coming to America

- Comprehend Character Development
- Preview and Predict to Comprehend Literature

PROGRAM RESOURCES


TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 1
Tracks 2–3

My Vocabulary Notebook
Comprehension Coach

MATERIALS

timer • map of North America



WARM-UP

Display a physical map of North America that clearly depicts Juárez, Mexico, and Los Angeles, California. Explain: *It takes 13 hours to drive from Juárez, Mexico to Los Angeles, California. What do you think this 13-hour drive would be like?* Have partners discuss and then share ideas with the class.

Power Writing

Have students write as much as they can as well as they can in one minute about the word *opportunity*. For **Writing Routine 1**, see page BP47.

Vocabulary Practice

1 Share Word Knowledge

REVIEW Have students use the Example Charts they made on Day 3. Group each student with a partner who studied a different Key Word and follow **Vocabulary Routine 3**:

- Have students take turns reading their organizers.
- Have them discuss how the examples show the meanings of the Key Words.
- Have students create sentences using both Key Words. Each student adds the sentences to **My Vocabulary Notebook**.

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

Key Words

country · culture · develop
education · employment · immigration
opportunity · preview · refuge
symbol · transition · translate

Academic Talk

2 Summarize Reading

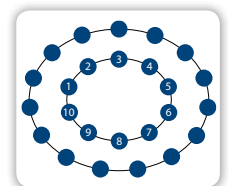
Explain: *When you summarize a story, you tell the most important events.* Explain that students will use Key Words to summarize what they have read so far in “My Diary from Here to There.”

Reread page 13 and model questions students can ask themselves to create a summary: *What important events happen on this page? What happens first? What happens next?* Model summarizing: *Amada hears her parents talking about moving to the United States. She worries about having to leave her home and family in Mexico.*

Write these Key Words: *country, employment, immigration, opportunity, transition.* Have students use a **Fishbowl** to summarize.

- Students on the inside summarize **Anthology** pages 13–15.
- Students on the outside listen for Key Words and the most important events.
- Groups change positions. The new inside group summarizes pages 16–17.

For **Fishbowl**, see page BP45.



Fishbowl

COMMON CORE STANDARDS

Reading

Quote When Explaining Text	CC.5.Rlit.1
Summarize Text	CC.5.Rlit.2
Read and Comprehend Literature	CC.5.Rlit.10
Read with Purpose and Understanding	CC.5.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing

Use Sensory Details	CC.5.W.3.d
Write over Shorter Time for Specific Tasks	CC.5.W.10

Speaking and Listening

Follow Rules for Discussion	CC.5.SL.1.b
Summarize Text and Oral Information	CC.5.SL.2

Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.5.L.6
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1 Predict

What will happen on the first part of the journey?

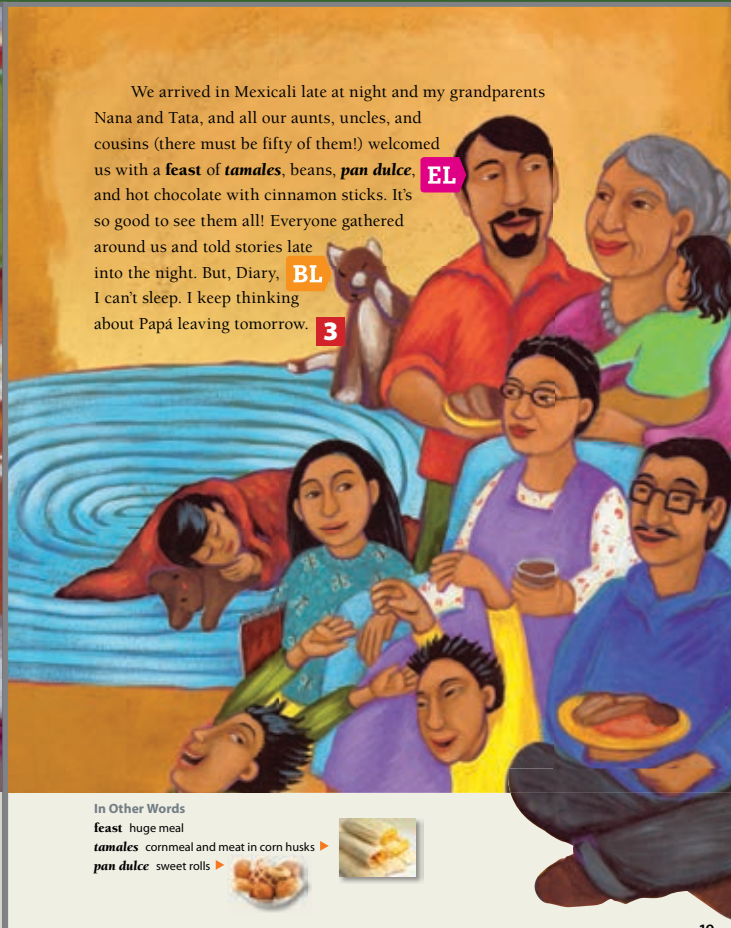


Our trip was long and hard. At night the desert was so cold we had to **huddle** together to keep warm. We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different **countries**, but they look exactly the same on both sides of the border, with giant **saguaros** pointing up at the pink-orange sky. I made a wish on the first star I saw. **2**

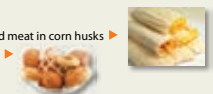
In Other Words
huddle move closer
saguaros desert plants



We arrived in Mexicali late at night and my grandparents Nana and Tata, and all our aunts, uncles, and cousins (there must be fifty of them!) welcomed us with a **feast** of **tamales**, beans, **pan dulce**, **EL** and hot chocolate with cinnamon sticks. It's so good to see them all! Everyone gathered around us and told stories late into the night. But, Diary, **BL** I can't sleep. I keep thinking about Papá leaving tomorrow. **3**



In Other Words
feast huge meal
tamales cornmeal and meat in corn husks
pan dulce sweet rolls



STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 18–19

Reading

3 Read and Build Comprehension

- 1 Predict** ✓ Read aloud the predict question. Have students make a prediction and then check it. Ask: *Did things happen as you expected? Explain.* (Possible response: Yes, I predicted that Amada would still be upset, and when I read the story I found she was still upset about her family's move. I also predicted that the family arrived safely in Mexicali, which happened.)
- 2 Visualize** *What words and phrases help you picture what the land along the border is like?* (desert; cold; giant saguaros pointing up at the pink-orange sky)
- 3 Comprehend Character Development** ✓ *Have Amada's feelings about the move changed? Explain.* (Possible response: Amada's feelings haven't changed much because she wishes on a star and keeps thinking about Papá.)

Differentiate

BL Below Level

ISSUE Students do not understand whom Amada is addressing as "Diary."

STRATEGY Remind students that each story page is an entry in Amada's diary. Explain that when she speaks to "Diary," she is not talking to a person; she is treating her journal like a friend.

EL English Learners

ISSUE Students do not understand Spanish words and phrases.

STRATEGY Direct students' attention to **In Other Words**. Be sure they understand and can use this feature to help with unfamiliar terms. Students can also ask Spanish speakers for help.

Fluency

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

Papá left for Los Angeles this morning. Nana comforted Mamá, saying that Papá is a U.S. citizen, so he won't have a problem getting our "green cards" from the U.S. government. Papá told us that we each need a green card to live in the States, because we weren't born there.

I can't believe Papá's gone. **Tio** Tito keeps trying to make us laugh instead of cry, and *Tio* Chato pulled a silver coin out of my ear. Today it feels good to laugh. **2**



In Other Words
Tio Uncle (in Spanish)

20

Anthology page 20

Mini Lesson

Introduce Point of View

Review: *The narrator is the person who tells the story.* Explain that the narrator can be a character in the story or a voice that tells the story from the outside. Ask: *Who is the narrator of "My Diary from Here to There"?* (a character named Amada)

Explain that the term point of view describes how the narrator tells the story. Connect to the story: *Amada tells the story from the first-person point of view.*

- *Amada describes her own feelings.*
- *Amada can only tell about things that she experiences. She can't describe what others are thinking or doing when she is not there.*
- *Amada uses pronouns such as I, me, my, we, and us to tell about herself. These pronouns show that the story has a first-person point of view.*

Read aloud the second paragraph on **Student eEdition** page 20 and model how to identify first-person point of view: *The narrator uses the pronouns I and my. This tells me that the story has a first-person point of view. The narrator tells about the events she sees.* Have students look for more clues on pages 18–19, including Amada's feelings, her secret wish, and the pronouns she uses to describe the events.

To check understanding, display the sentences: *I was afraid to leave my home. /Amada was afraid to leave her home.* Ask: *Which sentence uses first-person point of view?* (the first) *How can you tell?* (It uses the pronouns *I* and *my* and tells the narrator's feelings.)



FINALLY! Papá sent our green cards—we're going to **cross the border** this weekend! The whole family is making a big **farewell dinner** for us tonight.

The boys have been causing a lot of trouble lately. Nana got mad when they used her pots and pans to make "music." Still, I think everyone is sad to see us go. Nana even gave me a new journal. She said, "Never forget who you are and where you are from. Keep your language

3 and **culture** alive in your diary and in your heart." **1** **BL** **EL**

In Other Words
cross the border go from Mexico to California
farewell dinner party

► **Before You Move On**

- 1. Character** What happens on the first part of the journey? How does this make Amada feel?
- 2. Clarify** Why does Amada's father leave before the rest of the family?

Read and Build Comprehension

- 1 Compare and Contrast** *How are Mexico and the United States the same?* (They look the same on both sides of the border.) *Based on the advice Nana gives Amada on page 21, how are the two **countries** different?* (Nana tells her to keep her language and **culture** alive, which means that they are different.)
- 2 Analyze Character's Feelings** *What clues from the text show that Amada's feelings are changing?* (Possible responses: First Amada was sad, but she is crying and smiling the picture. She says, "Today it feels good to laugh.")
- 3 Clarify Meaning** *Why does Nana give Amada a new journal?* (Possible response: Nana wants Amada to remember who she is and where she is from. She tells Amada to keep her language and culture alive with her diary.)

Differentiate

BL Below Level

ISSUE Students have difficulty comparing Mexico and the United States in question 1.

STRATEGY Have students reread the story and make two lists of details, one about Mexico and the other about the United States. Have students circle similarities and underline differences.

EL English Learners

ISSUE Students do not understand what Nana means when she tell Amada to "keep your language and culture alive . . . in your heart."

STRATEGY Explain that Nana is using figurative language. To Nana, "keeping something alive in your heart" means that you love and remember something that you no longer do every day.

Answers Before You Move On

- 1. Character** ✓ The family travels together to Mexicali. Then Amada's father leaves for Los Angeles. Amada is sad because she misses him.
- 2. Clarify** Amada's father is a United States citizen, so he can travel to the United States to get green cards for his family.

1 Predict
How will Amada feel in the **transition** to her new life?

It's my first time writing in the U.S.A.! Crossing the border in Tijuana was crazy. Everyone was pushing and shoving, there were babies crying, and there were people fighting to be first in line. We held hands the whole way. When we finally got across, Mario had only one shoe on. I counted everyone and I still had five brothers. **Whew!**

2 SN



In Other Words
Whew! I felt relieved!

22

Papá was waiting for us at the bus station in Los Angeles, just like he promised. We all jumped into his arms and laughed, and Mamá even cried a little. Papá's hugs felt so much better than when he left us in Mexicali!

3



23

Anthology
pages 22–23

Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Then ask: *What can you predict from the illustrations?* (Possible response: I can see from the illustrations on pages 22–23 that Amada is with her family. She looks happy once her family is together again.)
- 2 Visualize** *Imagine you are with Amada and her family. Based on Amada's description, what do you see and hear?* (Possible response: I see people pushing; I hearing babies crying and people yelling; I see Amada's family holding hands and staying together.)
- 3 Comprehend Character Development** *What do the family's actions tell you about them?* (Possible response: They hug and laugh and cry. They are excited to see their Papá.)

Differentiate

BL Below Level

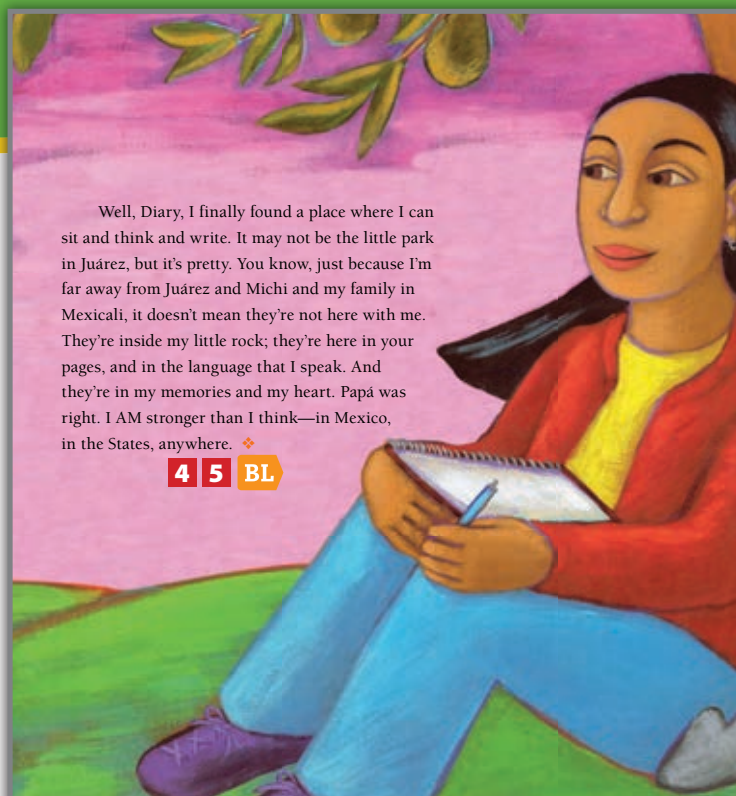
ISSUE Students have difficulty determining how Amada changes.

STRATEGY Remind students to make inferences based on what Amada says, does, and thinks. Provide the following sentence frames: At the beginning of the story, Amada feels _____. When she is in Mexicali, she feels _____. When she sees her Papá again, she feels _____.

SN Special Needs

ISSUE Students have difficulty picturing the scene from the text in question 2.

STRATEGY Have students point to their eyes and say: *What does Amada see at the border?* Point to your ears and ask: *What does Amada hear?*



Well, Diary, I finally found a place where I can sit and think and write. It may not be the little park in Juárez, but it's pretty. You know, just because I'm far away from Juárez and Michi and my family in Mexicali, it doesn't mean they're not here with me. They're inside my little rock; they're here in your pages, and in the language that I speak. And they're in my memories and my heart. Papá was right. I AM stronger than I think—in Mexico, in the States, anywhere. ✦

4 5 BL

► Before You Move On

- 1. Character** How does Amada feel about where she lives now?
- 2. Draw Conclusions** Why are Amada's rock and diary important to her?

24

Anthology page 24

- 4 Preview and Predict** ✓ *What do you see when you look at the illustration on page 24? What do you predict has happened?* (Possible response: I see Amada looking happy as she writes in her diary. I predict that Amada is now happy in the United States.) Have students check predictions after they read.
- 5 Comprehend Character Development** ✓ *How does Amada change from the beginning to the end of the story?* (Possible response: Amada feels worried about moving to the United States and leaving her old life. After she gets to the United States, she realizes that she still carries Mexico in her heart.)

Check & Reteach

OBJECTIVE: Comprehend Character Development ✓

Check students' responses to the character development comprehension questions. If students have difficulty answering question 5, ask the following guiding questions:

- *What is Amada like at the beginning of the story?*
- *How does this change as the story goes on?*

OBJECTIVE: Preview and Predict to Comprehend Literature ✓

As students answer the comprehension questions about previewing and predicting, be sure they understand how to come up with realistic predictions of what will follow. If students have difficulty, guide them in applying the strategy to the author's biography. Ask: *What can you predict, based on what you see? How can you find out if you are correct?*

Answers Before You Move On

- 1. Character** ✓ Possible response: Amada still misses Mexico, but she discovers that she can be happy in her new home.
- 2. Draw Conclusions** Possible response: The rock reminds Amada of her friendship with Michi. The diary connects her to her past and to her native language..


Meet the Author


Amada Irma Pérez

Do you ever feel that no one else understands your life? Amada Irma Pérez felt that way, and she didn't like it. So she decided to tell her story.


Amada moved to the United States from Mexico when she was a child. In school, she wondered why there were no books about children like her. Then, on her eleventh birthday, Amada's mother gave her a diary. "Wow!" thought Amada. "A whole book for me to fill up!"

Amada filled that diary, and many others like it, with her stories. When Amada grew up, some of those stories became books.





◀ Author Amada Irma Pérez, as a girl.

Writer's Craft 

The author includes details about how things look and feel to Amada, including the color of the sky and the cold at night. Imagine that you are Amada. Write a new diary entry about your journey to the U.S. Include sensory details, such as how things look, smell, taste, sound, or feel.

25

Anthology page 25

4 Meet the Author

Point out that the author has the same name as the main character in "My Diary from Here to There." Elaborate: *The diary is a fictional version of Amada Irma Pérez's own journey from Mexico to the U.S.* Have students silently read the biography.

After students read the biography, build comprehension:

- **Relate to Personal Experience** *Pérez uses stories to help people understand her feelings and experiences. What are ways that you can show people about your life?* (Encourage students to explain how their own experiences helped them understand Amada Pérez's life.)
- **Paraphrase** *When her mother gave her a diary, Pérez thought, "Wow! . . . A whole book for me to fill up." Say Pérez's response in your own words.* ("Oh. I'm so happy to have a book where I can write my own stories.")
- **Make Inferences** *What kinds of stories did Pérez write in her diaries? Why do you think she did this?* (She filled them with stories about her own experiences. She said that she could not find any books about children like her.)
- **Ask Questions** *What other questions do you still have about Amada Irma Pérez? How might you find the answers to your questions?* (read more books by and about her)

Writing

5 **Writer's Craft** Anthology page 25

Read aloud the instructions for the Writer's Craft activity on **Anthology** page 25. Clarify that each student will write a diary entry about Amada's journey to the U.S. Remind them to include sensory details and information about how Amada felt.

Model how to find an example of a sensory detail in "My Diary from Here to There": *On page 15, Amada talks about the stones that she and Michi pick out to remember their friendship. She describes these stones as smooth and heart-shaped.*

Review: *When Amada writes her diary entries, she talks about her own experiences from a first-person point of view.* Explain that diaries typically have an audience of one—the writer—and that the writer can read the diary entry later to remember what happened or how he or she felt about an event.

Elaborate: *I can include sensory details to describe my experience. To brainstorm details, I ask myself what I saw, heard, smelled, tasted, and touched during the event.*


Model writing the beginning of a diary entry.

Think Aloud	Write
<i>I will write about Amada's journey to the U.S. I will include how Amada felt about the trip.</i>	Today, we drove through the desert again. It was crowded with all of us in the car. It made me want to stop and run around under the big, open sky..
<i>I will include sensory details about Amada's experience.</i>	The desert air is dry and dusty. I watched as the wind blew and huge tumbleweeds rolled across the road.

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

Have students work independently to write diary entries. Volunteers may share their diary entries before adding them to their Weekly Writing folders.

See **Differentiate**



WRAP-UP Have pairs compare "My Diary from Here to There" with the books they read in small groups. Ask each pair to share one similarity and one difference.



Daily Language Arts

Daily Spelling and Word Work ✓
Practice page T1k

Daily Grammar ✓
Select two sentences on **Anthology** page 23. Rewrite the sentences as short simple statements. (Papá was waiting for us at the bus station. He had promised to wait there.) Then use page T1m to have students practice subjects and predicates.

Daily Writing Skills ✓
Have students identify an example from **Anthology** page 20 where Amada's words and actions show what she is like. (Possible response: Amada says that it feels good to laugh when her uncles try to cheer her up.) Then use page T1o to have students practice writing a strong introduction.

Differentiate

BL Below Level

ISSUE Students have difficulty including sensory details in their work.

STRATEGY Provide a menu of sentence frames: I saw _____. I heard _____. I touched _____. Encourage students to use at least two sensory details in their diary entries.

AL Above Level

ISSUE Students include only a basic level of sensory detail in their diary entries.

STRATEGY Encourage students to elaborate using one or more details from each of the five senses. Then have students identify the strongest, most descriptive details to use in their writing.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Coming to America

- ✓ Comprehend Character Development
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM1.5
Character Development Chart: Practice Master PM1.6
Fluency Practice Master PM1.7

TECHNOLOGY ONLY

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

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Quote When Explaining Text	CC.5.Rlit.1
Read and Comprehend Literature	CC.5.Rlit.10
Read Orally with Expression on Successive Readings	CC.5.Rfou.4.b

Writing

Write Over Shorter Time for Specific Purposes	CC.5.W.10
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Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
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Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.5.L.6
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WARM-UP

Have students draw a picture that represents an opportunity they had to try something new. Have volunteers explain their drawings to the class.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **develop**, **preview**. Call students' attention to the Key Words on **Student eEdition** page 26. Then have students apply their knowledge of the Key Words to play Around the World. Explain the instructions:

- *I will choose a volunteer to be the first "Traveler." A neighboring student will be the first "Challenger." The Traveler "travels" to the first Challenger's seat.*
- *I will give a definition of a Key Word to the Traveler and Challenger. Whoever responds first with the correct word gets to travel to the next Challenger.*
- *The Traveler who continues to respond first and returns to his or her seat has gone "around the world."*

Key Words

country · culture · develop
education · employment · immigration
immigration · opportunity · preview
refuge · symbol · transition · translate

Have students begin the game.

- Have the Traveler and Challenger stand beside the challenger's desk.
- Present a definition. The student to respond first with the correct answer moves to the next Challenger.
- If nobody goes "around the world," the student who has traveled the farthest number of seats wins the game.

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

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



Part 1
Think and Respond

Key Words	
country	opportunity
culture	refuge
education	symbol
employment	transition
immigration	translate

Talk About It

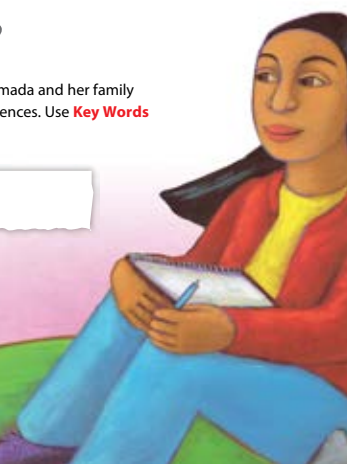
- What do **diary entries** tell you about the character who wrote them? Use examples from Amada's diary to explain your answer.
Diary entries tell you what the character _____.
Amada's diary entries tell readers what she _____.
- What **information** might Amada give about herself to her new friends in the United States?
- How can Amada keep her Mexican **culture** alive as she makes the **transition** to life in the United States?

Learn test-taking strategies.
NGReach.com

Write About It

What exciting **opportunities** do you think Amada and her family will find in the United States? Write three sentences. Use **Key Words** to explain your ideas.

They will have an **opportunity** to _____.



26

Anthology page 26

STUDENT TECHNOLOGY

- Student eEdition
- Comprehension Coach
- Fluency Model
- Assessment

NGReach.com



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T1j

Daily Grammar ✓

Have students find a complete subject and predicate of the last sentence on page 18 of the **Anthology**. Use page T1m to review and assess students' understanding of simple/complete subjects and predicates.

Daily Writing Skills ✓

Review the dialogue and descriptive details on page 15. Then use page T1o to assess students' ability to write an effective beginning that introduces main characters.

Answers Talk About It

- Fictional Diary** Diary entries tell you what the character thinks, feels, and does. Amada's entries tell about her as she moves with her family..
- Ask For and Give Information** She might say she is from Juárez, Mexico. She might tell about her home and school, her family, and her friends. She might tell about the customs of her **culture**.
- Predict** Possible response: Amada can keep her **culture** alive by celebrating Mexican holidays and eating Mexican foods.

Name _____ Date _____

Test-Taking Strategy Practice

Know the Test Format

Read the question about "My Diary from Here to There." Choose the best answer.

Sample

- Who goes to the United States to get the green cards?
 - Mamá
 - Amada
 - Papá
 - Victor

Read the question. Then write your answer on the lines provided.

- Why does Michi say that Amada is lucky?
Because Amada's family will stay together.

Read the prompt. Then write your answer on the lines provided.

- Write a short paragraph to tell why crossing the border in Tijuana was a crazy experience for Amada's family.
Everyone was pushing and shoving. There were babies crying, and people were fighting to be first in line. The family was afraid they would lose each other.

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

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NGReach.com Practice Master PM1.5

Academic Talk

2 Talk About It Anthology page 26

Have partners use Key Words as they discuss the **Talk About It** questions. Prompt students to cite details and examples from the text, particularly for question 2. Allow time for students to review the selection first, so that they are prepared for the discussion.

Then use the test-taking strategy lesson from NGReach.com and **Practice Master PM1.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 26

Ask: *Think about the story. Why did Amada's family move to the United States? What kind of **opportunity** was her father looking for?* (the **opportunity** for better **employment**) Read aloud the directions on page 26. Have students write sentences about the opportunities the family might find in its new country. Consider having students brainstorm ideas in groups and then write additional sentences.

Encourage students to use Key Words as they write. Provide an example: I think Amada will have the **opportunity** to get a good **education**.

Have students add their sentences to their Weekly Writing folders.

Differentiate

EL English Learners

ISSUE Students lack sufficient English proficiency to describe character development.

STRATEGY Point to each box and provide the language frame: In _____, Amada feels _____.

SN Special Needs

ISSUE Students find it difficult to explain the feelings of the character.

STRATEGY Provide students with a list of “feeling” words: *happy, sad, scared, worried, nervous, strong, stronger*. Help students brainstorm additional words. Then have students choose appropriate words for each part of the story and write those words in the appropriate boxes.

AL Above Level

ISSUE Students are ready for deeper discussions.

STRATEGY Have partners discuss why Amada changed. Have them sum up Amada’s character development with a sentence or sentences.

Name _____ Date _____

Character Development Chart

“My Diary from Here to There”

Beginning	Middle	End
Possible Response: In the beginning of the story, Amada is scared and worried about having to move.	Possible Response: In the middle of the story, Amada is happy to see her aunts, uncles, and cousins. She is still worried, but she says it feels good to laugh.	Possible Response: By the end of the story, Amada still misses Mexico, but she discovers that she can be happy in her new home.

Use this chart to tell about Amada’s story. Then use your character development chart to retell the story to a partner.

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Comprehension

4 Character Development Anthology page 27

REVIEW Display **Student eEdition** page 27. Read aloud the instructions and introduce the character development chart. Tell students that the entries under *Beginning*, *Middle*, and *End* show how Amada’s character developed, or changed, throughout the story.

Read aloud the label below the first box and say: *At the beginning of the story, Amada lives in Juárez, Mexico. In the first box, we write how she feels in Juárez and tell why she feels that way.* Ask: *Where is Amada in the middle of the story? What will we write in the second box?* (how Amada feels in Mexicali, and why her feelings changed) Explain: *In the third box, we will write about Amada in Los Angeles.*

Have students complete **Practice Master PM1.6** and use it to retell the story to a partner. As you circulate, remind students to focus on why Amada’s feelings change in each part of the story.

See **Differentiate**

Check & Reteach

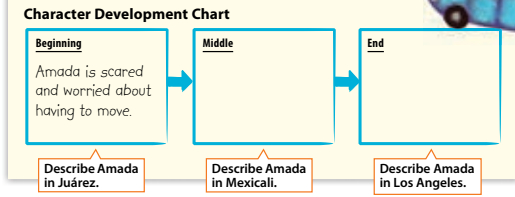
OBJECTIVE: Comprehend Character Development

Circulate as partners take turns using the completed charts to retell the story and to explain Amada’s character development throughout the story.

If students fail to comprehend how Amada changes, help them understand the character at each part of the story by asking questions, such as: *How does Amada feel in this part of the story? Why does she feel that way? How does she show her feelings? How are her feelings different from earlier in the story? How has she changed?* Use the term *character development*.

Character Development

Use a character development chart to show how Amada changed during "My Diary from Here to There." Think about how Amada feels as she makes the move to Los Angeles.



Now use your character development chart as you retell the story to a partner. Be sure to explain how Amada changes throughout the story. Use **Key Words** in your retelling.

In the beginning of the story, Amada _____.
 In the middle of the story, Amada _____.
 By the end of the story, Amada _____.

Fluency Comprehension Coach

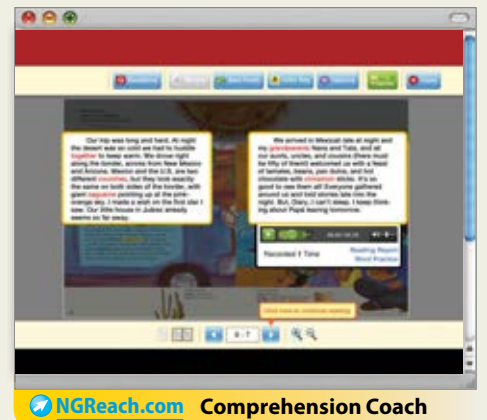
Use the Comprehension Coach to practice reading with expression. Rate your reading.

Talk Together

How does the move change Amada? Write a song or chant about Amada's move. Include **Key Words**. Share your song or chant with the class.

5 Fluency Anthology page 27

Have students use **Comprehension Coach** or read aloud the passage on **Practice Master PM1.7** to practice fluency.



Check & Reteach

OBJECTIVE: Read with Fluency 

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

6 Talk Together Anthology page 27

Suggest that students use "Where Are You From?" on **Anthology** page 4, as a model for a song or chant. Remind them to include details about how Amada changes. Post the Key Words so that students can refer to them as they write.



WRAP-UP

Have partners discuss how places can affect people. Have them use examples from the stories they've read to support their ideas.

Name _____ Date _____

Fluency Practice

"My Diary from Here to There"

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

Today at breakfast, Mamá explained everything. She said, "Papá 9
 lost his job. There's no work here, no jobs at all. We know moving will 24
 be hard, but we want the best for all of you. Try to understand." I thought 40
 the boys would be upset, but instead they got really excited about moving 53
 to the States. 56

Am I the only one who is scared of leaving our home, our beautiful 70
 country, and all the people we might never see again? 80

From "My Diary from Here to There" page 14

Expression

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

Accuracy and Rate Formula

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

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

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 For use with TE p. T27

PM1.7 Unit 1 | Crossing Between Cultures

Week 1 Writing Project

OBJECTIVES

Thematic Connection: Coming to America

✔ Write a Story Introduction: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A1.43

TECHNOLOGY ONLY

Sample Story Introduction: eVisual 1.5

Writing Trait: Organization: eVisual 1.6

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Establish Situation and Introduce Narrator and/or Characters	CC.5.W.3.a
Use Descriptive Details	CC.5.W.3
Write Over Extended Time Frames	CC.5.W.10
Language and Vocabulary	
Demonstrate Command of Grammar	CC.5.L

Write a Story Introduction

Display and read aloud the prompt.

You are a novelist writing a story about a student's first day at a new school. Write an engaging introduction that presents the character and his situation.

Study a Model

Read a Story Introduction

Explain: *Let's read the beginning of a story.* Display and read aloud **eVisual 1.5**.



Sample Story Introduction

Tyler stood by himself on the playground, watching the other kids play. This was his first day at Kennedy Elementary. Reality was setting in. It was hard enough to move and change schools, but to do it during the *middle* of the school year? *What were my parents thinking?* he wondered. Nobody at Kennedy seemed to want to know him.

After school, Tyler got on the bus and plopped onto a seat next to a boy he recognized from his class. The boy looked out the window.

Tyler thought, *Well, I can just sit here feeling bad, or I can try to do something about it.* He took a deep breath. "Do you know the difference between a school bus and my red sports car?" he asked.

The boy turned, intrigued. "No."

"Good," said Tyler. "Then how do you like riding in my red sports car?" By the time he got home, Tyler had made his first new friend.

[NGReach.com](#) Sample Story Intro: eVisual 1.5



INTERACTIVE WHITEBOARD TIP: Underline Tyler's thoughts and circle his words.

Teach the Trait: Organization

Introduce the concept: *At the beginning of a story, an author gets the reader interested by introducing the main character, the problem the character faces, and details that reveal his or her thoughts, feelings, words, and actions.* Display and read aloud **eVisual 1.6**.



Writing Trait: Organization

A story opening that is organized

- introduces the character and his or her situation
- shows what the character is like through thoughts, words, and actions.

[NGReach.com](#) Organization: eVisual 1.6



INTERACTIVE WHITEBOARD TIP: Circle character, situation and thoughts, words, and actions.

Reread **eVisual 1.5**. Ask: *Where is the main character introduced?* (the first sentence) *Where is his situation explained?* (the first paragraph) *What do Tyler's thoughts and words show you about him?* (Possible responses: He is funny. He is not shy, but he is a little nervous. He takes action to solve his problem.)



Prewrite

Choose a Topic

Reread the prompt. Ask: *What is your role?* (novelist) Continue with the prompt in order to determine the Audience, Form, and Topic for the RAFT.

Role: novelist

Audience: fifth-grade readers

Form: opening of realistic fiction story

Topic: a student's first day in a new school

To help students further refine the topic, have partners discuss what it might be like to be a new student on the first day at a new school. Suggest they make notes from this discussion and use the notes to decide what type of character they will write about and how that character will react to the situation.

Get Organized

Review the sample: *This story opening describes a situation and shows what Tyler thinks, feels, says, and does in that situation.* Display the Character Chart and review: *You can use a character chart to collect ideas about what your character thinks, feels, says, and does. In the last box, write down what each thought, word, and action shows about the character.* Model using details from the sample to complete the Character Chart.

What the Character Thinks and Feels	What the Character Says	What the Character Does	What It Shows About the Character
Well, I can just sit here feeling bad, or I can try to do something about it.	"Then how do you like riding in my red sports car?"	sits next to a boy in his class, takes a deep breath, and tells a joke	Tyler is positive and funny. He takes matters into his own hands.

Character Chart

Have students use Character Charts to plan their realistic fiction introductions.

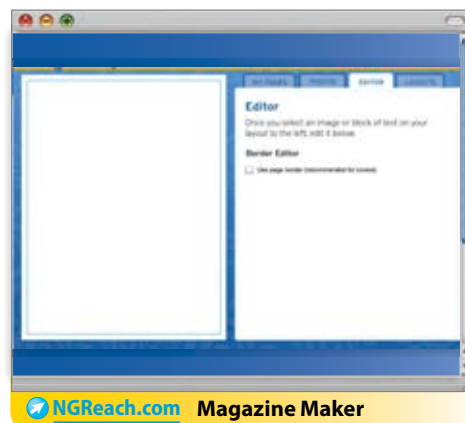
Draft

Write Ideas

Have students begin drafting their openings. Remind them to show (and not simply tell) what their character is like by providing details such as words and actions.

Have students select an appropriate layout from **Magazine Maker** for their drafts. Show them how they can choose from several prebuilt layouts or create their own.

See **Differentiate**



Differentiate

SN Special Needs

ISSUE Students have trouble drafting their ideas.
STRATEGY Have students create a simple cartoon strip with speech balloons showing what their characters say and do. Guide students to turn these strips into simple sentences and paragraphs with lines of dialogue.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T1j–T1k

Daily Grammar ✓

Have students explain why each sentence in the sample story introduction is a complete sentence. Use pages T1l–T1m to practice writing complete sentences.

Daily Writing Skills ✓

Point out that students' openings introduce characters, describe their situation, and involve the problem of being in a new school. Then use pages T1n–T1o to practice writing strong story introductions with these elements.

Revise

Read, Retell, Respond

Have partners read aloud their drafts 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"> • The character is _____. • The situation is _____. • What the character does is _____. • The character says _____. 	<ul style="list-style-type: none"> • _____ shows me what the character is like. • Did you think about having the character _____? • Wouldn't it be interesting if the character _____?

Make Changes

Have students revise their story openings. Remind them to include details about the character's thoughts, feelings, words, and actions to show what he or she is like.

Demonstrate how to set paragraph indents in **Magazine Maker**. Remind students that they should start a new paragraph each time a different character speaks.

See Differentiate

Differentiate

BL Below Level

ISSUE Students tell rather than show what their character is like.

STRATEGY Have students list two traits their character possesses. For each trait, ask: *If someone is _____, how do they act? What do they say? What might they think?* Tell students to use their answers to these questions in their story openings.

AL Above Level

ISSUE Students want to experiment with how they tell their story.

STRATEGY Suggest that students write in the first person. The main character is the narrator, and the narrator's thoughts, words, and actions reveal the kind of person he or she is.

Student Sample: Revise

Tyler was really lonely. His first day at Kennedy Elementary. Reality was setting in. It was hard enough to move and change schools, but to do it during the *middle* of the school year? *What were my parents thinking?* he wondered. Nobody at Kennedy seemed to want to know him.

After school Tyler got on the bus and sat next to a boy. The boy out the window.

Tyler thought, *Well, I can just sit here feeling bad, or I can try to do something about it.* "Do you know the difference between a school bus and my red sports car?" he asked.

The boy turned, intrigued. "No."

"Good," said Tyler. "Then how do you like riding in my red sports car?" By the time he got home, Tyler had made his first new friend.

Sample Analysis

How can I *show* Tyler was lonely? I know, I can say he watched other kids playing while he was all by himself.

"Sat next to a boy" doesn't say much about Tyler. If I use *plopped* and have him *take a breath* before talking, it gets across his feelings more. Also, if he recognizes the boy from his class, my readers will see that Tyler intended to make friends with the boy.



Edit and Proofread

Check the Character Sketch

Remind students to pay special attention to writing complete sentences.

Student Sample: Edit and Proofread

Tyler stood by himself on the playground, watching the other kids play. His first day at Kennedy Elementary. Reality was setting in. It was hard enough to move and change schools, but to do it during the middle of the school year? What were my parents thinking? he wondered. Nobody at Kennedy seemed to want to know him.

After school Tyler got on the bus and plopped onto a seat next to a boy he recognized from his class. The boy out the window.

Tyler thought, *Well*, I can just sit here feeling bad, or I can try to do something about it. He took a deep breath. "Do you know the difference between a school bus and my red sports car?" he asked.

The boy turned, intrigued. "No."

"Good," said Tyler. "Then how do you like riding in my red sports car?" By the time he got home, Tyler had made his first new friend.

Sample Analysis

The second sentence is not complete. I can start it by writing, "This was his first day...."

I misspelled *reality*. I'll fix that.

I forgot the verb in this sentence. It needs to say, "The boy *looked* out the window."

Publish and Present

Make a Final Copy

Have students check their work one last time before printing.

Share with Others

Explain: *When you read aloud, use expression in your voice. Show the same emotion your character is feeling.* Model by reading the sample aloud. Then have students form small writers' groups and read their introductions to each other.

Then have students bind their writing together to make a class anthology titled *Story Introductions*. Have them make a table of contents listing the title and author of each story. Have students make additional copies of their openings to include in their Weekly Writing folders. Use the **Writing Rubric** to assess each student's writing.

Student Sample: Publish

How my story will begin...

Tyler stood by himself on the playground, watching the other kids play. This was his first day at Kennedy Elementary. Reality was setting in. It was hard enough to move and change schools, but to do it during the middle of the school year? What were my parents thinking? he wondered. Nobody at Kennedy seemed to want to know him.

After school Tyler got on the bus and plopped onto a seat next to a boy he recognized from his class. The boy looked out the window.

Tyler thought, *Well*, I can just sit here feeling bad, or I can try to do something about it. He took a deep breath. "Do you know the difference between a school bus and my red sports car?" he asked.

The boy turned, intrigued. "No."

"Good," said Tyler. "Then how do you like riding in my red sports car?" By the time he got home, Tyler had made his first new friend.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Details are accurate and relevant. Showing in-depth knowledge of the topic. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> Appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way.
3	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Some details are accurate and relevant. Showing in-depth knowledge of the topic. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> Appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way.
2	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Some details are accurate and relevant. Showing in-depth knowledge of the topic. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> Appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way.
1	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Some details are accurate and relevant. Showing in-depth knowledge of the topic. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> Appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. Many appropriate words were chosen to convey the writer's message. Most language is appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. Most sentences are complete. 	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. Most of the writing shows a clear structure and purpose. Most of the writing is accurate and relevant. 	<ul style="list-style-type: none"> The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way. The text is presented in a clearly legible way.

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Character Development
- Preview and Predict to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test Unit 1, Week 1

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

Mario and Rafa

"Did I haven't seen you since we were eight?" Mario asked as he entered his house. After five years, Mario was back in Mexico for a visit.

"Here, Rafa, this is for you," said Mario, handing me a T-shirt from Texas. I was surprised by his strong, confident voice because, before he moved to the United States, Mario was shy.

"Do you want to go to the park like we used to?" he asked. When we were younger, we loved to hunt for grasshoppers there. We went by the tall grass at the edge of the park and waited for the grasshoppers to jump. After we got tired of that, we flew our kites until it was time to go home.

The two of us decided to walk to the park, but neither of us wanted to fly kites or catch insects—we were too old for that. Instead, Mario told me about his life in Texas. He said that at first it was hard to make new friends there. He had to learn to be friendly and to talk to kids he didn't know.

We had a good laugh about all of the ways we used to try to catch those grasshoppers. Finally it started getting dark. I was sorry that our day together was ending. I knew, though, that I had a great friend no matter where Mario lived.

A1.7 Unit 1 | Crossing Between Cultures

Reading Comprehension Test Unit 1, Week 1

1 Rafa can tell that Mario has changed because Mario ...

- is visiting Mexico.
- wants to go to the park.
- speaks with a strong voice.
- brings his friend a present.

2 How did Mario change after he moved to Texas?

- He acted less shy.
- He forgot about home.
- He made fewer friends.
- He never likes more often.

3 Which of these tells how Mario and Rafa have changed in the last five years?

- They are great friends.
- They have very little to talk about anymore.
- They are not interested in going to the park.
- They feel too old to play the way they used to.

4 You can tell that Mario and Rafa have started to grow up because they ...

- live in different places.
- have made new friends.
- remember how to fly a kite.
- do not want to catch grasshoppers.

A1.8 Unit 1 | Crossing Between Cultures

Reading Strategy Assessment Unit 1

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you see a word?*
How do you know if the word you understand you or what kind to follow?
What do you do to understand better?
How do you do it?

Part and Member (Skill Focus)	Reading Strategy Rubric				Determiner (Proficiency)
	4	3	2	1	
1. Use context clues to determine the meaning of a word.	4. The student uses context clues to determine the meaning of a word.	3. The student uses context clues to determine the meaning of a word.	2. The student uses context clues to determine the meaning of a word.	1. The student does not use context clues to determine the meaning of a word.	4. The student uses context clues to determine the meaning of a word.
2. Use a dictionary to determine the meaning of a word.	4. The student uses a dictionary to determine the meaning of a word.	3. The student uses a dictionary to determine the meaning of a word.	2. The student uses a dictionary to determine the meaning of a word.	1. The student does not use a dictionary to determine the meaning of a word.	4. The student uses a dictionary to determine the meaning of a word.
3. Use a glossary to determine the meaning of a word.	4. The student uses a glossary to determine the meaning of a word.	3. The student uses a glossary to determine the meaning of a word.	2. The student uses a glossary to determine the meaning of a word.	1. The student does not use a glossary to determine the meaning of a word.	4. The student uses a glossary to determine the meaning of a word.
4. Use a thesaurus to determine the meaning of a word.	4. The student uses a thesaurus to determine the meaning of a word.	3. The student uses a thesaurus to determine the meaning of a word.	2. The student uses a thesaurus to determine the meaning of a word.	1. The student does not use a thesaurus to determine the meaning of a word.	4. The student uses a thesaurus to determine the meaning of a word.

SG1.30 Unit 1 | Crossing Between Cultures

Reading Comprehension Test
A1.7–A1.8

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment Unit 1

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

Grandma's Garden

My grandmother grew up in a small town. She loved to be surrounded by plants. Grandma always says, "Plants remind me of my childhood." Even though she already has plants all over her yard, she insists on getting more and more.

Inside her house, potted tropical houseplants hang on hooks. Some plants are the bookshelves. The living room has the most plants. My two older brothers call it the Amazon Room because the walls are hidden by plants. When you walk in, you see green leaves curling up from pots. Plants dot the room with color.

One night I slept in a sleeping bag on the floor of Grandma's living room. I was excited to be "camping out" there because it would allow me to sleep in a real jungle but without the heat and humidity. Grandma made a fire in the fireplace that night so I could roast marshmallows and read by the light. I read until it was quiet late and the fire was going out.

Next thing I knew, I was dreaming about walking through a tangle of greenery, pushing leaves and vines aside to clear a path. The more vines I pushed away, the more trees seemed to be blocking my path. The vines were beginning to wind around my legs. I was having trouble walking. Then I tripped and began to fall.

When I woke up, I was sitting upright in my sleeping bag. The smell of the fire and the flowers reminded me that I was in the Amazon Room. Everything was quiet, and I smelled of damp soil. I breathed deeply, lay down, and went back to sleep in Grandma's delicious jungle.

A1.4 Unit 1 | Crossing Between Cultures

Oral Reading Assessment Unit 1

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

Oral Reading Assessment Rubric

Skill	Oral Reading Assessment Rubric			
	4	3	2	1
1. Read with accuracy and fluency.	4. Reads with accuracy and fluency.	3. Reads with accuracy and fluency.	2. Reads with accuracy and fluency.	1. Reads with accuracy and fluency.
2. Read with expression.	4. Reads with expression.	3. Reads with expression.	2. Reads with expression.	1. Reads with expression.
3. Read with appropriate pace.	4. Reads with appropriate pace.	3. Reads with appropriate pace.	2. Reads with appropriate pace.	1. Reads with appropriate pace.

A1.5 Unit 1 | Crossing Between Cultures

Oral Reading Assessment Unit 1

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

Oral Reading Assessment Rubric

Skill	Oral Reading Assessment Rubric			
	4	3	2	1
1. Read with accuracy and fluency.	4. Reads with accuracy and fluency.	3. Reads with accuracy and fluency.	2. Reads with accuracy and fluency.	1. Reads with accuracy and fluency.
2. Read with expression.	4. Reads with expression.	3. Reads with expression.	2. Reads with expression.	1. Reads with expression.
3. Read with appropriate pace.	4. Reads with appropriate pace.	3. Reads with appropriate pace.	2. Reads with appropriate pace.	1. Reads with appropriate pace.

A1.6 Unit 1 | Crossing Between Cultures

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Short a
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 The United States is a ...

- supply
- beach
- country
- moment

2 He makes money from his ...

- employment
- language
- consumer
- doubt

3 They celebrate the Fourth of July. It is part of ...

- families
- culture
- health
- math

4 They got an ... at school.

- name
- island
- author
- wilderness

A1.9 Unit 1 | Crossing Between Cultures

Vocabulary Test Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 An ... is a good choice to do something.

- opportunity
- investment
- example
- reason

2 ... is something that stands for something else.

- symbol
- village
- icon
- website

3 When you ... you change words and ideas from one language to another.

- behave
- defend
- travel
- translate

4 Which of these is a change from one ... to another?

- apartment
- apartment
- sidewalk
- force

5 A ... is a place where people go to be safe or to find shelter.

- village
- pattern
- corner
- today

A1.10 Unit 1 | Crossing Between Cultures

Spelling Words

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

Words with Short a

- absence She returned to Chile for a visit after an **absence** of three years.
- ambassador My uncle speaks with a French **accent**.
- anticipate When immigrants think about their future, they **anticipate** many changes.
- aspect Which **aspect** or part of moving to America do you think will be the most difficult?
- bashful At my new school, I felt shy and **bashful**.
- behave He works on **behalf** of newcomers who have difficulty with the language.
- compassion I asked the new girl to have lunch with me because I felt **compassion** for her.
- diplomatic My teacher corrected my English, but he was **diplomatic** and did not hurt my feelings.
- financial His parents were poor when they came to America, but eventually they had **financial** success.
- reality The dream of a new home was different from the **reality** she faced once she got there.
- tactics The soccer team had a good strategy, but their **tactics** on the field were confused and uncoordinated.
- tragedy What a **tragedy** to be turned away at Ellis Island!
- transported A ship **transported** my great-grandfather to America in the early 1900s.
- vaastness I'm amazed by this country's **vaastness**.

Watch-Out Words

- accent As we boarded the plane, I heard many people speaking with an American **accent**.
- aspect Our plane to America took off and began its **aspect**.
- assent Later, Dad gave his **assent**, and my sister and I switched seats.

Vocabulary Test
A1.9–A1.10

Spelling Pretest/
Spelling Test
T1j

Grammar and Writing

- Use Complete Sentences
- Use Complete and Simple Subjects and Predicates
- Write a Strong Introduction

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

In the early 1900s, many people arrived in New York City. 1 Landed at a place called Ellis Island. On one day, almost 12,000 people 2 . Others, these immigrants joined people they knew who had already moved to the United States in New York City. 3 . Found old friends. Other people moved in with relatives. Many immigrants, 4 .

1 Choose the answer that goes in Blank 1.

- Usually
- Immigrants
- From Europe
- In large ships

2 Choose the answer that goes in Blank 2.

- sometimes
- in a big city
- when possible
- some restaurants

3 Choose the answer that goes in Blank 3.

- arrived there
- with very little food
- in search of a better life
- both children and grown-ups

4 Choose the answer that goes in Blank 4.

- very excited
- with great hopes
- stayed in New York
- from different countries

A1.11 Unit 1 | Crossing Between Cultures

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Which of these is a complete and correct sentence?

- Even now immigrants arrive daily.
- Even now immigrants arrive daily.
- Even now immigrants arrive daily.
- Even now immigrants arrive daily.

2 Which of these is a complete and correct sentence?

- When does people hope for a better life in the United States.
- These people hoping for a better life in the United States.
- These people hope for a better life in the United States.
- These people hope for a better life in the United States.

3 Imagine you are writing a story about someone who faces a challenge doing something new. Write the first paragraph to introduce the main character. Use details to show what the main character is like and what the problem is. Underline the details that give clues about the main character and the problem.

A1.12 Unit 1 | Crossing Between Cultures

Writing Rubric

Skill	Writing Rubric			
	4	3	2	1
1. Write a strong introduction.	4. Writes a strong introduction.	3. Writes a strong introduction.	2. Writes a strong introduction.	1. Writes a strong introduction.
2. Use complete sentences.	4. Uses complete sentences.	3. Uses complete sentences.	2. Uses complete sentences.	1. Uses complete sentences.
3. Use complete and simple subjects and predicates.	4. Uses complete and simple subjects and predicates.	3. Uses complete and simple subjects and predicates.	2. Uses complete and simple subjects and predicates.	1. Uses complete and simple subjects and predicates.
4. Write a strong conclusion.	4. Writes a strong conclusion.	3. Writes a strong conclusion.	2. Writes a strong conclusion.	1. Writes a strong conclusion.

A1.13 Unit 1 | Crossing Between Cultures

Writing, Revising, and Editing Test
A1.11–A1.12

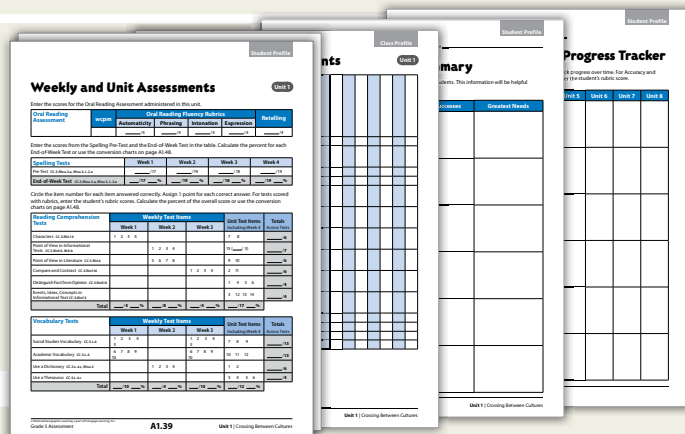
Writing Rubric
A1.13



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

Comprehend Character Development:

Reteaching Master RT1.1

Plan and Monitor: Reteaching Master RT1.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

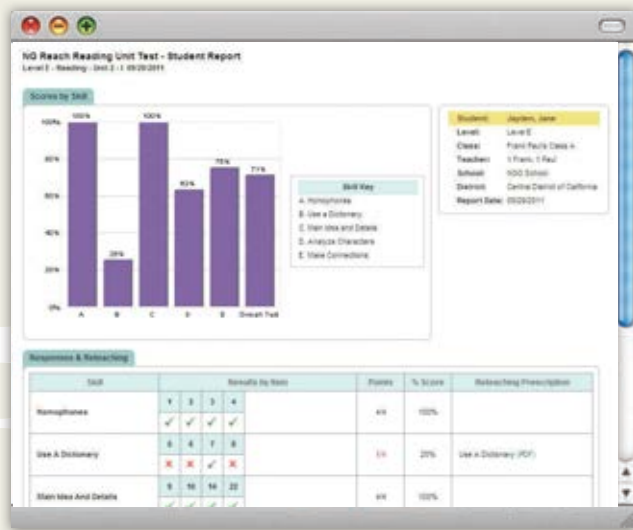
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T1j–T1k

Grammar and Writing

RETEACH

Sentences: Anthology Handbook, page 637

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Organization: Reteaching Master RT1.3

ADDITIONAL PRACTICE

More Grammar Practice PM1.8

Daily Writing Skills Practice, pages T1n–T1o

Week 2 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.5.SL.1.a; CC.5.SL.1.b Discuss the Big Question T27q	Academic Talk CC.5.SL.1.a Preview and Predict T28c
	Language and Vocabulary ⌚ 20 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest: Words with Short o and CC.5.Rfou.3.a; Commonly Misspelled Words T27k CC.5.L.2.e Daily Grammar CC.5.L.1; CC.5.L.3 ☑ Clauses and Phrases T27m Vocabulary Strategy CC.5.Rinf.4; CC.5.Rfou.3; ☑ Use a Dictionary T27q–T28 CC.5.Rfou.3.a; CC.5.L.4; CC.5.L.4.c	Daily Spelling and Word Work CC.5.Rfou.3.a; ☑ Practice T27k CC.5.Rfou.3; CC.5.L.2.e Daily Grammar CC.5.L.1; CC.5.L.3.a ☑ More Clauses T27m Vocabulary Strategy CC.5.Rinf.4; CC.5.L.4; ☑ Use a Dictionary T28c CC.5.L.4.a; CC.5.L.4.c
	Reading ⌚ 20–40 minutes	Reading CC.5.Rinf.1; CC.5.Rinf.6 Read Aloud: Oral History T28a Comprehension CC.5.Rinf.1; CC.5.Rinf.6 ☑ Analyze Viewpoints T28a Fluency CC.5.Rfou.4 ☑ Model Phrasing T28a	Reading CC.5.Rinf.1; CC.5.Rinf.10 Read an Oral History; Read and Build Comprehension T29–T34 Comprehension CC.5.Rinf.1; ☑ Analyze Viewpoints CC.5.Rinf.6 T30–T34 ☑ Preview and Predict CC.5.Rinf.10 T29, T30–T31 Clarify Word Meaning T30–T31 Fluency CC.5.Rfou.4 ☑ Practice Phrasing, Accuracy, and Rate T29
	Writing ⌚ 15–45 minutes	Power Writing T27q CC.5.W.10 Daily Writing Skills CC.5.W.2.a ☑ Introduce a Topic T27o Writing CC.5.W.2; CC.5.W.9.a; CC.5.W.10 Write to Explain T28b Writing Project: Expository Paragraph CC.5.W.2; Study a Model T37i–T37j CC.5.W.2.a; CC.5.W.3.a; CC.5.W.5	Power Writing T29 CC.5.W.10 Daily Writing Skills CC.5.W.2.a ☑ Introduce a Topic T27o Writing CC.5.W.1; CC.5.W.9.b Write a Response T35 Writing Project: Expository Paragraph CC.5.W.2; Prewrite T37j CC.5.W.2.a; CC.5.W.3.a; CC.5.W.5



SMALL GROUP READING TIME		Read Social Studies Articles	Read Fiction and Nonfiction Books
Fiction & Nonfiction	⌚ 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG11 Reading CC.5.Rinf.1; CC.5.Rinf.10 Quote When Explaining Text SG10 Build Comprehension SG11	Vocabulary CC.5.L.6 Learn Story Words SG12–SG13 Reading CC.5.Rinf.1; CC.5.Rinf.6; Introduce SG12–SG13 CC.5.Rinf.10 ☑ Analyze Viewpoints SG14–SG15 ☑ Preview and Predict SG14–SG15

LEARNING STATION TIME		
⌚ 20 minutes		Speaking and Listening T27I CC.5.W.6; CC.5.W.7; CC.5.W.8; CC.5.SL.4; CC.5.L.4 Language and Vocabulary T27I CC.5.L.6 Writing T27I CC.5.W.3; CC.5.W.3.b; CC.5.W.3.d Cross-Curricular T27J CC.5.W.7; CC.5.W.8 Reading and Intervention T27J, SG68 CC.5.Rlit.6; CC.5.Rlit.10; CC.5.Rinf.10; CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.W.7

Big Question How can where you are change who you are?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.4
Talk Together T36

Daily Spelling and Word Work CC.5.Rfou.3;
✓ Practice T271 CC.5.Rfou.3.a; CC.5.L.2.e

Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.3
✓ Complete Sentences T27n, T36a

Vocabulary Review CC.5.L.6
✓ Review Social Studies and Academic Vocabulary T35a

Reading
Reread an Oral History T35


Comprehension CC.5.Rlit.10;
✓ Compare Genres CC.5.Rinf.10
T35a

Fluency CC.5.Rfou.4
✓ Practice Phrasing, Accuracy, and Rate T35a

Power Writing T35a CC.5.W.10
Daily Writing Skills CC.5.W.2.a
✓ Introduce a Topic T27p

Writing CC.5.L.1; CC.5.L.3
Write to Reinforce Grammar T37

Writing Project: Expository Paragraph CC.5.W.2;
Draft T37k CC.5.W.2.a; CC.5.W.3.a; CC.5.W.5



Day 4

Read and Comprehend

Academic Talk CC.5.Rinf.6; CC.5.SL.1.a
Compare Accounts T37d

Daily Spelling and Word Work CC.5.Rfou.3;
✓ Practice T271 CC.5.Rfou.3.a; CC.5.L.2.e

Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.3
Grammar and Writing T27n

Vocabulary Practice CC.5.Rinf.4; CC.5.L.4;
✓ Use a Dictionary T37c CC.5.L.4.a; CC.5.L.4.c

Reading CC.5.Rlit.1;
✓ Read Email T37d CC.5.Rlit.6

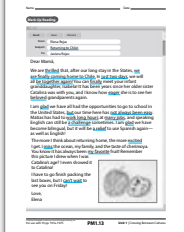
Comprehension CC.5.Rlit.1;
✓ Describe Viewpoint CC.5.Rlit.6
T37a

Fluency CC.5.Rfou.4
✓ Practice Phrasing, Accuracy, and Rate T37d

Power Writing T37a CC.5.W.10
Daily Writing Skills CC.5.W.2.a
✓ Introduce a Topic T27p

Writing CC.5.W.3; CC.5.W.10
Write an Account T37d

Writing Project: Expository Paragraph CC.5.W.2;
Revise; Edit and Proofread T37l CC.5.W.2.a; CC.5.W.3.a;
CC.5.W.5



Day 5

Review and Apply

Academic Talk CC.5.SL.1.a
Relate Readings to the Big Question T37h

Daily Grammar CC.5.L.1; CC.5.L.2; CC.5.L.3
Review T27n

Vocabulary Practice CC.5.L.4.a; CC.5.L.4.c
✓ Use a Dictionary T37e

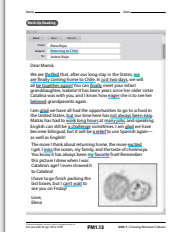
Reading
Reread Email T37f

Comprehension CC.5.Rlit.6
✓ Review and Integrate Texts:
Compare Viewpoints T37f

Power Writing T37e CC.5.W.10
Daily Writing Skills CC.5.W.2.a
✓ Introduce a Topic T27p

Writing CC.5.W.2; CC.5.W.10
Write About POV T37g

Writing Project: Expository Paragraph CC.5.W.2;
Publish and Present T37l CC.5.W.2.a; CC.5.W.3.a;
CC.5.W.5

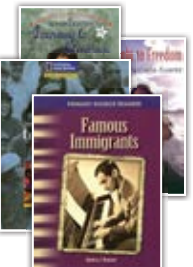


Read Fiction and Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.5.Rinf.1; CC.5.Rinf.6;
Read and Integrate CC.5.Rinf.10
Ideas SG14–SG15

✓ Analyze Viewpoints SG14–SG15
✓ Preview and Predict SG14–SG15




Read Fiction and Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.5.Rinf.1; CC.5.Rinf.6;
Read and Integrate CC.5.Rinf.10
Ideas SG14–SG15

✓ Analyze Viewpoints SG14–SG15
✓ Preview and Predict SG14–SG15


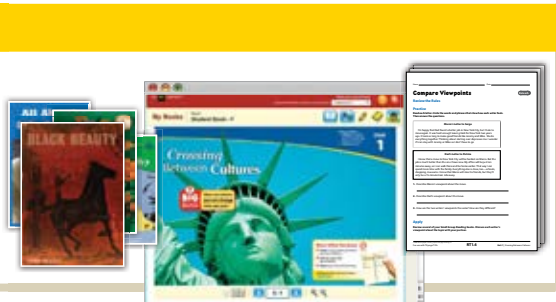


Read Fiction and Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.5.Rinf.1; CC.5.Rinf.6;
Connect Across CC.5.Rlit.10;
Texts SG15 CC.5.SL.1

Writing CC.5.W.2
Choose a Writing Option SG15

ASSESSMENT & RETEACHING

Assessment and Reteaching T37m–T37n

✓ Reading Comprehension Test A1.13–A1.16 CC.5.Rlit.2
✓ Reading Strategy Assessment SG1.30–SG1.31 CC.5.Rlit.10
✓ Oral Reading Assessment A1.4–A1.6 CC.5Rfou.4.a
✓ Vocabulary Test A1.17 CC.5.L.6

✓ Spelling Test: Words with Short o and Commonly Misspelled Words T27k CC.5.Rfou.3.a; CC.5.L.2.e
✓ Writing, Revising, and Editing Test A1.18–A1.19 CC.5.W.10; CC.5.L.1; CC.5.L.3
Reteaching Masters RT1.4–RT1.6 CC.5.Rinf.5; CC.5.Rinf.10

Week 2 Learning Stations

Speaking and Listening

Option 1: Armchair Traveler

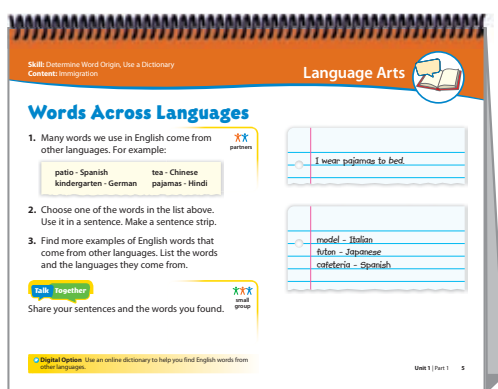


Have students research a country of their choice. To choose and learn about a country, have students go to Unit 1 > Learning Stations > Week 2 > Countries of the World.

Have students write three interesting facts about their chosen country, three questions focusing on what else they'd like to know about it, and a sentence explain whether or not they'd like to visit the country and why.

Use Technology CC.5.W.6
Conduct Research CC.5.W.7

Option 2: Words Across Languages



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 5

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

Consult Print References CC.5.L.4.c

Language and Vocabulary

Key Words

country · culture · education · employment
immigration · opportunity · refuge · symbol
transition · translate · develop · preview

Option 1: Vocabulary Games



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

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Option 2: My Vocabulary Notebook



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

- Have students select a Key Word and then go to Add More Information > Use This Word > Write a Sentence.
- Have students use the Key Word in a complete sentence. Then have students identify any clauses in their sentence.
- Have students repeat for each Key Word.

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Writing

Option 1: Write a Description



Have students write descriptions of a desert landscape. Have students view photos of desert landscapes at Unit 1 > Learning Stations > Week 2 > Desert Landscapes.

Then have students write a description of their photo of choice. Encourage them to include sensory details in their descriptions

Use Description CC.5.W.3.b
Use Sensory Details CC.5.W.3.d

Option 2: Write a Diary Entry

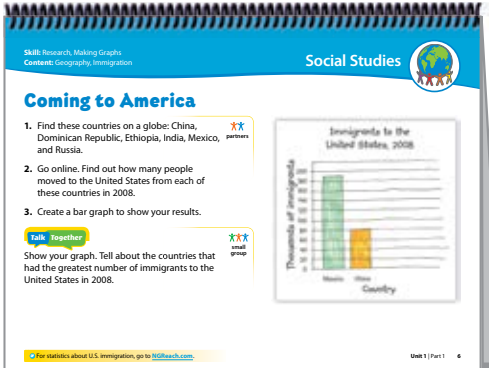
Display this writing prompt:

Imagine that it is the year 1900. You are an immigrant from a small town in Italy about to arrive at Ellis Island. Write a diary entry in which you describe your hopes and concerns about starting your new life in New York City.

As students write their entries, encourage them to think about concerns a new immigrant might have, such as finding shelter and employment and learning a new language and culture.

Cross-Curricular

Option 1: Coming to America



Skills: Research, Making Graphs, Content: Geography, Immigration

Social Studies

Coming to America

- Find these countries on a globe: China, Dominican Republic, Ethiopia, India, Mexico, and Russia.
- Go online. Find out how many people moved to the United States from each of these countries in 2008.
- Create a bar graph to show your results.

Talk Together

Show your graph. Tell about the countries that had the greatest number of immigrants to the United States in 2008.

Immigrants to the United States, 2008

Country	Thousands of Immigrants
China	~1,200
Dominican Republic	~1,000
Ethiopia	~800
India	~1,100
Mexico	~1,300
Russia	~900

Unit 1/Part 1 4

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 6

Teacher's Guide on NGReach.com

Student Resources Directory

globe

Conduct Research	CC.5.W.7
Gather Information	CC.5.W.8
Summarize Quantitative Information	CC.5.SL.2

Option 2: Where in the World



PROGRAM RESOURCES & MATERIALS

world map • self-stick notes

Have each student locate the state or country in which he or she was born and provide information about it.

- Display a world map and distribute self-stick notes.
- Have each student write his or her name and birth date on the self-stick note and add information about his or her birth state or country.
- Have students tape their notes onto the appropriate place on the world map.

Reading

Option 1: Immigrant Contributions



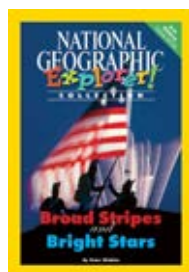
NGReach.com Student Resources

Have students research the contributions of a famous U.S. immigrant of their choice. To view the list of famous immigrants, have students go to Unit 1 > Learning Stations > Week 2 > List of Famous Immigrants on NGReach.com.

Have students note the major contribution of the immigrant they chose, and an interesting fact about him or her to share with the class.

Read and Comprehend Informational Texts	CC.5.Rinf.10
Conduct Research	CC.5.W.7

Option 2: Additional Reading



PROGRAM RESOURCES

Week 2 Small Group Reading Titles, page SG12

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the resources listed above. Have students write a sentence about something new they learned.

Read and Comprehend Literature	CC.5.Rlit.10
Read and Comprehend Informational Texts	CC.5.Rinf.10

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.5.Rfou.3
CC.5.Rfou.3.a

For Reteaching Masters, see pages RT1.4–RT1.6.

Additional Resources

Reach into Phonics



Lessons 4 and 5

Confirm or Self-Correct Word Recognition CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T28a–T38h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Coming to America

- ✔ Spell Words with Short o
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Short o

1. accommodate	The community changed to accommodate newcomers.
2. aristocracy	The country was governed by earls, dukes, and other members of the aristocracy .
3. autonomy	The founders of the United States wanted autonomy from England..
4. adopted	Mexico is where I was born, but America is my adopted country.
5. compromise	The senators made a compromise to settle an argument about the immigration law.
6. correspondence	Most of his correspondence with his relatives in Iran is through email.
7. lofty	The U.S. Constitution has grand, lofty ideals.
8. modify	When people move to a new place, they often have to modify their daily routines.
9. occupy	The new students will occupy these seats.
10. optimistic	I smile because I'm optimistic about our new home.
11. policy	The government changed its policy on how to apply for citizenship.
12. prosper	Immigrants hope to earn money and prosper .
13. province	They moved from the Canadian province of Alberta to the state of Colorado.
14. scholar	Our new professor was a scholar in the country where she used to live.
15. tolerate	Most nations do not tolerate illegal immigration.

Watch-Out Words

16. air	I took a gulp of air when the lawyer read the will.
17. heir	I was the heir to a fortune left by my immigrant aunt!
18. feat	Building the Capitol Dome was a great accomplishment, or feat .
19. feet	How many feet high is the dome?

Short o Syllables

Day 2



Option 1

MATERIALS

index cards, 9 per pair of students

Teach

Display the word *province* with a line between the syllables: *prov/ince*. Say the word, emphasizing the short o sound. Explain: *When a syllable ends with a consonant, the vowel is usually short.*

Prepare

- Display these syllabicated words: *ac/com/mo/date*, *au/ton/o/my*, *com/pro/mise*, *mod/i/fy*, *oc/cu/py*, *pol/i/cy*, *pros/per*, *prov/ince*, *schol/ar*.
- Have pairs of students collaborate to write each word on a separate card (showing syllable breaks) and then place them face down in a pile.

Play a Game

- One partner picks and displays a card. The viewer points to the syllable with o followed by a consonant, names the consonant, and pronounces the word. Then the viewer covers his or her eyes, and spells the word aloud.
- If the viewer spells the word correctly, he or she keeps the card. If not, the card goes back in the pile.
- Play ends after the students have displayed all of the cards and spelled all of the words correctly. The partner with more cards wins.

Apply Phonics and Word Analysis Skills

CC.5.Rfou.3

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words

CC.5.Rfou.3.a

Word Scramble

Day 2



Option 2

MATERIALS

scissors • timer • index cards, 15 per student • dictionaries

Prepare

Have each student write each of the first 15 words on a separate index card. Then have students cut each of their words into syllables. Tell them to check a dictionary for syllable breaks.

Play a Game

- Have students find a partner and mix up their letters or syllables together.
- Give partners ten minutes to unscramble and put together as many words as possible.
- Explain that students receive one point for each word they complete. At the end of five minutes, the player with the most points wins, and students change partners.

Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words
Consult References

CC.5.Rfou.3.a
CC.5.L.2.e



Use a Dictionary

Day 3



Option 1

MATERIALS

index cards, 19 per pair of students • dictionaries • timer

Prepare

- Have pairs of students collaborate to write each spelling word on a separate card.
- Have partners look up each word in a dictionary and write its definition on the back of the appropriate card.

Play a Game

- Have partners place the cards on the table with the definitions visible. Set the timer for five minutes.
- Tell partners to take turns picking a definition and stating and spelling the word that goes with it.
- Explain that if the student states the right word and spells it correctly, he or she keeps the card. If he or she states the wrong word or misspells the correct word, the card goes back on the table.
- When the timer rings, the partner with the most cards wins.

Consult References CC.5.L.2.e
Spell Grade-Appropriate Words CC.5.L.2.e

Comic Strips

Day 3



Option 2

Make a Drawing

- Have students use as many spelling words as possible to create one or more comic strips.
- Have students underline each spelling word. Display the comics.

Spell Grade-Appropriate Words CC.5.L.2.e

Picture It!

Day 3



Option 2

Play a Game

- Have each student secretly draw a picture of something associated with a Watch-Out word.
- Then have partners take turns showing their pictures. The viewer guesses a word, uses it in a context sentence, and spells it aloud.
- If the viewer guesses the correct word, both the viewer and the drawer get a point. If the viewer spells the word correctly, he or she gets another point.
- Have each partner repeat with two more Watch-Out words.

Spell Grade-Appropriate Words CC.5.L.2.e

Words and Music

Day 4



Option 1

MATERIALS

CD with music • large sheets of construction paper • tape

Prepare

- Have students make a list of the first 15 spelling words.
- Have students tape sheets of construction paper on the floor. This game is like musical chairs, so there should be one fewer sheet than the number of students playing the game.

Play a Game

- Have students choose one person to be the leader.
- The leader starts and stops the CD, keeping the music at low volume. When the music stops, students jump on a sheet of paper.
- The student without a sheet spells the word that the leader reads from the list. If the student spells the word incorrectly, another student can offer help.
- The leader checks off each correctly spelled word. The game ends after all the words have been spelled.

accommodate ✓
aristocracy ✓
autonomy ✓

Spell Grade-Appropriate Words CC.5.L.2.e

Tic Tac Toe

Day 4



Option 2

MATERIALS

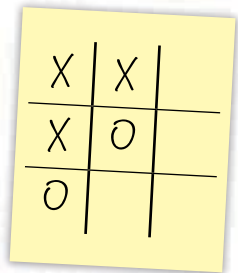
index cards, 15 per pair of students

Prepare

Have pairs of students collaborate to write each of the first 15 spelling words on a separate card

Play a Game

- Have students place the cards face down in a pile.
- Then have students draw a tic-tac-toe grid.
- Students take turns drawing a card and reading the word aloud for the other partner to spell.
- If the word is spelled correctly, the speller puts an X or an O on the grid. If the word is misspelled, the speller does not write on the grid, and the reader shares the correct spelling.
- Play ends after students have gone through the pile of cards.



Spell Grade-Appropriate Words CC.5.L.2.e

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: Coming to America

- ✔ Grammar: Use Clauses and Phrases
- ✔ Grammar: Use Complete Sentences

COMMON CORE STANDARDS

- Edit Writing CC.5.W.5
- Demonstrate Command of Grammar and Usage CC.5.L.1
- Demonstrate Command of Capitalization CC.5.L.2

Day 1

PROGRAM RESOURCES

Clauses and Phrases: eVisual 1.13
Game: Practice Master PM1.9

MATERIALS

timer

Teach the Rules

Use the suggestion on page T28b to introduce clauses and phrases. Display **eVisual 1.13**.

Clauses and Phrases

- A **clause** is a group of words that has a **subject** and a **verb**. Clauses can be complete sentences or not.
- A **phrase** is a group of related words without a subject and a predicate. A phrase can be part of a complete sentence.

The immigrants traveled thousands of miles.

when I saw the Statue of Liberty

with my relatives

I traveled with my relatives.

NGReach.com Clauses and Phrases: eVisual 1.13

Play a Game

Have partners use **Practice Master PM1.9** to play “Phrases, Clauses, and Sentences, Oh My!”

Name _____ Date _____

Grammar Game
Phrases, Clauses, and Sentences, Oh My!

With a partner, take turns categorizing each word group as one type of clause or as a phrase.

- Write each word group below under the correct heading in the chart.
- For columns one and two, circle the subject and underline the verb in each word group.
 - in a new land
 - The journey lasted two months.
 - because I lost my luggage
 - before she learned English
 - during the first year
 - Grandpa told me about his life in his homeland.

Clause: Complete Sentence	Clause: Not a Complete Sentence	Phrase
The <u>journey</u> lasted two months.	because <u>I</u> lost my luggage	in a new land
<u>Grandpa</u> told me about his life in his homeland.	before <u>she</u> learned English	during the first year
		Grandpa told me about his life in his homeland.

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Differentiate

BL Below Level

ISSUE Students have trouble distinguishing between a clause that is a complete sentence and one that is not.

STRATEGY Read aloud each clause. Prompt students with questions like these: Do you need to know more? What else do you need to know?

Day 2

PROGRAM RESOURCES

More Clauses: eVisual 1.14
Game: Practice Master PM1.10

MATERIALS

strips of paper, 12 per group

Teach the Rules

Use the suggestion on page T35 to introduce independent and dependent clauses. Display **eVisual 1.14**.

More Clauses

- An **independent clause** is a complete sentence.
- A **dependent clause** does not express a complete thought. It can be added to an independent clause to form a sentence.

My class learned about immigration.

because we visited Ellis Island

My class learned a lot about immigration because we visited Ellis Island.

NGReach.com More Clauses: eVisual 1.14

Play a Game

Distribute **Practice Master PM1.10** and strips of paper. Have groups of students follow the directions to play “Make a Sentence.”

Name _____ Date _____

Grammar Game
Make a Sentence

Directions:

- Copy each clause on a separate strip of paper. Put the strips face down in two sets—dependent clauses and independent clauses.
- Take turns drawing a strip from each set. If you can, join the clauses into a sentence that makes sense, read the sentence aloud and score one point. Tell your partner where you would put a period and which letter should be capitalized.
- If you cannot make a sentence, return one strip face down to the correct set and draw a replacement from that set.
- Play until all the strips have been joined to form six sentences. The player with the most points wins.

Dependent Clauses	Independent Clauses
before my cousins left for the United States	my Dad and I met them at the airport
because there is so much to see and do here	they haven't seen their families for a year
since they came to America	everything seems strange
since they are new at school	we visit our cousins every week
when my cousins arrived	their friends gave them a going-away party
because we are good friends	they love their new country

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NGReach.com Practice Master PM1.10

Differentiate

AL Above Level

ISSUE Students easily combine clauses into sentences.

STRATEGY Challenge students to add more clauses to the sentences they have already formed to create more complex sentences.



Use Knowledge of Conventions
Expand Sentences

CC.5.L.3
CC.5.L.3.a

Day 3

PROGRAM RESOURCES

More Complete Sentences:
eVisual 1.16

Teach the Rules

Use the suggestion on page 37 to review sentences. Then display eVisual 1.16 to extend the lesson.

More Complete Sentences

- | | |
|---|--|
| <ul style="list-style-type: none"> An independent clause can stand alone as a sentence. | The flag of the United States is a symbol of freedom to many people. |
| <ul style="list-style-type: none"> The simple subject is the most important noun or pronoun in the complete subject. | The transition to a new place is often difficult. |
| <ul style="list-style-type: none"> The simple predicate is the verb in the complete predicate. | My brother gets text messages from his friends in Hungary. |

[NGReach.com](https://www.ngreach.com) More Complete Sentences: eVisual 1.16

Generate Sentences ✖

Have students apply the grammar skills as they write sentences:

- Write a complete sentence about a culture you know well. Use the word family as the simple subject.
- Write a complete sentence about arriving in a new country. Use the word saw as the simple predicate.

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

Differentiate

AL Below Level

ISSUE Students incorrectly identify a noun in a prepositional phrase as the simple subject.

STRATEGY Explain that a noun in a prepositional phrase is not the subject of a sentence. Display sentences with prepositional phrases in the complete subject and have students identify the simple subject.

- Three of my classmates are from Mexico. (Three)
- During the flight, Lily thought about America. (Lily)

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM1.15

Grammar and Writing ✖

Distribute **Practice Master PM1.15**. Have students use editing and proofreading marks to correct errors involving clauses, phrases, and sentences.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- clauses and phrases
- subjects and predicates

Editing and Proofreading Marks	
^	Add.
↘	Take out.
/	Make lowercase.
,	Add comma.
.	Add period.

We had a list of places that we wanted to see. When we visited New York last spring, The Ellis Island Immigration Museum and the Statue of Liberty at the top of our list. I was especially interested in visiting these famous landmarks, because we were studying them in school. Early on the morning of our visit, we boarded a ferry in Battery Park in New York. We could smell the salt spray as the ferry chugged through the harbor to Liberty Island. After we saw Lady Liberty, we got back on the ferry and went to Ellis Island. Was really a thrill to see the brick-and-limestone building loom up as we approached it. I'm glad we got there early, because there was so much to do and see in the museum.

For use with TE a, T20s **PM1.15** Unit 1 | Crossing Between Cultures

[NGReach.com](https://www.ngreach.com) Practice Master PM1.15

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A1.18–A1.19

Review and Assess ✖

Display the list below. Have students read each group of words and write *I* after an independent clause, *D* after a dependent clause, and *P* after a phrase. Then have students circle the simple subject and underline the simple predicate in each clause.

- before I left Kenya D
- since we are citizens now D
- at the border P
- my aunt completed the official forms I
- when we arrive D

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

Week 2 Daily Writing Skills

OBJECTIVES

Thematic Connection: Coming to America

 **Introduce a Topic**

COMMON CORE STANDARDS

Introduce a Topic and Provide a Focus

CC.5.W.2.a

Introduce a Topic

Day 1



PROGRAM RESOURCES

Topic Passage: eVisual 1.9

How to Introduce a Topic: eVisual 1.10

Define a hook: *A hook is a strong opening sentence or paragraph that a writer uses to catch a reader's attention.*

Explain: *A hook can be a question, fact, quote, description, or other piece of information used to encourage the reader to keep reading.*

Explain the difference between a topic and a main idea: *A topic is the subject, or what a piece of writing is about. In a topic sentence, the writer states an idea about the subject. That idea is called the main idea. The other sentences in the paragraph add details to the main idea.* Explain that a topic sentence can come at the beginning or end of a text.

Display the passage and have a volunteer read it aloud.



Topic Passage

About 40 percent of all U.S. citizens can trace an ancestor to Ellis Island. Ellis Island was an immigration station near New York City. Between 1892 and 1954, more than 12 million immigrants passed through the station to enter the United States. They came seeking freedom and opportunity. Today, many Americans see Ellis Island as a symbol of arrival to the United States.

 **Topic Passage:** [eVisual 1.9](#)



INTERACTIVE WHITEBOARD TIP: Circle the topic and underline the topic sentence.

Explain: *The writer's topic is Ellis Island. The first sentence is the hook. It grabs the reader's attention. The next three sentences give background information about Ellis Island. The last sentence is the topic sentence, or main idea. It states that many Americans see Ellis Island as a symbol of coming to the United States.* Display and discuss the graphic.



How to Introduce a Topic

A strong introduction has the following elements:

- a hook to engage the reader
- a basic explanation about the topic
- a topic sentence that states the main idea

 **How to Introduce a Topic:** [eVisual 1.10](#)



INTERACTIVE WHITEBOARD TIP: Highlight this text: *hook, explanation, topic sentence*

Write a Hook

Day 2



Option 1

Introduce

Display the sample hooks and review each.

1. Americans produce more trash than any other country in the world!
2. How do you feel when you see our playgrounds littered with trash?
3. My friends and I spent our lunch hour picking up trash. By noon the next day, the playground was littered again.

Practice

Have partners think about an issue related to their school or community. Give each pair time to think about the information they want to present on the issue and have them jot down their ideas.

Have partners use their notes to write three different hooks. Prompt students to think about a question they could ask, a fact they could state, or a related experience they could share. Then have students share and discuss their hooks with other pairs of partners.

Write an Introduction

Day 2



Option 2

Introduce

Have students review the oral histories on **Anthology** pages 30–33. Tell students they will write a one-paragraph introduction for one of the immigrant speakers featured.

Practice

Have each student choose an immigrant and reread his or her oral history. Explain that the topic is the immigrant's experience. Have students identify the person, give some background information, and write a topic sentence about this person based on his or her history.

Remind students that the first sentence of their paragraphs should be a hook to engage the reader. The hook should support the topic sentence of the paragraph. Students may find that it can be easier to write the hook after they have written the rest of the paragraph.

After writing, have students share their introductions by reading them aloud to classmates or small groups.



SUGGESTED PACING

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

Write a Topic Sentence

Day 3



Option 1

PROGRAM RESOURCES

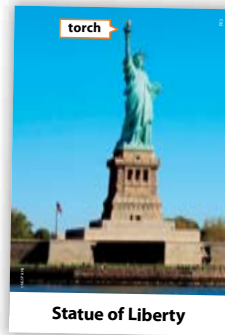
Digital Library: Language Builder Picture Card C92

Introduce

Tell students that they are going to use a picture to help them write an about the topic of the Statue of Liberty.

Practice

Display the image above and have partners work together to write a topic sentence that will focus on one main idea about the Statue of Liberty. Then have partners write two or three sentences to support their main idea.



Introductory Paragraph

Day 4



Introduce

Explain that students will write an introductory paragraph to a longer piece of writing about the following topic: How people adapt to a new place. Explain: *You will introduce the topic with a hook, state the main idea, and provide background information about the topic.*

Practice

Have group members work together to decide on a topic sentence with a main idea and write it on a blank sheet of paper. Then have each group member think of a sentence that gives background information about the main idea. Have students write their individual sentences below the group's topic sentence.

Have each group member brainstorm a possible hook for the first sentence and share it with the group. Then have members choose the best hook and add it to the beginning of the introductory paragraph.

Have groups share their introductions with another group.

Introduce a Topic

Day 3



Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards C92–C101

Introduce

Tell students they are going to choose an image from the **Digital Library** and write a paragraph about the image.

Practice

Display the **Language Builder Picture Cards** and have partners choose one of the images. Have them write a topic sentence that states one main idea about the topic of the image they chose. Then have them write two or three sentences that support their idea about the topic. Students should then brainstorm a hook and write that as the first sentence for their paragraph.

Call on volunteers to share their paragraphs with the group.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A1.18–A1.19

Review the Skill

Provide the model introduction below. Have students underline the topic and circle the topic sentence. Then have partners work together to write different kinds of opening hooks for the introduction.

Traveling to another country requires preparation. You need special documents to enter and exit other countries. You must arrange transportation and plan where you will stay when you get there. Depending on which country you are going to visit, you may have to get shots to prevent illness.

Have partners share their hooks with the group. Have them discuss which hooks are the most effective and why.

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

OBJECTIVES

Thematic Connection: Coming to America

- ✔ Consult References: Dictionary
- ✔ Analyze Viewpoint in Multiple Accounts


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 1.8

MATERIALS

timer • dictionary



WARM-UP

Have students review the story “My Diary from Here to There.” Have small groups brainstorm and share words that describe the characters’ feelings about coming to the United States.

Power Writing

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

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

Academic Talk

1 Discuss the Big Question

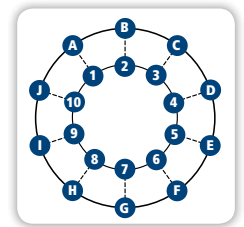
Remind students that great discussions happen when participants are prepared.

Think about what you already know about the topic and what questions you have.

Have volunteers explain the rules of discussion. (taking turns when speaking, listening to what others say, and respecting others’ views) Add: *When you have a discussion, speak at a normal pace and talk loudly enough so everyone can hear you.*

Use an **Inside-Outside Circle** to have partners discuss the Big Question in relation to why people move to new places. Remind students to follow discussion rules.

- Students in the outside circle ask partners in the inside circle how people may change after moving to new places.
- Students in the inside circle give their responses.
- On a signal, students rotate to create new partnerships. On another signal, students trade inside/outside roles.



Inside-Outside Circle

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

Vocabulary Strategy

2 Use a Dictionary ✔ Anthology page 28

Introduce the skill: *A dictionary can help us learn about unfamiliar words.* Project **Student eEdition page 28** and read aloud the introductory sentence. Then guide students in analyzing the sample dictionary entry. *A backslash symbol is placed to the right and left of the pronunciation. A hyphen separates the syllables. How many syllables are in the word promise? (2)*

Point to the definitions and explain: *Promise can be used as a noun or a verb. As a noun, promise has three meanings. As a verb, promise has one meaning.*

Ask: *What other information does a dictionary entry provide?* (sample sentences, explanation of word origins) Have volunteers read aloud the italicized sample sentences and bracketed word origins. Discuss how they help explain the word.

See **Differentiate**

COMMON CORE STANDARDS

Reading

Quote When Explaining Text	CC.5.Rinf.1
Determine Meanings of Academic and Domain-Specific Words	CC.5.Rinf.4
Analyze Multiple Accounts	CC.5.Rinf.6
Apply Phonics and Word Analysis Skills	CC.5.Rfou.3
Use Letter-Sound Correspondences to Read Multisyllabic Words	CC.5.Rfou.3.a
Read with Sufficient Fluency	CC.5.Rfou.4

Writing

Write Informative/Explanatory Texts to Examine a Topic	CC.5.W.2
Apply Grade 5 Reading Standards	CC.5.W.9.a
Write Over Shorter Time for Specific Purposes	CC.5.W.10

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
Follow Rules for Discussions	CC.5.SL.1.b

Language and Vocabulary

Determine Meanings of Words and Phrases	CC.5.L.4
Consult Print and Digital References	CC.5.L.4.c



Use a Dictionary

When you come to a word you don't know, use a **dictionary** to find the word's meaning and more information about it.

These **symbols** show how to pronounce a word and how to break it into syllables.

The word *promise* can be used as a **noun** and as a **verb**.

1'promise \pro-mus\ **noun** 1: a statement that you will do something 2: a reason for hope or success *Her work shows great promise.* 3: something you say you will do [Middle English, from Latin *prōmissum*, past participle of *prōmittere* to send forth, to project, to promise, from *prō-* forth and *mittere* to send.]

2'promise \pro-mus\ **verb** to say you will do something *I promise to write to you.*

Try It Together

Read the dictionary entry. Then answer the questions.

country \kun-trē\ **noun** 1: an area of land with its own government *Every country has its own flag.* 2: a place that is not close to a city or town *He lives in the country.* [Middle English, from Old French *contree*, from Medieval Latin *contrāta* "lying opposite" (used of a land or region). Ultimately from Latin *contrā* facing, opposite.]

1. How many meanings does the dictionary give for country?

- A one
- B two
- C three
- D four

2. How many syllables are there in country?

- A one
- B two
- C three
- D four

28

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 28

3 Try It Together Anthology page 28

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

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✓

As partners ask and answer questions, determine whether they are correctly using the information in the dictionary entry.

If students do not correctly identify the number of definitions and syllables, provide alternate approaches:

- Point to the boldfaced numbers in the definition for *promise*. Explain that each number indicates a different meaning. Then ask: *How many boldfaced numbers are there in the definition for country?* (2)
- Point to the pronunciation for *promise* and pronounce the word, clapping once for each syllable as you say the word. Explain that the syllables match the hyphenated parts shown in the entry. Have students clap with you two times as they say the word *promise*. Then have students clap the number of syllables as they pronounce the word *country*.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T27o–T27p)
- ✓ Power Writing (T27q, T28c, T35a, T37a, T37g)
- ✓ Writing (T28b, T35, T37, T37g, T37i)
- ✓ Writing Project (T37k–T37n)

Differentiate

EL English Learners

ISSUE Students do not understand the definitions or how to identify the definitions.

STRATEGY Put the word in context. Write a sentence for each definition of *promise*:

I kept my promise to help you. (noun) / I promise to call you. (verb)

Help students understand the different meanings.

AL Above Level

ISSUE Students are curious about word origins.

STRATEGY Say that the word *promise* comes from Latin (*prōmissum*). Have students use a dictionary to find origins for *culture* (Latin, *cultura*), *refuge* (Latin, *refugium*), and *symbol* (Greek, *symbolon*).

Fluency

Model Phrasing As you read the Read Aloud, model how to read a text with correct phrasing. Explain: *When you read with correct phrasing, you pause at the end of each group words that goes together. Punctuation gives you clues about when to pause between groups of words.*

Differentiate

EL English Learners

ISSUE Students have difficulty with Mary's run-on sentence.

STRATEGY Break the sentence down into smaller phrases and clauses. Discuss the meaning of each part with students.

AL Above Level

ISSUE Students can explain subtleties in meaning.

STRATEGY Have students explain the comparison Richard made to a bag of potatoes. What does this say about how he felt? Then have students explain Mary's description of Ellis Island as a jail. What does this suggest about how she felt?

Comprehension

4 Compare Viewpoints 

Introduce: *A writer's viewpoint is how the writer feels about the topic. To determine a writer's viewpoint, think about*

- *the writer's connection to the topic*
- *the writer's choice of words*
- *the writer's attitude about the topic. (For example does he or she seem friendly, angry, or worried?)*

Display **eVisual 1.8**. Read aloud the introductory paragraph and the first two sentences. Explain: *Richard Herbert is connected to the topic by personal experience. These sentences show that he was excited and happy about arriving in New York.*



Read Aloud

Oral Histories

Arrival in America

The following interview is with Richard Herbert, who was 8 years old when he and his family traveled to the United States on a ship from Lebanon in 1913. Like other immigrants at the time, they had to stay on Ellis Island in New York City before they could enter the United States.

...it seemed that everybody on that ship was to the front of the ship trying to get the first look at the Statue of Liberty. Well, it was a beautiful feeling.

[On Ellis Island] They put a tag on you, like a tag on a bag of potatoes. And [they were saying], "Keep on moving."

For breakfast they served two boiled eggs, and biscuits, and coffee or tea. The food was much better than the food I was getting growing up.

Everything at Ellis Island [was different from what] I had seen before, everything. There were beautiful buildings in those days, and there were people from all over the world coming to Ellis Island.

•••••

The following interview is with Mary Margaret Mullins Gordon, who was 19 when she came to Ellis Island from Ireland in 1925.

Then when we landed in New York, everybody was on deck... And the Statue of Liberty. I heard about the Statue of Liberty when we were in school. To actually see it! I couldn't wait to write home.

When I saw Ellis Island, it was a great big place. I wondered what we were going to do in there. We all had to gather our bags, and the place was crowded with people talking and crying. And we passed through some of the halls there, big open spaces there, and there were bars, and there were people behind these bars, and they were talking different languages, and I was scared to death. I thought I was in jail.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 1.8



INTERACTIVE WHITEBOARD TIP: Students can underline words that show how the speakers feel.

Read both histories aloud. Have partners identify words and phrases that show each speaker’s viewpoint, and discuss how the viewpoints are similar and different. Ask students to quote from the text to support their ideas.

See **Differentiate**

Check & Reteach

OBJECTIVE: Analyze Viewpoint in Multiple Accounts ✓

As partners discuss, determine whether students can identify words and phrases that communicate how the speakers feel.

If students have difficulty, point out examples and prompt with questions. For the words “it was a beautiful feeling,” say: *What do these words tell you about how Richard Herbert feels?*



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T27k

Daily Grammar ✓

Point to the phrase “before they could enter the United States” in the **Read Aloud**. Then use page T27m to teach phrases and clauses.

Daily Writing Skills ✓

Point to the sentence that begins “When I saw Ellis Island . . .” in the **Read Aloud**. Then use page T27o to teach how to introduce a topic.

Writing

5 Write to Explain

Model writing a paragraph about two different viewpoints of the same event and quoting accurately from the text to explain ideas.

Think Aloud	Write
<i>First, I am going to think about how Amada and Papá feel about moving.</i>	In “My Diary from Here to There,” Amada and her father feel differently about moving to America.
<i>To tell how Amada feels, I will quote what she says and then write what I think it shows about her feelings.</i>	Amada writes in her diary, “What if I can’t learn English?” “What if we never come back?” This tells me she is scared and worried.
<i>I will tell how Papá feels. As I quote from the text, I will use quotation marks around his exact words.</i>	I think Amada’s father is looking forward to the move. He reassures Amada, saying, “Everything will be all right.”

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

Students write a paragraph comparing how Richard and Mary Margaret feel about coming to America. Have students quote accurately from the text to support their ideas. Add students’ writing to Weekly Writing folders.



WRAP-UP Students share the three or four most important things they learned today. Group ideas into categories and make a class list.

OBJECTIVES

Thematic Connection: Coming to America

- Consult References: Dictionary
- Preview and Predict to Comprehend Text
- Analyze Viewpoints in Multiple Accounts


PROGRAM RESOURCES

TECHNOLOGY ONLY

Dictionary Entry: eVisual 1.15

MATERIALS

timer



WARM-UP

Write: Petra ____ after hearing that her ____ was moving into the ____ house next door. Have partners write down different ways to complete the sentence. Then ask for volunteers to share their best sentences.

Power Writing

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

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

Vocabulary Strategy

1 More Use a Dictionary

Write: Dylan benefitted from moving to Mexico by experiencing Mexican **culture**, including its holidays and traditions. Model how to identify the part of speech and context to clarify the meaning of *benefitted*: *Benefitted is the action word here, so I know that it is a verb. I can use a dictionary to check the meanings of benefit as a verb.* Display **eVisual 1.15**.



- benefit** \be-nə-fit\ *n* **1** something useful that leads to well-being **2** financial help or rights given to someone **3** event held to raise money for a cause
benefit *v* **1** to be useful to **2** to receive something good or useful

NGReach.com

Dictionary Entry: eVisual 1.15



INTERACTIVE WHITEBOARD TIP: Circle *n* and *v*.

Point to meaning 2 for the verb entry and explain: *Dylan received something good from his experience, so meaning 2 is the correct definition based on context.* Write: Sylvie receives paid vacation time as a benefit from her work. Have partners use the sentence and **eVisual 1.15** to discuss how they used context to determine the part of speech and correct meaning for *benefit*.

Check & Reteach

OBJECTIVE: Consult References: Dictionary

Listen as partners discuss how they used the part of speech and context to clarify meaning. If students have trouble, help them replace the unknown word with the listed definitions.

COMMON CORE STANDARDS

Reading

Quote When Explaining Text	CC.5.Rinf.1
Determine Meanings of Academic and Domain-Specific Words	CC.5.Rinf.4
Analyze Multiple Accounts	CC.5.Rinf.6
Read and Comprehend Informational Texts	CC.5.Rinf.10
Apply Phonics and Word Analysis Skills	CC.5.Rfou.3
Use Letter-Sound Correspondences to Read Multisyllabic Words	CC.5.Rfou.3.a
Read with Sufficient Fluency	CC.5.Rfou.4

Writing

Write Opinions on Texts	CC.5.W.1
Apply Grade 5 Reading Standards	CC.5.W.9.b

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
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Language and Vocabulary

Determine Meanings of Words and Phrases	CC.5.L.4
Consult Print and Digital References	CC.5.L.4.c

Academic Talk

2 Preview and Predict

Remind students how to preview and predict. Say: *Look at the title. What do you think the selection will be about?* Project **Student eEdition** pages 29–35. Have students silently read the title and preview the section headings and illustrations.

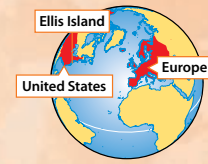
Connect Across Texts You read the story of Amada's **immigration**. Now read about other immigrants' journeys.
Genre An **oral history** is a record of what a person says about the past.

I Was Dreaming to Come to America

written and illustrated by
Veronica Lawlor

In the year 1900, most people who moved to the United States came from Europe. They traveled by ship across the Atlantic Ocean, in search of better lives. Many of these immigrants had to stop at Ellis Island, a tiny island near New York City, before they were allowed to officially enter the United States. For many of them, Ellis Island was a **symbol** of both a long journey and a new life.

1 2 Here, four immigrants describe their arrival at Ellis Island.



In Other Words
to **Come** of Coming

► Before You Move On

- 1. Explain** Why was Ellis Island a **symbol** for immigrants from Europe?
- 2. Predict** How do you think a variety of viewpoints will help you understand what it was like to arrive at Ellis Island?

29

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Anthology page 29

Reading

3 Read an Oral History

CONNECT ACROSS TEXTS Project **Student eEdition** page 29. Ask students to recall how Amada felt during her journey to a new place in “My Diary from Here to There.” Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *An oral history is told aloud by a speaker to a person who records or writes it. The author of these oral histories gives a brief introduction that explains who the speakers are and what they are describing.*

SOCIAL STUDIES BACKGROUND Explain that between 1892 and 1954, more than twelve million immigrants passed through Ellis Island. The original immigration station, which burned down in 1897, was replaced with a fireproof building. This was probably the building that Celia describes in Oral History #2.

Read and Build Comprehension

- 1 Predict** *The author says that four immigrants describe their arrival at Ellis Island. What do you predict these oral histories will include?* (Possible response: details about the immigrants' journeys; how the people felt when they arrived; what they saw and experienced)
- 2 Analyze Genre** *What characteristics of nonfiction are found on page 29?* (Immigration is a social studies topic. The text includes facts and graphics.)

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Explain** Possible response: Ellis Island showed people they had arrived in America. It represented the end of one journey and the beginning of a new life.
- 2. Predict** Possible response: The different accounts will show some of the similarities and differences in the immigrants' experiences.

ORAL HISTORY #1

"My first impressions of the new world will always **remain etched** in my memory, particularly that hazy October morning when I first saw Ellis Island.

The **steamer** Florida, 14 days out of Naples, **filled to capacity** with 1,600 natives of Italy, had weathered one of the worst storms in our captain's memory.

Glad we were, both children and grown-ups, to leave the open sea and come at last through the narrows into the bay.

My mother, my stepfather, my brother Giuseppe, and my two sisters, Liberta and Helvetia, all of us together, happy that we had come through the storm safely, **clustered on the foredeck** for fear of separation and looked with wonder on this miraculous land of our dreams." **2**

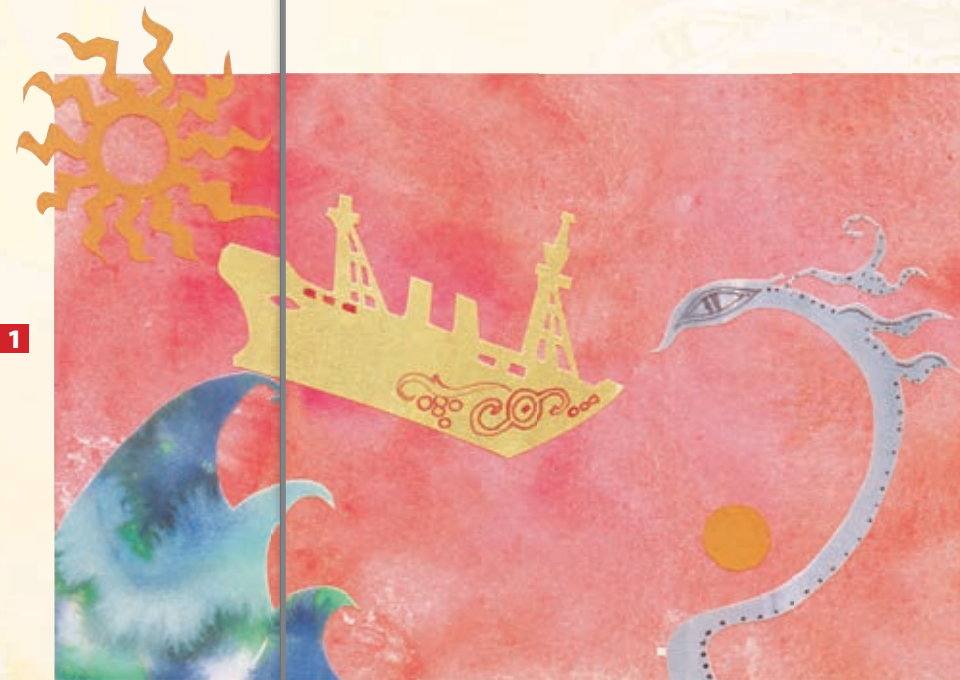
Edward Corsi
Italy
Arrived in 1907 • Age 10



In Other Words
remain etched stay
steamer ship named
filled to capacity completely filled
clustered on the foredeck stood together at the front of the ship

30

Anthology
pages 30–31



► Before You Move On

- Analyze** How do you know that the text on page 30 represents the words of Edward Corsi?
- Interpret** What does the picture show about Edward Corsi's journey to the U.S.?

31

Read and Build Comprehension

- Preview and Predict** ✓ When you **previewed** the illustration on pages 30–31, what did you think the illustration represented? Was your prediction correct? (Possible response: I predicted it was about a storm at sea. My prediction was correct.)
- Analyze Viewpoint** ✓ Edward Corsi refers to America as "this miraculous land of our dreams." What does this phrase tell you about his viewpoint? (Possible response: He sees America as a wonderful place.)

Mini Lesson

Clarify Word Meaning

Display **Student eEdition** page 30. Explain: *Words can have meanings beyond their dictionary definitions.* Point to "remain etched." Ask: *What is the dictionary definition of remain?* (to stay) Point to **In Other Words**.

Explain: *The dictionary definition of etched is "to deeply impress" or "to produce a mark on a hard surface with acid or a laser." For Edward Corsi, this phrase has an emotional meaning, or connotation. His first view of Ellis Island will stay permanently marked in his mind.*

Point to "clustered on the foredeck" and its definition in **In Other Words**. Have students discuss differences in meaning between the definition "stood together" and the meaning of the phrase "clustered on the foredeck." What feelings does the word *clustered* convey?

Answers Before You Move On

- Analyze** Students should note that the passage is in quotation marks, uses first person words such as *my*, *I*, and *we*, and is followed by Edward's name.
- Interpret** Possible response: The journey was hard. The ship was tossed around by a storm, which is represented by the snake.

ORAL HISTORY #2

"I never saw such a big building [Ellis Island]—the size of it. I think the size of it **got to me**." **3**
According to the houses I left in my town, this was like a whole city in one, in one building.

It was an enormous thing to see, I tell you. I almost felt smaller than I am to see that beautiful [building], it looked beautiful.

My basket, my little basket, that's all I had with me.

There was hardly any things.

My mother gave me the *sorrah* [a kind of sandwich], and I had one change of clothes. That's what I brought from Europe."

Celia Adler
Russia
Arrived in 1914 • Age 12

In Other Words
got to me surprised me
According Compared
There was hardly any things.
I did not have much in my basket.

32

ORAL HISTORY #3

"I feel like I had two lives. You plant something in the ground, it has its roots, and then you **transplant** it where it stays permanently.

That's what happened to me. You put an end . . . and forget about your childhood; I became a man here.

All of a sudden, I started life new, amongst people whose language I didn't understand. . . .

[It was a] different life; everything was different . . . but **I never despaired**, I was optimistic.

And this is the only **country** **4** where you're not a stranger, because we are all strangers. It's **only a matter of time** who got here first."

Lazarus Salamon
Hungary
Arrived in 1920 • Age 16

5 **BL** **SN**

In Other Words
transplant move
All of a sudden Suddenly
I never despaired I never lost hope
only a matter of time not important

► Before You Move On

- 1. Clarify** Why did Celia Adler feel so small when she got to Ellis Island?
- 2. Figurative Language** What comparison does Lazarus Salamon make to help you understand his **transition**?

33

Anthology
pages 32–33

- 3. Make Inferences** *What emotion do you think Celia Adler was experiencing when she landed at Ellis Island? Give an example from the text to support your answer.* (Possible response: She felt awe. She says the size of the building got to her.)
- 4. Clarify Language** *What emotional meaning, or connotation, does Lazarus have for the word roots?* (Possible response: Lazarus is referring to the emotional ties an immigrant has to his or her home country.)
- 5. Analyze Viewpoints** *Compare Celia's and Lazarus' viewpoints.* (Possible response: Celia says "I felt smaller than I am." Lazarus says "I was optimistic.")

Differentiate

BL Below Level

ISSUE Students have difficulty comparing the immigrants' viewpoints.

STRATEGY Have partners make a T-chart with the headings "Celia" and "Lazarus" and list what the two immigrants think, feel, see, and remember about arriving at Ellis Island.

SN Special Needs

ISSUE Students lack the attention span to make comparisons.

STRATEGY Read each paragraph aloud. Then have students tell what they learned about the immigrant in that paragraph. Have students complete sentence frames that organize and focus their attention on comparing the authors' viewpoints:

- Celia/Lazarus remembers _____.
- Celia/Lazarus feels _____.


Best Practices

Encourage Elaboration As students talk, use general prompts:

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

Answers Before You Move On

- 1. Clarify** Celia felt small because she had never seen such a big building.
- 2. Figurative Language** Lazarus compared his two lives to a plant that has its roots in one place and then is transplanted to a new location.



ORAL HISTORY #4

"The language was a problem of course, **1** but it was **overcome by the use of interpreters**. We had interpreters on the island who spoke **practically** every language.

In Other Words
overcome by the use of interpreters helped by people who could **translate**
practically almost; nearly

34

Anthology page 34

Read and Build Comprehension

- 1 Critical Viewing** *How does the illustration add to your understanding of the text?* (Possible response: It helps show what it is like to be an interpreter. It shows how people needed help understanding what to do when they got to Ellis Island.)
- 2 Analyze Viewpoint** *What is Edward Ferro's viewpoint about some of the interpreters?* (Possible response: He viewed some of them as helpful because they interpreted in a way that helped people get through **immigration** and not be deported.)

Check & Reteach

OBJECTIVE: Predict and Preview to Comprehend Text

Listen to student responses to all of the comprehension questions about previewing and predicting. If students do not understand how to predict, have them reread the first sentence on page 34. Then ask: *What do you think the interpreters will do to help the immigrants?*

OBJECTIVE: Analyze Viewpoints in Multiple Accounts

Listen to student responses to all of the comprehension questions about analyzing viewpoints. If students have difficulty, ask questions about the speaker's word choice and feelings. For example: *What does Edward Ferro say about the people who came to the United States from Europe?* (Possible response: "They were tired; they had gone through an awful lot of hardships.") *What is Edward Ferro's viewpoint about these immigrants?* (Possible response: He feels badly for the hardships they experienced.)

Answers Before You Move On

- 1. Clarify** The interpreters gave information to the government that benefitted the immigrant.
- 2. Use Text Features** Edward Ferro is an inspector. His job is listed beneath his name.

It would happen sometimes
that these interpreters—some of them—
were really **softhearted** people **2**
and hated to see people being **deported**,
and they would, at times,
help the **aliens** by interpreting
in such a manner
as to **benefit** the alien
and not the government.

Unless you saw it,
you couldn't visualize
the misery of these people
who came to the United States from Europe. . . .

They were tired;
they had gone through
an awful lot of hardships.

It's impossible for anyone
who had not gone through the experience
to imagine what it was." ✦

Edward Ferro
Inspector, Ellis Island
Italy
Arrived in 1906 • Age 12

In Other Words
softhearted kind; caring
deported sent back to their **countries**
aliens people from other **countries**
benefit help

Before You Move On
1. Clarify In what ways did the interpreters help the immigrants?
2. Use Text Features What is Edward Ferro's job? How do you know?

35

Anthology page 35



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T27k

Daily Grammar ✓ Point to the sentence on **Anthology** page 35: “Unless you saw it, you couldn’t visualize the misery of these people who came to the United States from Europe.” Then use page T27m to teach independent and dependent clauses.

Daily Writing Skills ✓

Point out the last paragraph on **Anthology** page 35. Then use pages T27o to teach how to introduce a topic.

Writing

4 Write a Response

Remind students that they have read several oral histories of how people felt about moving to a new place.

Have students choose one oral history from this selection and compare how the speaker felt coming to the United States with how Amada felt. Remind them to quote accurately from the text to give examples of the speaker’s thoughts, feelings, and experiences.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students have difficulty understanding the colloquial language in the selection.

STRATEGY Have them first describe how Amada felt about her move. Then focus on one oral history. Help students interpret the language the speaker uses to describe his or her feelings.

BL Below Level

ISSUE Students have difficulty choosing an oral history to compare with Amada’s.

STRATEGY Have students list experiences from “My Diary from Here to There” that they can compare, such as the trip to get there and the arrival in the new country. Then have them choose one oral history and find examples of as many of the issues as they can.

WRAP-UP Remind students that people have different viewpoints about experiences and events. Ask: *What are some of the different viewpoints we read today in “I Was Dreaming to Come to America”?* Have students add ideas to their unit concept maps.

OBJECTIVES

Thematic Connection: Coming to America

Compare Genres to Comprehend Text

Grammar: Use Complete Sentences

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Venn Diagram: Practice Master PM1.11

Grammar Practice: Practice Master PM1.12

TECHNOLOGY ONLY

Grammar Passage: eVisual 1.17

MATERIALS

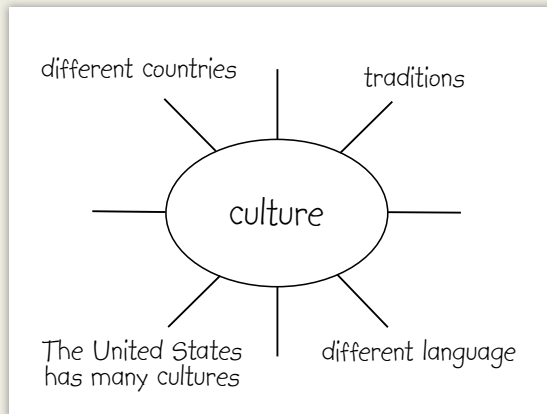
timer

Power Writing

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

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

Word Web



WARM-UP

Put students into groups of four and have each group review what they read in "I Was Dreaming to Come to America." Ask each student in a group to choose one immigrant and share that person's impressions about the experience of coming to the United States.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 36 and point out the Key Words. Also display **develop** and **preview**. Chorally read all the words. Pause after each word and have a volunteer give the definition.

Have small groups each create a Word Web for one of the words. Have students write the word in the center. In outer circles, have them connect the word to ideas and concepts from their readings this week.

Review and Integrate Ideas

2 Compare Genres Anthology page 36

Read aloud the introduction on **Student eEdition** page 36. Have students discuss examples of fiction and nonfiction texts they have read.

Have partners reread the oral histories aloud and review the fictional diary. Have them think about similarities and differences and then record their ideas on **Practice Master PM1.11**. Ask questions if needed, such as: *What is the author's purpose for writing fiction? Are the characters in fiction real?* (usually not) *Are the characters in nonfiction real?* (yes)

Check & Reteach

OBJECTIVE: Compare Genres to Comprehend

As partners compare fiction and nonfiction, determine whether they are correctly identifying similarities and differences between the two genres.

If students have trouble, have them focus on specific elements of a text. Ask questions like:

- *Which genre usually uses made-up characters? Which uses only real people?* (Fictional stories usually tell about made-up characters; nonfiction tells about real people.)
- *Can both genres tell a story?* (Yes) *Which genre tells a made-up story? Which genre tells about something that actually happened?* (Fiction usually tells a made-up story; nonfiction may tell a story, but it is about something that really happened.)

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.5.Rlit.10
 Read and Comprehend Informational Texts CC.5.Rinf.10
 Read with Sufficient Fluency CC.5.Rfou.4

Speaking and Listening

Report on a Text CC.5.SL.4

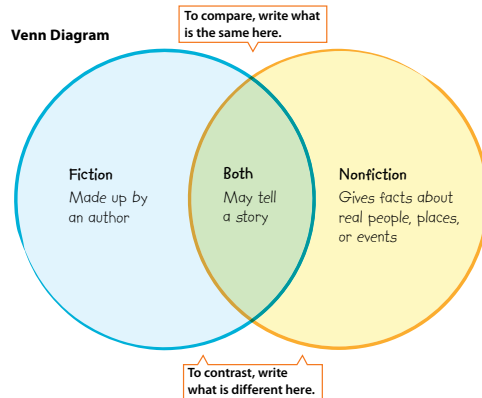
Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1
 Use Knowledge of Language and Conventions CC.5.L.3
 Acquire and Use Domain-Specific Words CC.5.L.6

Key Words	
country	opportunity
culture	refuge
education	symbol
employment	transition
immigration	translate

Compare Genres

Fiction and nonfiction are different forms of writing, or genres. How are the two genres the same? How are they different? Work with a partner to complete the Venn diagram.



Talk Together

Can where you are change who you are? Think about Amada's diary and the oral history project about immigration. Use **Key Words** to talk about your ideas.

36

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 36

Best Practices

Model Academic Language If student discussions reflect too much informal talk, model an academic conversation with or between two students. Then have students echo the model to role-play academic discussions in small groups.

Academic Talk

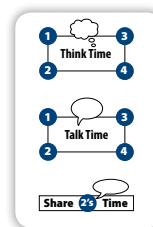
3 Talk Together Anthology page 36

Recall the main character in "My Diary from Here to There" (Amada) and the various speakers in "I Was Dreaming to Come to America" (Edward Corsi, Celia Adler, Lazarus Salamon, and Edward Ferro).

Use **Numbered Heads Together** to discuss how Amada and the speakers think their lives may change in the United States. Encourage students to carry those ideas forward to the more general discussion about how where you live can change you.

- Group students and have them number off within each group.
- Students think individually about how people may be changed by where they are.
- Groups then discuss ideas so that any member can report for the group.
- Call a number and have the student from each group with that number share ideas with the class.

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



Numbered Heads Together

Fluency

Practice Phrasing As partners reread "I Was Dreaming to Come to America" aloud, monitor and listen for correct phrasing.

Name _____ Date _____

Venn Diagram
Compare Genres
Compare fiction and nonfiction.

Take turns with a partner. Ask each other questions about the story and the oral history. Complete the diagram.

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PM1.11 Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.11

Differentiate

EL English Learners

ISSUE The subject and verb order rules are different in Spanish and Korean than in English.

STRATEGY Tell students that in English, the verb generally follows the subject. Have students create a chart with columns headed as follows. Work with the students to fill in simple subjects and verbs.

Sentence	Subject	Verb

AL Above Level

ISSUE Students are ready to work with more complex sentences.

STRATEGY Challenge students to choose complex sentences from “My Diary from Here to There” and “I Was Dreaming to Come to America.” Have students identify the complete subjects and complete predicates in the sentences.

Name _____ Date _____

Grammar: Practice

Grammar Rules Complete Sentences

- A sentence must have a subject and a predicate.
His favorite grandmother makes good Korean food.
- The simple subject is what or whom the sentence is about: *grandmother*. The complete subject tells more about that subject: *His favorite grandmother*.
- The simple predicate is the verb: *makes*. The complete predicate tells more about the predicate: *makes good Korean food*.

Read each group of words. Add a subject or a predicate to write a complete sentence. Use correct punctuation.

- came to visit
She came to visit.
- Greg's whole family
Answers will vary. Sample: Greg's whole family went to the ship.
- entered the harbor
Answers will vary. Sample: The huge ship entered the harbor.
- everyone on shore
Answers will vary. Sample: Everyone on shore waved to the people on the ship.

Work with a partner. Pick one group of words from above. Think of as many complete sentences as you can and take turns saying them aloud to your partner.

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PM1.12 Unit 1 | Crossing Between Cultures

Grammar Focus

4 Complete Sentences Anthology page 37

Project **Student eEdition** page 37. Have volunteers read aloud the introduction. Then review the Grammar Rules chart.

Display **eVisual 1.17**. Read aloud the passage. Then reread the first complete sentence and identify its parts. Explain: *The complete subject includes all words that describe the main noun or pronoun. The complete predicate includes all words that describe the main verb.* Have students identify the complete subjects and predicates and the simple subjects and predicates in each sentence.



Grammar Passage

In “I Was Dreaming to Come to America,” Lazarus Salamon says he feels like he has two lives. His first life was in Hungary. His second life is in the United States. He compares his first life to a plant with roots in the ground. The move to a new country felt like transplanting the plant to a new location.

NGReach.com

Grammar Passage: eVisual 1.17



INTERACTIVE WHITEBOARD TIP: Draw lines for complete subjects and predicates.

5 Read Complete Sentences Anthology page 37

Read aloud the directions and the passage based on “My Diary from Here to There” and have students identify the complete subjects and predicates. (subjects: *The whole family, My mamá*; predicates: *jumped into his arms and laughed, even cried a little*) Then have partners choose a sentence from the first paragraph of “I Was Dreaming to Come to America.” Have them write the sentence, draw one line under the complete subject and two lines under the complete predicate, and circle the simple subject and predicate.

See **Differentiate**

6 Write Complete Sentences Anthology page 37

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM1.12**.

Check & Reteach

OBJECTIVE: Grammar: Use Complete Sentences

As students share their complete sentences, listen for understanding of the grammar rules.

If students have trouble, have them identify the simple predicate first and expand it to the complete predicate. Then ask them who or what did this? Have them identify the simple subject and then expand it to identify the complete subject.

Complete Sentences

A sentence tells a complete thought. A sentence starts with a capital letter and has an end mark. A **complete sentence** has two main parts.

Our little house in Juárez seems so far away.

subject: what or whom the sentence is about

predicate: what the subject is, does, or has

Grammar Rules Parts of a Complete Sentence

The **complete subject** includes all the words that tell about the subject. The **simple subject** is the most important noun.

My friend Juanita arrived in America a month ago.

The **complete predicate** includes the verb and all the other words in the predicate. The **simple predicate** is the verb.

My friend Juanita arrived in America a month ago.

Read Complete Sentences

Read this passage based on "My Diary from Here to There." What is the complete subject and predicate in each sentence?

The whole family jumped into his arms and laughed.
My mamá even cried a little.

Write Complete Sentences

Write a sentence about one of the pictures in "I Was Dreaming to Come to America." Be sure that the sentence has a complete subject and complete predicate. Read your sentence aloud and compare it with a partner's.

37

Anthology page 37

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T27l

Daily Grammar ✓ In the **Grammar Passage**, point to the sentence: "His first life was in Hungary." Then use page T27n to reinforce the concept of complete sentences.

Daily Writing Skills ✓ Point out that the first sentence in the **Grammar Passage** is an introduction to the topic. Use page T27p to practice writing an introduction to a topic.

Writing

7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 36. Explain that they will use at least five of the Key Words to write a paragraph about the small-group book they read in Week 1.

After students write their paragraphs, have them draw one line under the complete subjects and two lines under the complete predicates, and then circle the simple subjects and predicates. Remind students to use the grammar rules on page 37 to check their work. Then have students add their paragraphs to their Weekly Writing folders.

WRAP-UP Remind students that people move to new places for many reasons. Moving to a new place presents both opportunities and challenges. Ask: *What would be an advantage and a disadvantage if your family moved to a new place?* Encourage students to explain their ideas.

OBJECTIVES

Thematic Connection: Coming to America

- Analyze Viewpoint
- Consult References: Dictionary

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM1.13–PM1.14

TECHNOLOGY ONLY

Mark-Up Model 1.1 or Model 1.1 PDF

Vocabulary Strategy Practice: eVisual 1.18



WARM-UP

Say: *Suppose your family could experience life in another **country** for a year. What would you wonder about that country?* (Possible response: I'd wonder what languages are spoken and what kids do for fun.) List students' responses.

Comprehension

1 Describe Viewpoint

Tell students that they will analyze writer's viewpoint as they read two e-mails.

SCREEN 1

- 1 Display and read aloud the first e-mail on **Mark-Up Model 1.1**. Have students follow along using **Practice Master PM1.13**. Have a volunteer read aloud the *From* and *Subject* lines of the e-mail.
- 2 Remind students that they have learned about author's viewpoint. If necessary, pull out the tab to display and read aloud a definition of viewpoint.

Explain: *A writer chooses words and phrases that show his or her feelings about a topic or event.* Point to the subject line and explain: *The writer uses an exclamation mark to show her excitement about coming home.* Then point out the nuance of language in the second sentence: *The narrator says "just two days" to show her excitement. What would she be feeling if she had said "two long days?"* (It would sound like she felt that the trip was a long way off.)

- 3 Have volunteers underline all the words and phrases that reflect the writer's viewpoint. Click the Viewpoint button to confirm the answers. Remind students to copy the marks onto **Practice Master PM1.13**.

Ask: *How does the family feel about the move?* Have students provide quotations from the text to support their answers. Click the arrow for the next screen.

Name _____ Date _____

Mark-Up Reading

Send Save Discard


From: Elena Rojas
Subject: Returning to Chile!
To: Javiera Rojas

Dear Mamá,

We are thrilled that, after our long stay in the States, we are finally coming home to Chile. In just two days, we will all be together again! You can finally meet your infant granddaughter, Isabel! It has been years since her older sister Catalina was with you, and I know how eager she is to see her beloved grandparents again.

I am glad we have all had the opportunities to go to school in the United States, but our time here has not always been easy. Matias has had to work long hours at many jobs, and speaking English can still be a challenge sometimes. I am glad we have become bilingual, but it will be a relief to use Spanish again—as well as English!

The more I think about returning home, the more excited I get. I miss the ocean, my family, and the taste of cherimoya. You know it has always been my favorite fruit! Remember this picture I drew when I was Catalina's age? I even showed it to Catalina!



I have to go finish packing the last boxes, but I can't wait to see you on Friday!

Love,
Elena

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For use with TE pp. T37a–T37h

PM1.13 Unit 1 | Crossing Between Cultures

NGReach.com Practice Masters PM1.13–PM1.14

COMMON CORE STANDARDS

Reading

- Describe the Influence of Narrator's Point of View CC.5.Rlit.6
- Determine Meanings of Academic and Domain-Specific Words CC.5.Rinf.4
- Analyze Multiple Accounts CC.5.Rinf.6
- Read with Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Narratives CC.5.W.3
- Write over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

- Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

- Determine Meanings of Words and Phrases CC.5.L.4
- Use Context Clues CC.5.L.4.a
- Consult Print and Digital References CC.5.L.4.c
- Understand Nuances CC.5.L.5



SCREEN 1

Send Save Discard

From: Elena Rojas
Subject: Returning to Chile
To: Javiera Rojas

Dear Mamá,

We are thrilled that, after our long stay in the States, we are finally coming home to Chile. In just two days, we will all be together again! You can finally meet your infant granddaughter, Isabela! It has been years since her older sister Catalina was with you, and I know how eager she is to see her beloved grandparents again.

Underline words that show the narrator's feelings about moving to Chile.

3 3

2 Definition Viewpoint is the writer's way of thinking about a topic.

Viewpoint

NGReach.com Mark-Up Model 1.1

SCREEN 2

Send Save Discard

From: Catalina Rojas
Subject: Moving Away
To: Leah Fredricks

Leah,

Mamá has been helping me pack up my things for our move to Chile. She is so excited to be going back to live there, but I am nervous and a little scared. I'm going to miss you and everyone in our class a lot. It will be so weird to live in a quiet, tiny town instead of the busy, exciting city. What will we do there? Plus, the food will never be as good as your mom's delicious home-made pizza!

Underline words that show the narrator's feelings about moving to Chile.

4

Viewpoint

SCREEN 2

4 Explain: *A different writer might have different feelings about the same event. Let's read Catalina's e-mail.* Read aloud the paragraph as students follow along on **Practice Master PM1.14**. Ask: *How does Catalina feel about moving away?* (nervous and a little scared) Have volunteers underline the words she uses to show her feelings. Then click the Viewpoint button to confirm. Remind students to copy the marks onto **Practice Master PM1.14**.

Ask: *How does getting a different viewpoint help you understand the events?* (It gives me a more complete picture of the events and people's feelings about them.)

Have partners mark up the remainder of **Practice Masters PM1.13–PM1.14**, underlining words and phrases that show the writers' viewpoints about moving to Chile. Then have students explain how the writers' viewpoints influence their descriptions of events.

Check & Reteach

OBJECTIVE: Analyze Point of View ✓

Review students' mark-ups of **Practice Masters PM1.13–PM1.14** to check if they understand that a writer's viewpoint influences the description of events.

If students have difficulty relating text to viewpoint, reteach: *If Elena had been unhappy about returning to Chile, she would have used different words to reflect that viewpoint. For example, what word might she have chosen instead of thrilled?* (Possible responses: sad, discouraged, disappointed)

Fluency ✓

Model and Practice Phrasing Read aloud the first sentence from **Practice Master PM1.13**, pausing between every word. Then read the sentence with appropriate phrasing. Ask: *Which reading was easier to understand?* Have partners practice phrasing by reading aloud another sentence of their choice.

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T27l

Daily Grammar ✓

Have students find the dependent clause in the first sample sentence in **eVisual 1.18**. (*which feels like . . .*) Then use page T27n to find errors with clauses, phrases, and complete sentences.

Daily Writing Skills ✓

Read aloud the introductory sentence on page T37d: "Last week, the most beautiful lightning storm lit up the sky!" Then use page T27p to review how to introduce a topic.

Vocabulary Practice**2 Use a Dictionary** ✓

Remind students that they have learned to use dictionary entries to find out what unfamiliar words mean. Point out that a dictionary entry often shows several meanings for a word. Elaborate: *To figure out which meaning applies to the text you are reading, use context clues, or the words and phrases around the unfamiliar word.* Then display **eVisual 1.18**.

**Vocabulary Strategy Practice**

chal • lenge (*cha-lunj*) *noun* **1.** invitation to compete in a sport **2.** difficult task

chal • lenge (*cha-lunj*) *verb* **3.** to start a fight **4.** to order to stop

It can be a *challenge* to move, which feels like an endless process of tedious chores.

anx • ious (*ang-shus*) *adjective* **1.** worried or uneasy **2.** eager

I am *anxious* to be home again, because I miss the pleasant company of my dear friends and relatives there.

col • lect (*ku-lekt*) *verb* **1.** to bring things together **2.** to get and keep things of the same type because you think them interesting or valuable

We helped Dad *collect* all the coats, suitcases, and boxes and put them in the hall.

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Vocabulary Practice: eVisual 1.18



INTERACTIVE WHITEBOARD TIP:

Students circle the definition for each italicized word.

Model the thinking in choosing which definition of *challenge* applies to the first sample sentence: *The context shows that the writer is referring to a difficult task, not sports. So the second meaning is the correct one.* Then have students identify the correct meanings for *anxious* (2) and *collect* (1).

Check & Reteach**OBJECTIVE: Consult References: Dictionary** ✓

Check if students use context to determine the correct definition for the sentence.

If students guess instead of using the strategy, model how to find context clues for *challenge*:

I know that challenge is used as a noun here because it has an in front of it. So, I look at the choices for noun meanings. The sentence describes how hard it is to move, so I look for a meaning that relates to something that's hard to do. The word difficult means hard, and the word task relates to the word chore. So, I know that the second meaning for challenge is correct for the sentence.

Power Writing

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

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

Writing

3 Write a Narrative Account

Introduce the activity: *Now partners will write two different accounts of the same recent event.* Explain that partners can write about something that occurred in their area, such as a weather event, or at school, such as a sports event. Before writing, have partners brainstorm possible points of view about the event—excited, scared, and so on—and each choose a different one. Remind students that they should reflect their different viewpoints through their word choices.

Think Aloud	Write
Student 1: <i>I'll write about last week's storm from the viewpoint of feeling excited.</i>	Last week, the most beautiful lightning storm lit up the sky!.
Student 1: <i>I'll choose words to describe the events of the storm from that viewpoint.</i>	When I heard the call of rolling thunder, I called, "Wow! Come see this, Mom!" and I hurried to the window.
Student 2: <i>I will write about the same event, but from a very different viewpoint!.</i>	Last week, a terrible lightning storm turned the sky into my worst nightmare. The moment I heard thunder, I ran from the window.


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

See **Differentiate**

Academic Talk

4 Compare Accounts

To prepare for comparing their accounts, have students think about questions such as: *What is your topic? What feelings come to mind when you think about this topic? So what viewpoint did you then decide to express in your account?* Then have partners discuss similarities and differences in their accounts.



WRAP-UP Have students think about viewpoints expressed in "I Was Dreaming to Come to America" and the e-mails about returning to Chile. Ask: *What is each narrator's viewpoint as he or she thinks about the move to another country? How do their descriptions of events reflect their viewpoints?*

Differentiate

SN Special Needs

ISSUE Students may struggle to find words to express their viewpoints.

STRATEGY Pantomime the emotion of surprise with your hands and face. Ask students to name the emotion you express. Then ask students to suggest other words they could use to describe surprise. Repeat with several other feelings, such as *happiness, sadness, or anger.*

AL Above Level

ISSUE Students use common, rather than unique, words to describe their viewpoints.

STRATEGY Encourage students to use a resource such as a thesaurus to find more interesting synonyms for common words such as *happy, sad, angry, scared, shocked, or surprised.* Challenge students to find the most interesting and unusual way of expressing a particular viewpoint.

OBJECTIVES

Thematic Connection: Coming to America

- Consult References: Dictionary
- Analyze Viewpoint

PROGRAM RESOURCES

PRINT & TECHNOLOGY


Unit Concept Map: Practice Master PM1.1

Mark-Up Reading: Practice Masters PM1.13–PM1.14

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 1.19

Comparison Chart: eVisual 1.20



WARM-UP

Explain: *It's easier to choose a meaning for a word if you read it in context.* Ask: *What meanings do you know for figure? (a well-known person, a number, human or animal shapes) What does the word figure mean in this sentence? At dawn, we could barely see a figure moving toward us. (human or animal shape)*

Power Writing

Have students write as much as they can as well as they can in one minute about ways people change.

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

Vocabulary Practice

1 Use a Dictionary

Remind students that they must use context as a guide in selecting the correct definition for a word from a dictionary. Then display **eVisual 1.19**.



Vocabulary Strategy Practice

When we moved to this **country** with Catalina six years ago, we knew that it would be temporary. Matias and I came here to receive a better **education**, but we always planned to return home to our family and friends. Now that we have finished school, we are ready to move. But I'm not completely sure about our decision. I wonder if our little girls would be happier here in the States.

NGReach.com Vocabulary Practice: eVisual 1.19



INTERACTIVE WHITEBOARD TIP: Have students underline context clues.

Model using an electronic dictionary to find more than one definition for *temporary*. Then model using the context clue *we always planned to return home* to determine the meaning that applies to the use of *temporary* in the passage.

Have partners identify the context clues that help them figure out the meaning of *temporary*. (When we moved to this country...we always planned to return home. Now...we are ready to move.) Have students use online dictionaries to identify the meaning each word has and compare their answers with partners.

COMMON CORE STANDARDS

Reading

Describe the Influence of Narrator's Point of View CC.5.Rlit.6

Writing

Write Informative/Explanatory Text to Convey Ideas CC.5.W.2

Write over Shorter Time for Specific Audiences CC.5.W.10

Speaking and Listening

Come to Discussions Prepared and Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Use Context Clues CC.5.L.4.a

Consult Print and Digital References CC.5.L.4.c

Check & Reteach

OBJECTIVE: Consult References: Dictionary

Check if students can use context to identify which dictionary definition is being used.

If students are unable to identify context clues, model for *remote* in this sentence: *It took three hours to drive to the remote location.* Explain: *The phrase three hours to drive is a context clue because it gives information that helps me understand that the location or place is far away. This helps me choose a meaning for remote that means "far away."*

Name _____ Date _____

Mark-Up Reading

Send Save Discard

From: Elena Rojas
Subject: Returning to Chile
To: Javierra Rojas


Dear Mamá,

We are **thrilled** that, after our long stay in the States, we are finally coming home to Chile. In just **two days**, we will all be **together again!** You can **finally** meet your infant granddaughter, Isabela! It has been years since her older sister Catalina was with you, and I know how **eager** she is to see her beloved grandparents again.

I am **glad** we have all had the opportunities to go to school in the United States, but our time here has not always been **easy**. Matias has had to **work long hours** at many jobs, and speaking English can still be a **challenge** sometimes. I am glad we have become bilingual, but it will be a **relief** to use Spanish again—as well as English!

The more I think about returning home, the more **excited** I get. I **miss** the ocean, my family, and the taste of cherimoya. You know it has always been **my favorite fruit!** Remember this picture I drew when I was Catalina's age? I even showed it to Catalina!

I have to go finish packing the last boxes, but I **can't wait** to see you on Friday!



Love,
Elena

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Name _____ Date _____

Mark-Up Reading

Send Save Discard


From: Catalina Rojas
Subject: Moving Away
To: Leah Fredricks

Mamá has been helping me pack up my things for our move to Chile. She is so excited to be going back to live there, but I am **nervous and a little scared**.

I'm going to **miss you** and everyone in our class a lot. It will be so **weird** to live in a **quiet, tiny town** instead of the **busy, exciting city**. What will we do there? **Plus, the food will never be as good as your mom's delicious home-made pizza!**

I'm also concerned about speaking Spanish. Will people understand me? **At least** my cousins will be at the same school and can help me.

I know that we will still e-mail each other, but I'm attaching a picture I drew of my family so you **won't forget** us.



Catalina

Explanation
Choose one e-mail. Explain how the narrator's viewpoint affects how she tells about the events. Give examples from the text. *Students' explanations should cite specific examples from the text and discuss how the narrator's viewpoint influences her descriptions of events.*

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Review and Integrate Ideas

2 Analyze Viewpoints

Explain that students will analyze how the viewpoints of the writers on **Practice Masters PM1.13–PM1.14** influence the details they include. Copy the chart and model identifying details that show the writer's viewpoint to complete the first row. Then have students complete the chart for other viewpoints.

Viewpoint Influences

Selection	Viewpoint	Event Description
"Returning to Chile!"	The write feels happy to be returning to Chile. (PM1.13, paragraph 1)	In just two days, we will all be together again!
	The writer loves her home in Chile. (PM1.13, paragraph 3)	I miss the ocean, my family, and the taste of cherimoya.
"Moving Away"	The writer feels unsure about her decision to return to Chile. (PM1.14, paragraph 2)	It will be so weird to live in a quiet, tiny town instead of the busy, exciting city.
	The writer is relieved she won't be alone. (PM1.14, paragraph 3)	At least my cousins will be going to the same school.

Have students discuss how the writers' different descriptions of the events changed students' perceptions as they read through the e-mails.

Daily Language Arts

Daily Spelling and Word Work

Test page T27k

Daily Grammar

Have students find the dependent clause that starts with *When we moved . . .* on

Practice Master PM1.13. Then use page T27n to review and assess clauses, phrases, and complete sentences.

Daily Writing Skills

Point out the first paragraph on **Practice Master PM1.13**. Then use page T27p to assess students' ability to introduce a topic.

3 Compare Viewpoints

Explain that students will now compare the narrators' viewpoints in "My Diary from Here to There" and "Returning to Chile!" Display **eVisual 1.20**.



Comparison Chart

"Returning to Chile!"

Viewpoint: Elena loves her home in Chile. (**PM1.13**, paragraph 3)

Event Description: I miss the ocean, my family, and the taste of cherimoya.

Viewpoint: Elena feels more comfortable speaking Spanish than English. (**PM1.13**, paragraph 2)

Event Description: It will be a relief to use Spanish again.

Viewpoint: Elena feels happy to be returning to her parents. (**PM1.13**, paragraph 1)

Event Description: In just two days, we will be together again!

"My Diary from Here to There"

Viewpoint: Amada loves her home in Mexico. (page 14)

Event Description: Am I the only one who is scared of leaving our home, our beautiful country, and all the people . . . ?

Viewpoint: Amada is worried about speaking English. (page 18)

Event Description: What if we're not allowed to speak Spanish? What if I can't learn English?

Viewpoint: Amada feels happy to be in the U.S. with her family. (page 23)

Event Description: We all jumped into Papa's arms and laughed.

NGReach.com Comparison Chart: eVisual 1.20



INTERACTIVE WHITEBOARD TIP: Have students underline word choices that express viewpoints.

Differentiate

English Learners

ISSUE Students lack the language skills needed to identify word choices that express viewpoints.

STRATEGY Offer these sentence frames to guide their thinking:

- The word _____ means _____.
- The writer feels _____ about the event.
- The word _____ matches the way the writer feels about the event.

Above Level

ISSUE Students use predictable sentence patterns to explain how a writer's viewpoint influences a description of an event.

STRATEGY Have each student make a checklist of all known sentence patterns (sentences with clauses; sentences with phrases). Then have students use their checklists to remind them to include at least one example of each sentence pattern in their paragraphs.

Model identifying a description that expresses a writer's viewpoint to complete the first row of the chart. Have students replicate and complete the chart, and then identify the words in the description that reflect the viewpoint.

See **Differentiate**

Check & Reteach

OBJECTIVE: Analyze Viewpoints in Multiple Accounts

Review students' charts to check if they have identified descriptions of events that express the writer's viewpoints.

If students have difficulty linking events with writers' viewpoints, display the **Anthology** page or **Practice Master PM1.13** or **PM1.14** and read aloud an event description. Explain how word choices in the description express the writer's feelings about the event.

Writing

4 Write About Viewpoint

Explain: *Now you will write a paragraph that explains how a writer's word choices express the writer's viewpoint of an event.* Allow time for students to select and write about a narrator. Have volunteers share their paragraphs. Have students add their paragraphs to their Weekly Writing folders.

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit's Big Question: How can where you are change who you are? Then say: *Think about "My Diary from Here to There," "I was Dreaming to Come to America," "Returning to Chile!" and a Small Group Reading book you have read. How did the characters change because of where they were?*

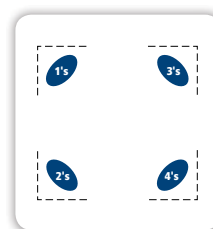
Model a response to the Big Question for "My Diary from Here to There." *When she was in Mexico, Amada was afraid of the move and didn't want to leave her family and friends. After she got to the States, she felt stronger and knew that her family and friends would always be with her.*

Use **Four Corners** to have students continue discussion about how the readings relate to the Big Question. Pose four different views of the question of how where we are can change who we are:

- We must look for where we belong.
- We get stronger by searching.
- We should try to fit in wherever we go.
- We stay who we are wherever we go.

Designate a corner of the room for discussions of each view.

- Have each student self-select a corner where they can discuss one view.
- After group discussions, have one student from each corner report.



Four Corners

Best Practices

Encourage Elaboration During the discussion, prompt students to elaborate on their ideas by asking questions such as these:

- *What do you mean by that?*
- *What are some details that help explain what you mean?*
- *How does what you said connect to what someone else said?*

WRAP-UP Have each student create a "Top Ten" list of ways that moving to a different country might change a person. Encourage students to explain why each way made it onto their "Top Ten" lists.

OBJECTIVES

Thematic Connection: Coming to America

✔ Write an Expository Paragraph: Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A1.43

TECHNOLOGY ONLY

Sample Expository Paragraph: eVisual 1.11

Writing Trait: Ideas: eVisual 1.12

Magazine Maker

SUGGESTED PACING

DAY 1 Study a Model

DAY 2 Prewrite

DAY 3 Draft

DAY 4 Revise/Edit and Proofread

DAY 5 Publish and Present

COMMON CORE STANDARDS

Writing

Write Informative/Explanatory Text to Convey Information CC.5.W.2

Introduce Topic and Provide Focus CC.5.W.2.a

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

Write Over Extended Time Frames CC.5.W.10

Language and Vocabulary

Expand Sentences CC.5.L.3.a

Write an Expository Paragraph

Display and read aloud the prompt.

As part of your school's Celebration of Immigrants Day, you have been asked to share what you know about immigration in the early 1900s. Based on what you have read, write an expository paragraph describing some aspect of what it was like to come to America at that time. You will present your ideas to other students in a discussion forum.

Study a Model

Read an Expository Paragraph

Display and read aloud **eVisual 1.11**.



Sample Expository Paragraph

Communication Barriers

Immigrants came to the United States from Europe by the thousands in the early 1900s. When their ships arrived in New York City Harbor, the immigrants had to stop at Ellis Island for a medical examination. Because most did not speak English, communication was difficult. The immigrants could not understand the doctors, and the doctors could not understand them. However, interpreters who spoke many different languages were available. They helped make this first experience in the immigrants' adopted land at least a little less confusing and frightening.

[NGReach.com](#)

Expository Paragraph: eVisual 1.11



INTERACTIVE WHITEBOARD TIP: Underline the main idea: *Because most immigrants. . . .*

Teach the Trait: Ideas

Introduce the concept: *A well-written expository paragraph focuses on one main idea and develops it with supporting details.* Display and read aloud **eVisual 1.12**.



Writing Trait: Ideas

An effective expository paragraph

- introduces the topic and main idea near the beginning of the paragraph
- develops the main idea with supporting details in the rest of the paragraph.

[NGReach.com](#)

Writing Trait: Ideas: eVisual 1.12



INTERACTIVE WHITEBOARD TIP: Highlight the terms *main idea* and *supporting details*.

Reread **eVisual 1.12**. Ask: *What is the purpose of the first two sentences?* (to introduce the topic and give background information) *In which sentence does the author state the main idea?* (sentence 3) *How do sentences 4–6 support the idea that communication was difficult?* (They explain why it was difficult and what was done to overcome the difficulty.)



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (presenter) Continue with the remainder of the prompt in order to determine the audience and form.

Role: Presenter

Audience: Other students

Form: Expository paragraph

Then have partners look back through *I Was Dreaming to Come to America* and *Arrival in America* to find an aspect of U.S. immigration in the early 1900s that each would like to write about. Students might also look for suitable photographs to include with their paragraphs. Have students individually complete the RAFT.

Get Organized

Review the sample: “*Communication Barriers*” uses information from this week’s reading to develop one idea about immigration in the early 1900s. Display a main idea diagram and review: *You can use a main idea diagram to plan how you will develop your main idea with details. The details should support, or explain, the main idea. In the last row, show how you want to conclude, or end, your paragraph.* Refer to “Communication Barriers” as you model how to complete a sample diagram.

Main Idea Diagram

Main Idea: Communicating with doctors was difficult for many immigrants who came to Ellis Island.
Detail 1: They did not understand what the doctor was saying.
Detail 2: The doctor did not understand what they were saying.
Detail 3: Interpreters were needed to explain.
Conclusion: Interpreters made the experience less confusing and frightening.

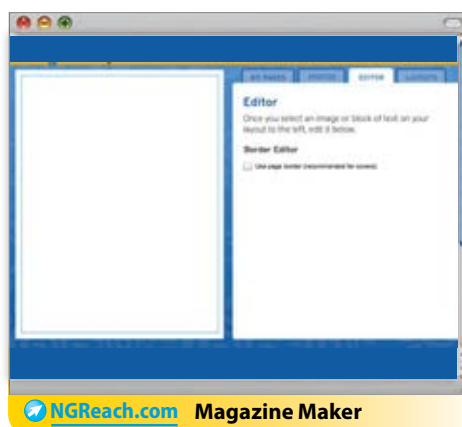
Have students use a main idea diagram and information from their texts to plan their expository paragraphs.

Draft

Write Ideas

Have students create a file in **Magazine Maker**. Show how they can choose from several prebuilt layouts or create their own customized layout. Demonstrate how to insert photos. Then have students begin drafting. Remind them to use their diagrams to state and develop their main idea.

See **Differentiate**



Differentiate

BL Below Level

ISSUE Students’ drafts lack organization.

STRATEGY Have students cut apart the details on their main idea diagrams and rearrange them in various ways—reading each way aloud—to help them determine the best way to organize their information. Have them follow this order as they write their drafts.

AL Above Level

ISSUE Students are ready to write a multi-paragraph essay.

STRATEGY Suggest to students that they write a short essay of two or three body paragraphs. Have them create a main idea diagram for each paragraph of their essay. Then have them write an introductory paragraph that states the main idea of the whole essay and a concluding paragraph that wraps it up.

Daily Language Arts

Daily Spelling and Word Work

Practice pages T27k–T27l

Daily Grammar

Have students find the dependent clauses in “Communication Barriers.” Use pages T27m–T27n to practice creating complete sentences with a subject and predicate.

Daily Writing Skills

Remind students to refer to the main idea diagram they created to help them prepare for their writing. Then use pages T27o–T27p to practice introducing a topic and organizing an expository paragraph.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell their partners’ expository paragraph and offer ideas to improve the development of the ideas. Display Language Frames to guide the discussion.

Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> • The main idea is _____. • Some of the details you gave are _____. • You conclude by _____. 	<ul style="list-style-type: none"> • What if you started with _____ to introduce the topic? • Your main ideas might be clearer if you _____. • I don’t quite understand _____. Can you give more detail about it?

Make Changes

Have students revise their expository paragraphs. Remind them to make sure they have identified the topic and main idea near the beginning and developed their main idea with supporting details.

Encourage students to think carefully about the titles of their paragraphs: *The title should give your reader a peek at the main idea.* Point to the title “Communication Barriers” as an example. Show how to type and format a title in **Magazine Maker**.

See **Differentiate**

Differentiate

Special Needs

ISSUE Students do not grasp the development of ideas in a paragraph.

STRATEGY As you ask students each of these questions, help them write their answers in complete sentences: *What are you writing about? That is your topic. What is the main thing you want to say about that? That is your main idea. Why do you say that? These are your supporting details.*

Below Level

ISSUE Students lack sufficient support for their main idea.

STRATEGY Suggest students read their main idea aloud and then ask *who, what, where, when, why, how* questions about it. Have them seek the answers to these questions in their text to supply them with more support for their main idea.

Student Sample: Revise

Immigrants came to the United States from Europe by the thousands in the early 1900s. Their ships arrived in New York City Harbor. The immigrants had to stop at Ellis Island for a medical examination. The immigrants could not understand the doctors, and the doctors could not understand them. However, interpreters were available. They helped make this first experience in the immigrants’ adapted land at least a little less confusing and frightening.

Sample Analysis

I never clearly state my main idea. I need to write a sentence that does that.

I can give more detail about the interpreters.



Edit and Proofread

Check the Expository Paragraph

Have students check their grammar and spelling, focusing on using independent and dependent clauses correctly and on the Week 2 spelling words with short o.

Student Sample: Edit and Proofread

Immigrants came to the United States from Europe by the thousands in the early 1900s. Their ships arrived in New York City Harbor. The immigrants had to stop at Ellis Island for a medical examination. Because most did not speak English, communication was difficult. The immigrants could not understand the doctors, and the doctors could not understand them. However, interpreters who spoke many different languages were available. They helped make this first experience in the immigrants' adapted land at least a little less confusing and frightening.

Sample Analysis

To add sentence variety, I can make "Their ships arrived in New York City Harbor" a dependent clause and combine it with the next independent clause.

I misspelled this word. I mean *adopted*, with a short o, not *adapted*.

Publish and Present

Make a Final Copy

Remind students that **Magazine Maker** allows them to style and size text and resize photographs. Have students check their work one last time before printing their paragraphs.

Share with Others

Form groups for roundtable discussions: *Each member of the roundtable will read aloud his or her paragraph. When all the members have read, have a discussion about the ideas you shared.* Encourage students to write questions and comments they have as they listen to each member.

Have students make additional copies of their paragraphs to include in their Weekly Writing folders. Use the **Writing Rubric** to assess each student's expository paragraph.

Student Sample: Publish

Communication Barriers

Immigrants came to the United States from Europe by the thousands in the early 1900s. When their ships arrived in New York City Harbor, the immigrants had to stop at Ellis Island for a medical examination. Because most did not speak English, communication was difficult. The immigrants could not understand the doctors, and the doctors could not understand them. However, interpreters who spoke many different languages were available. They helped make this first experience in the immigrants' adopted land at least a little less confusing and frightening.



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Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and a central idea that the reader interested. -Details are accurate and relevant, showing a depth of knowledge of the topic. -Most of the writing conveys the writer's message to the reader accurately and completely.	-The writing has a clear structure and a logical flow of ideas. -The writer's purpose is clear and consistent throughout the writing. -All content flows smoothly and logically.	-The writing has a strong, consistent voice. -The writer's tone is appropriate for the purpose and audience. -The writing is mostly in first person and uses a conversational style.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer's message.	-All sentences are varied and well constructed. -When read aloud, the writing flows smoothly and has a natural rhythm. -Most of the sentences are complete.	-The writing has few or no errors in punctuation, spelling, and grammar. -Most of the sentences are complete.	-The text is presented in an organized way, using a variety of text features to convey the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, using a variety of text features to convey the message.
3	-The writing has a clear focus and a central idea that the reader interested. -Details are accurate and relevant, showing a depth of knowledge of the topic. -Most of the writing conveys the writer's message to the reader accurately and completely.	-The writing has a clear structure and a logical flow of ideas. -The writer's purpose is clear and consistent throughout the writing. -All content flows smoothly and logically.	-The writing has a strong, consistent voice. -The writer's tone is appropriate for the purpose and audience. -The writing is mostly in first person and uses a conversational style.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer's message.	-All sentences are varied and well constructed. -When read aloud, the writing flows smoothly and has a natural rhythm. -Most of the sentences are complete.	-The writing has few or no errors in punctuation, spelling, and grammar. -Most of the sentences are complete.	-The text is presented in an organized way, using a variety of text features to convey the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, using a variety of text features to convey the message.
2	-The writing has a clear focus and a central idea that the reader interested. -Details are accurate and relevant, showing a depth of knowledge of the topic. -Most of the writing conveys the writer's message to the reader accurately and completely.	-The writing has a clear structure and a logical flow of ideas. -The writer's purpose is clear and consistent throughout the writing. -All content flows smoothly and logically.	-The writing has a strong, consistent voice. -The writer's tone is appropriate for the purpose and audience. -The writing is mostly in first person and uses a conversational style.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer's message.	-All sentences are varied and well constructed. -When read aloud, the writing flows smoothly and has a natural rhythm. -Most of the sentences are complete.	-The writing has few or no errors in punctuation, spelling, and grammar. -Most of the sentences are complete.	-The text is presented in an organized way, using a variety of text features to convey the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, using a variety of text features to convey the message.
1	-The writing does not have a clear focus and a central idea that the reader interested. -Details are inaccurate and irrelevant, showing a lack of knowledge of the topic. -Most of the writing conveys the writer's message to the reader accurately and completely.	-The writing has a clear structure and a logical flow of ideas. -The writer's purpose is clear and consistent throughout the writing. -All content flows smoothly and logically.	-The writing has a strong, consistent voice. -The writer's tone is appropriate for the purpose and audience. -The writing is mostly in first person and uses a conversational style.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer's message.	-All sentences are varied and well constructed. -When read aloud, the writing flows smoothly and has a natural rhythm. -Most of the sentences are complete.	-The writing has few or no errors in punctuation, spelling, and grammar. -Most of the sentences are complete.	-The text is presented in an organized way, using a variety of text features to convey the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, using a variety of text features to convey the message.

Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Analyze Viewpoints in Multiple Accounts
- Preview and Predict to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 1, Week 2

Directions: Read the e-mails. Then answer the questions about the e-mails.

From: Gary Mallick
To: Kris King
Subject: Being a Peer Helper!

Dear Kris,

Today I served as a peer helper for a new student at our school. I couldn't wait to meet Timon because not only was he new to our school, he was new to the United States!

Being in charge of showing new students around makes me feel proud. I like our school a lot, and I was pretty sure that the new student would like Albert too. Timon, I took him to see the classrooms. Then I introduced him to his teachers, the people who work in the office, and a bunch of my friends. He was pretty quiet, so I was extra cheerful to make up for it.

Gary

From: Amanda Rodriguez
To: Leah Rodriguez
Subject: Helping New Students

Dear Aunt Leah,

I was nervous today because it was my first day as a peer helper at school. It was a big responsibility to explain everything a new student needs to know. Plus, I didn't speak the language, and she hardly spoke any English.

What saved us was her locker. She had a new locker, and I was supposed to show her how to do the combination. So I turned the locker dial to a number and said really slowly, "Twenty-two." I tried several times, but the door wouldn't open. Finally, she asked to see the combination number. Then she pointed at the locker door. We were at the wrong locker! We both laughed, and the ice was broken.

Amanda

Grade 8 Assessment **A1.13** Unit 1 | Crossing Between Cultures

Reading Comprehension Test Unit 1, Week 2

1 What do the words *glibly* and *well* tell you about Gary's viewpoint?
 He was bored.
 He felt excited.
 He felt surprised.
 He was nervous.

2 Which words show that Gary wants to encourage the new student?
 He was over the United States.
 make me feel proud!
 I'll be around for you!
 I was extra cheerful!

3 Amanda has a different viewpoint from Gary because she feels...
 nervous about helping.
 she's about making friends.
 embarrassed about her school.
 worried finding her way around.

4 Gary and Amanda show the viewpoint that new students should...
 have their own locker.
 get extra help in class.
 feel welcome at school.
 speak a second language.

Grade 8 Assessment **A1.14** Unit 1 | Crossing Between Cultures

Reading Strategy Assessment Unit 1

Check the reading strategies the student used and ask the questions that follow about the student's use of the strategy. Use the rubric to help you determine how well the student used the strategy. Click the student's name.

Ask: What do you do when you come across a word you don't know?
 How do you use a dictionary?
 How do you use a glossary?
 How do you use a thesaurus?
 How do you use a context menu?

Part and Member (Unit Focus)	Ask Questions (4, 3, 2, 1)	Determine Proficiency (4, 3, 2, 1)
1. Preview and Predict to Comprehend Text	1. Do you preview and predict to comprehend text? 2. Do you preview and predict to comprehend text? 3. Do you preview and predict to comprehend text? 4. Do you preview and predict to comprehend text?	4. Do you preview and predict to comprehend text? 3. Do you preview and predict to comprehend text? 2. Do you preview and predict to comprehend text? 1. Do you preview and predict to comprehend text?
2. Analyze Viewpoints in Multiple Accounts	1. Do you analyze viewpoints in multiple accounts? 2. Do you analyze viewpoints in multiple accounts? 3. Do you analyze viewpoints in multiple accounts? 4. Do you analyze viewpoints in multiple accounts?	4. Do you analyze viewpoints in multiple accounts? 3. Do you analyze viewpoints in multiple accounts? 2. Do you analyze viewpoints in multiple accounts? 1. Do you analyze viewpoints in multiple accounts?
3. Preview and Predict to Comprehend Text	1. Do you preview and predict to comprehend text? 2. Do you preview and predict to comprehend text? 3. Do you preview and predict to comprehend text? 4. Do you preview and predict to comprehend text?	4. Do you preview and predict to comprehend text? 3. Do you preview and predict to comprehend text? 2. Do you preview and predict to comprehend text? 1. Do you preview and predict to comprehend text?
4. Use Context to Determine Meaning	1. Do you use context to determine meaning? 2. Do you use context to determine meaning? 3. Do you use context to determine meaning? 4. Do you use context to determine meaning?	4. Do you use context to determine meaning? 3. Do you use context to determine meaning? 2. Do you use context to determine meaning? 1. Do you use context to determine meaning?

Grade 8 Assessment **SG1.30** Unit 1 | Crossing Between Cultures

Reading Comprehension Test
A1.13–A1.16

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 1

My grandmother grew up in Brazil. She loved to be surrounded by plants. Grandma always says, "Plants remind me of my childhood!" Even though she already has plants all over her yard, she insists on getting more and more.

Inside her house, potted tropical houseplants hang on hooks. Some plants line the bookshelves. The living room has the most plants. My two older brothers call it the Amazon Room because the walls are hidden by plants. When you walk in, you see green leaves curling up from pots. Plants dot the room with color.

One night I slept in a sleeping bag on the floor of Grandma's living room. I was excited to be "camping out" because it would allow me to sleep in a real jungle but without the bad ground. Grandma made a fire in the fireplace that night so I could roast marshmallows and read by the light. I read until it was quiet late and the fire was going out.

Next thing I knew, I was dreaming about walking through a tangle of greenery, pushing leaves and vines aside to clear a path. The more vines I pushed away, the more trees seemed to be blocking my path. The vines were beginning to wind around my legs. I was having trouble walking. Then I tripped and began to fall.

When I woke up, I was sitting upright in my sleeping bag. The smell of the fire and the flowers reminded me that I was in the Amazon Room. Everything was quiet, and I smelled of damp soil. I breathed deeply, lay down, and went back to sleep in Grandma's delicious jungle.

Grade 8 Assessment **A1.4** Unit 1 | Crossing Between Cultures

Oral Reading Assessment Unit 1

Grade	Accuracy	Rate	Fluency	Comprehension
8	100%	100%	100%	100%
7	100%	100%	100%	100%
6	100%	100%	100%	100%
5	100%	100%	100%	100%
4	100%	100%	100%	100%
3	100%	100%	100%	100%
2	100%	100%	100%	100%
1	100%	100%	100%	100%

Grade 8 Assessment **A1.5** Unit 1 | Crossing Between Cultures

Oral Reading Assessment Unit 1

Grade	Accuracy	Rate	Fluency	Comprehension
8	100%	100%	100%	100%
7	100%	100%	100%	100%
6	100%	100%	100%	100%
5	100%	100%	100%	100%
4	100%	100%	100%	100%
3	100%	100%	100%	100%
2	100%	100%	100%	100%
1	100%	100%	100%	100%

Grade 8 Assessment **A1.6** Unit 1 | Crossing Between Cultures

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with On Level students this week.

Vocabulary and Spelling

- Consult References: Dictionary
- Spell Words with Short o
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 1, Week 2

Directions: Read the questions. Use the dictionary entries to choose the best answer.

graduate (grə-ju-ē-ti) *verb* To receive a diploma. **2** to mark with measurements. **3** to pass from one stage of experience to another. **4** to pass from one stage of experience to another.

member (mē-mb-er) *noun* **1** a student who helps a teacher. **2** a hospital fund. **3** a type of ship. **4** to watch or keep track of work.

1 Which meaning of *graduate* is used in this sentence?
 Carlos will graduate from high school in May.
 meaning 1
 meaning 2
 meaning 3
 meaning 4

2 Which meaning of *graduate* is used in this sentence?
 After learning to make cupcakes, I use gradually to bring my cakes.
 meaning 1
 meaning 2
 meaning 3
 meaning 4

Grade 8 Assessment **A1.17** Unit 1 | Crossing Between Cultures

Spelling Words

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

Word of the Week Short o

1. accommodate The community changed to accommodate newcomers.
2. aristocracy The country was governed by early, aristocratic and other members of the aristocracy.
3. autonomy The founders of the United States wanted autonomy from England.
4. adopted Mexico is where I was born, but America is my adopted country.
5. compromise The senator made a compromise to settle an argument about the immigration law.
6. correspondence Most of his correspondence with his relatives in Spain is through email.
7. defy The U.S. Constitution has grand, defiant ideals.
8. modify When people move to a new place, they often have to modify their daily routines.
9. occupy The new students will occupy these seats.
10. optimistic I am optimistic about our new home.
11. policy The government changed its policy on how to apply for citizenship.
12. prosper Immigrants hope to earn money and prosper.
13. province They moved from the Canadian province of Alberta to the state of Colorado.
14. scholar Our new professor was a scholar in the country where she used to live.
15. tolerate Most nations do not tolerate illegal immigration.

Watch-Out Words

16. air I took a glimpse of air when the lawyer read the will.
17. heir I was the heir to a fortune left by my immigrant aunt.
18. feat Building the Capitol Dome was a great accomplishment, or feat.
19. feet How many feet high is the dome?

Grade 8 Assessment **A1.18** Unit 1 | Crossing Between Cultures

Vocabulary Test
A1.17

Spelling Pretest/
Spelling Test
T27k

Grammar and Writing

- Use Clauses and Phrases
- Use Complete Sentences
- Introduce a Topic

Writing, Revising, and Editing Test Unit 1, Week 2

Directions: Read the paragraph. Then answer the questions.

In 1 people immigrated from China to the United States. The new immigrants worked as miners and helped build railroads in California. When the railroads were 2 of the immigrants moved to New York. By 1850, the east side of New York City was home to many Chinese immigrants and Chinese-Americans. The neighborhood they lived in 3. Due to immigration 4 moved after 1850. 5 came later when a new law was passed. More people from China moved to New York and opened markets, restaurants, and factories. As the area continued to 6 became an important part of New York City.

1 Choose the answer that goes in Blank 1.
 1840, many
 1850, many
 1840, when many
 1840, when many

2 Choose the answer that goes in Blank 2.
 completed. Many
 completed, many
 completed, and many
 completed so that many

3 Choose the answer that goes in Blank 3.
 which is part of Manhattan
 is now called Chinatown
 at the time they arrived
 to build a community

4 Choose the answer that goes in Blank 4.
 less, population growth
 less, population growth
 less and population growth
 less when population growth

Grade 8 Assessment **A1.18** Unit 1 | Crossing Between Cultures

Writing, Revising, and Editing Test Unit 1, Week 2

Directions: Read the paragraph. Then answer the questions.

Your class is writing about reasons people still come to the United States today. Write an opening paragraph that introduces the topic of your essay. Underline the topic.

1 Choose the answer that goes in Blank 5.
 to help
 However,
 More newcomers
 After many decades,

2 Choose the answer that goes in Blank 6.
 grew and
 grew in
 grew it
 grew it

Grade 8 Assessment **A1.19** Unit 1 | Crossing Between Cultures

Writing Rubric

Grade	Topic	Introduction	Body	Conclusion
8	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
7	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
6	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
5	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
4	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
3	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
2	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.
1	Topic	1. The student introduces the topic and states a clear purpose for writing.	1. The student develops the topic with relevant details and examples.	1. The student concludes the writing with a clear ending.

Grade 8 Assessment **A1.43** Unit 1 | Crossing Between Cultures

Writing, Revising, and Editing Test
A1.18–A1.19

Writing Rubric
A1.43

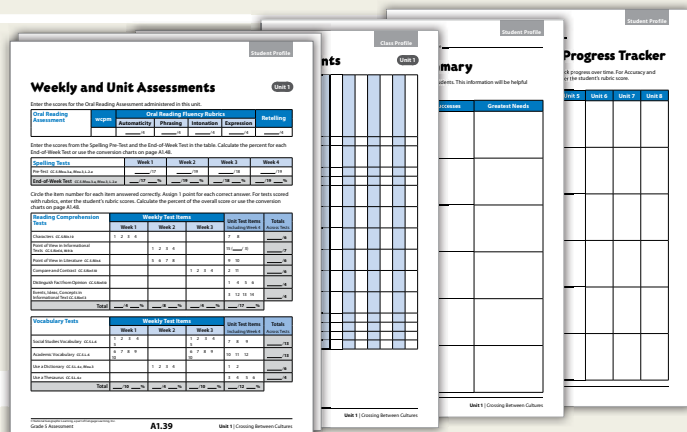


ExamView®



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

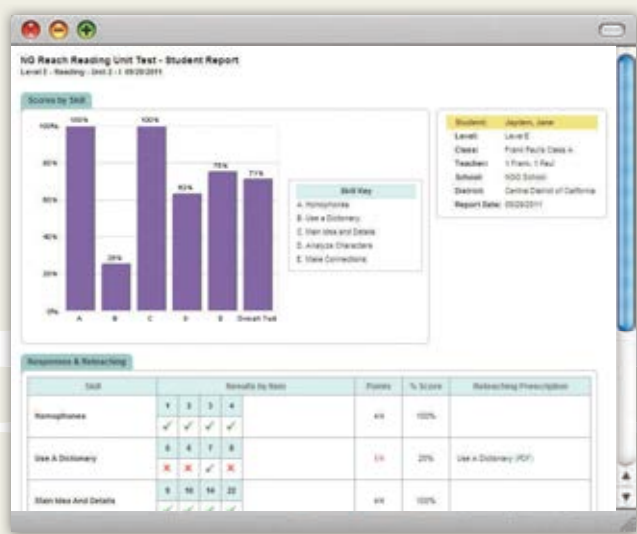
- RETEACH**
- Compare Viewpoints:** Reteaching Master RT1.4
- Plan and Monitor:** Reteaching Master RT1.5
- ADDITIONAL PRACTICE**
- Comprehension Coach** NGReach.com

Fluency

- RETEACH**
- Fluency Routines,** page BP33
- ADDITIONAL PRACTICE**
- Comprehension Coach** NGReach.com

Vocabulary and Spelling

- RETEACH**
- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52
- ADDITIONAL PRACTICE**
- Vocabulary Games** NGReach.com
- Daily Spelling Practice,** pages T27k–T27l



ONLINE ONLY Automated Reports

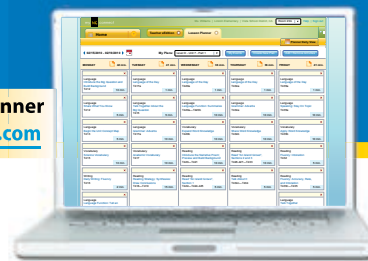
- Student Profile:** Weekly and Unit Tests
- Class Profile:** Weekly and Unit Tests
- Standards Summary Report**

Grammar and Writing

- RETEACH**
- Sentences and Clauses:** Anthology Handbook, pages 637–638
- Phrases:** Anthology Handbook, page 654
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Ideas:** Reteaching Master RT1.6
- ADDITIONAL PRACTICE**
- More Grammar Practice** PM1.16
- Daily Writing Skills Practice,** pages T27o–T27p



Week 3 Planner


Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 🕒 5–10 minutes	Academic Talk CC.5.SL.1.c ☑ Ask and Answer Questions T38	Academic Talk CC.5.SL.1.c Clarify Information T40a
	Language and Vocabulary 🕒 20 minutes	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.L.2.e ☑ Words with Short <i>i, u</i> and Commonly Misspelled Words T37s Daily Grammar CC.5.L.1 ☑ Negative Sentences T37u Social Studies Vocabulary CC.5.Rinf.4; CC.5.L.6 ☑ Learn Key Words T38 citizenship compare contrast custom ethnic foreign origin	Daily Spelling and Word Work CC.5.Rfou.3; CC.5.L.2.e ☑ Practice T37s Daily Grammar CC.5.L.1 ☑ More Negative Sentences T37u Academic Vocabulary CC.5.Rinf.4; CC.5.L.6 ☑ Learn More Key Words T40a adapt challenge clarify diversity identity monitor society
	Reading 🕒 20–40 minutes	Reading Read Aloud: Autobiography T39a Comprehension CC.5.Rinf.10; CC.5.L.6 ☑ Compare and Contrast T39a	Reading CC.5.Rinf.10; CC.5.Rfou.4 Read an Interview; Read and Build Comprehension T42 Comprehension CC.5.Rinf.10; CC.5.L.6 ☑ Plan and Monitor: Monitor and Clarify T42
	Writing 🕒 15–45 minutes	Power Writing T38 CC.5.W.10 Daily Writing Skills CC.5.W.2.b; CC.5.W.4 ☑ Choose and Focus a Topic: Develop Research Questions T37w Writing CC.5.W.10 ☑ Write to Compare and Contrast T40 Research Project: Immigration CC.5.W.2.a; CC.5.W.7; CC.5.SL.4 ☑ Plan T61a–T61b	Power Writing T40a CC.5.W.10 Daily Writing Skills CC.5.W.2.b; CC.5.W.4 ☑ Choose and Focus a Topic: Develop Research Questions T37w Writing CC.5.W.10; CC.5.W.2; CC.5.W.9.a ☑ Write to Clarify Text T42 Research Project: Immigration CC.5.W.2.a; CC.5.W.7; CC.5.SL.4 ☑ Research T61a–T61b
	Fluency CC.5.Rfou.4 ☑ Model Phrasing T39a	Fluency CC.5.Rfou.4 ☑ Practice Phrasing T42	

SMALL GROUP READING TIME		Read Social Studies Articles	Read Nonfiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG17 Reading CC.5.Rinf.1; CC.5.Rinf.3; CC.5.Rinf.10 Explain Relationships Between Events in Texts SG16 Build Comprehension SG17	Vocabulary CC.5.L.6 Learn Story Words SG18–SG19 Reading CC.5.Rinf.10 Introduce SG18–SG19 Read SG20–SG21 ☑ Compare and Contrast SG20–SG21 ☑ Monitor and Clarify SG20–SG21
			

LEARNING STATION TIME		
🕒 20 minutes		Speaking and Listening T37q CC.5.SL.1.c; CC.5.L.1; CC.5.SL.4 Language and Vocabulary T37q CC.5.L.6 Writing T37q CC.5.W.3.b; CC.5.L.5; CC.5.W.1.a Cross-Curricular T37r CC.5.W.7; CC.5.W.2.a; CC.5.W.8; CC.5.W.2 Reading and Intervention T37r; SG68 CC.5.Rfou.4; CC.5.Rinf.10; CC.5.SL.4; CC.5.Rfou.3; CC.5.Rfou.3.a

Big Question How can where you are change who you are?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.1.a
Preview and Predict T44

Daily Spelling and Word Work CC.5.Rfou.3.a;
CC.5.L.2.e; CC.5.L.4.e; CC.5.L.5.c
✓ Practice T37t

Daily Grammar CC.5.L.1.a; CC.5.L.1.e
✓ Correlative Conjunctions T37v

Vocabulary Practice CC.5.L.6
✓ Expand Word Knowledge T44

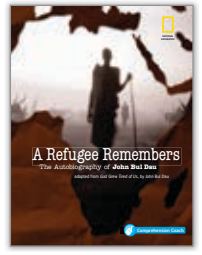
Reading CC.5.Rfou.4.a;
CC.5.Rinf.10
Read an Autobiography T45–T52

Comprehension CC.5.Rinf.10;
CC.5.L.6; CC.5.L.5.a
✓ Compare and Contrast T48–49, T50–51

✓ Plan and Monitor: Monitor and Clarify T48–49, T50–51

Interpret Figurative Language T46–47

Fluency CC.5.Rfou.4
✓ Practice Phrasing, Accuracy, and Rate T46–47



Power Writing T44 CC.5.W.10

Daily Writing Skills CC.5.W.2.b; CC.5.W.4
✓ Choose and Focus a Topic: Develop Research Questions T37x

Writing CC.5.W.10; CC.5.W.3
✓ Write from Two Points of View T52–53

Research Project: Immigration CC.5.W.2.a; CC.5.W.7;
CC.5.SL.4
✓ Research T61

Day 4

Read and Comprehend

Academic Talk CC.5.Rinf.2; CC.5.SL.2
Summarize Reading T54

Daily Spelling and Word Work CC.5.Rfou.3.a;
CC.5.L.2.e
✓ Practice T37t

Daily Grammar CC.5.L.1; CC.5.L.1.a; CC.5.L.1.e;
CC.5.W.5
Grammar and Writing T37v

Vocabulary Practice CC.5.L.6
✓ Share Word Knowledge T54

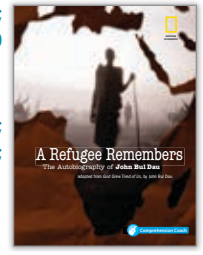
Reading CC.5.Rfou.4.a;
CC.5.Rinf.10
Read an Autobiography T55–T58

Comprehension CC.5.Rinf.10;
CC.5.L.6; CC.5.Rinf.1
✓ Compare and Contrast T55

✓ Plan and Monitor: Monitor and Clarify T56, T58

Compare Points of View T57

Fluency CC.5.Rfou.4
✓ Practice Phrasing, Accuracy, and Rate T55



Power Writing T54 CC.5.W.10

Daily Writing Skills CC.5.W.2.b; CC.5.W.4
✓ Choose and Focus a Topic: Develop Research Questions T37x

Writing CC.5.W.10; CC.5.W.3;
CC.5.W.3.b
✓ Write a First-Person Narrative T59

Research Project: Immigration CC.5.W.2.a; CC.5.W.7;
CC.5.SL.4
✓ Organize T61b

Day 5

Review and Apply

Academic Talk CC.5.Rinf.3 ; CC.5.SL.1.c
Talk About It T60

Daily Grammar CC.5.L.1; CC.5.L.1.a; CC.5.L.1.e
Review T37v

Vocabulary Practice CC.5.L.6
✓ Apply Word Knowledge T59a

Reading CC.5.Rfou.4.a;
CC.5.Rinf.10
Reread an Autobiography T45–T58

Comprehension CC.5.Rlit.10
✓ Revise and Retell: Compare and Contrast T60a–T61

Fluency CC.5.Rfou.4
✓ Check Phrasing, Accuracy, and Rate T61

Power Writing T59a CC.5.W.10

Daily Writing Skills CC.5.W.2.b; CC.5.W.4
✓ Choose and Focus a Topic: Develop Research Questions T37x

Writing CC.5.W.1
✓ Write About It T60

Research Project: Immigration CC.5.W.2.a; CC.5.W.7;
CC.5.SL.4
✓ Present T61b

Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG20–SG21

Reading CC.5.Rinf.10
Read and Integrate Ideas SG20–SG21

✓ Compare and Contrast SG20–SG21

✓ Monitor and Clarify SG20–SG21



Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG20–SG21

Reading CC.5.Rinf.10
Read and Integrate Ideas SG20–SG21

✓ Compare and Contrast SG20–SG21

✓ Monitor and Clarify SG20–SG21



Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG21

Reading CC.5.Rlit.3;
CC.5.Rlit.10;
CC.5.SL.1.a
Connect Across Texts SG21

Writing CC.5.W.2
Choose a Writing Option SG21



ASSESSMENT & RETEACHING



ASSESSMENT & RETEACHING

Assessment and Reteaching T61c–T61d

✓ Reading Comprehension Test A1.20–A1.21 CC.5.Rlit.2

✓ Reading Strategy Assessment SG1.30–SG1.31 CC.5.Rlit.10

✓ Oral Reading Assessment A1.4–A1.6 CC.5.Rfou.4.a

✓ Vocabulary Test A1.22–A1.23 CC.5.L.4.b; CC.5.L.6

✓ Spelling Test: Words with Short *i, u* and Commonly Misspelled Words T37s CC.5.Rfou.3.a;
CC.5.Rfou.3;
CC.5.L.2.e

✓ Writing, Revising, and Editing Test A1.24–A1.25 CC.5.W.10

Reteaching Masters RT1.7–RT1.8 CC.5.Rinf.5; CC.5.Rinf.10

Week 3 Learning Stations

Speaking and Listening

Option 1: Fit In? Stand Out!



Fit In? Stand Out!

1. Think about what you do best. Draw a picture to show how you like to stand out at a skill or talent.

2. Write a caption to go with your picture.

Talk Together

Share your picture. Talk about how you and other people like to stand out.

I like to stand out for _____

People like to stand out for _____

Ask questions about your classmates' pictures.

Can you _____?

Do you like _____?

I like to stand out for playing the clarinet.

Can you play the clarinet? Do you like to stand out for things they do best?

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 9

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

drawing paper • colored markers

Pose and Respond to Questions

CC.5.SL.1.c

Option 2: Documentary Film



Resources

1. Choose your task

2. Choose a resource type

3. Choose a resource

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

Have students discuss the trailer to the documentary *God Grew Tired of Us*, about John Bul Dau's experience as a Sudanese Lost Boy.

To view the trailer, have students go to Unit 1 > Learning Stations > Week 3 > God Grew Tired of Us Trailer on [NGReach.com](https://www.ngreach.com).

Discuss Topics

CC.5.SL.1

Present an Opinion

CC.5.SL.4

Language and Vocabulary

Key Words

citizenship · custom · ethnic · foreign · origin
adapt · challenge · diversity · identity · society
contrast · monitor

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

identity: The beginning of something or where something came from.

People of the same culture, race, or country.

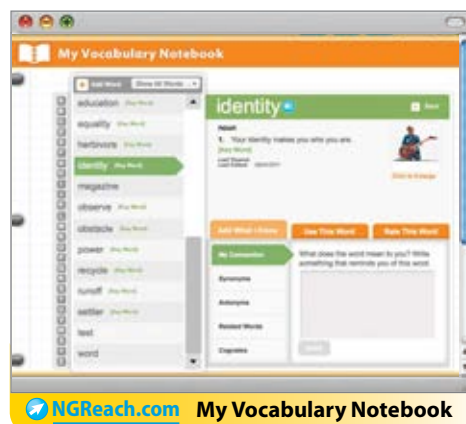
To change to fit a new situation.

What a person is.

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Option 2: My Vocabulary Notebook



My Vocabulary Notebook

identity

What does the word mean to you? Write something that reminds you of this word.

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

- Have students select a Key Word and then go to Add More Information > Use This Word > Write a Sentence.
- Have students use the Key Word in a descriptive sentence.
- Have students repeat for each Key Word.

Acquire and Use General Academic and Domain-Specific Words

CC.5.L.6

Writing

Option 1: It's Like This



It's Like This

1. Look at the **Language Builder Picture Cards**. Think about your neighborhood. Write a sentence that describes how you feel about where you live. Use a simile to make a comparison.

2. Use another simile in a sentence that explains why you feel the way you do about your neighborhood.

3. Continue adding to your sentences to create a poem.

Talk Together

Share your poem. Talk about how similes helped you express your ideas and feelings about where you live.

I feel like a tiny bird living in my city apartment.

My apartment is like a nest in a tall tree.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 10

Language Builder Picture Cards: F10, F11, F12, F13

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

Use Description

CC.5.W.3.b

Demonstrate Understanding of Figurative Language

CC.5.L.5

Option 2: Write a Plan

Display the writing prompt.

John Bul Dau wrote, "I plan to use my education to make life better in Africa and America." Write about how you can use your education to make life better.

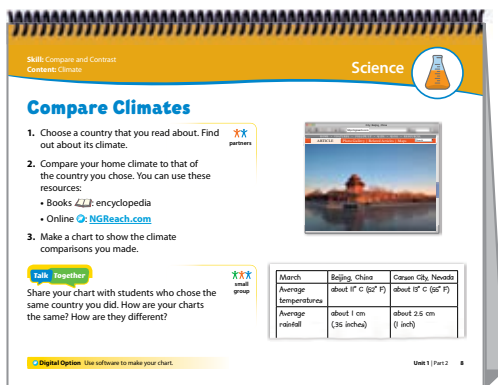
If students have trouble making the connection between what they learn and what they can do, encourage them to consider specific professions and their impact on the world.

State an Opinion



CC.5.W.1.a

Cross-Curricular

Option 1: Compare Climates



Compare Climates

- Choose a country that you read about. Find out about its climate.
- Compare your home climate to that of the country you chose. You can use these resources:
 - Books  encyclopedia
 - Online  NGReach.com
- Make a chart to show the climate comparisons you made.


Talk Together

Share your chart with students who chose the same country you did. How are your charts the same? How are they different?

March	Boiling China	Conson City, Nevada
Average temperature	about 17° C (62° F)	about 17° C (62° F)
Average rainfall	about 1 cm (2/16 inches)	about 2.5 cm (1 inch)

Digital Option Use software to make your chart.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 8
Teacher's Guide on  NGReach.com
encyclopedia

Include Illustrations CC.5.W.2.a
Conduct Research CC.5.W.7

Option 2: Summarize a Biography



NGReach.com Student Resources

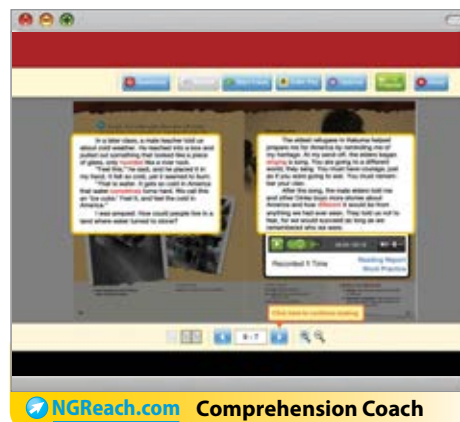
To have students read the biography of Annie Moore, go to Unit 1 > Learning Stations > Week 3 > Annie Moore on NGReach.com.

Have students write a short summary of Annie Moore's life. Tell them to include an explanation of her journey.

Write Informative/Explanatory Text to Convey Information CC.5.W.2
Conduct Research CC.5.W.7
Gather Information CC.5.W.8

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Read and Comprehend Informational Texts CC.5.Rinf.10
Read with Sufficient Accuracy and Fluency to Support Comprehension CC.5.Rfou.4

Option 2: Further Study

What I Knew	What I Learned

MATERIALS

article about *John Bul Dau*

Have students read an article about John Bul Dau's life. To view the article, have students go to Unit 1 > Learning Stations > Week 3 > John Bul Dau on NGReach.com.

After reading, have students reflect on what they knew about John Bul Dau before reading the article, and what new information they learned. Then have them complete the chart.

Direct partners to compare their charts and think of two things they have in common with John Bul Dau.

Read and Comprehend Informational Texts CC.5.Rinf.10
Report on a Text CC.5.SL.4

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.5.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.5.Rfou.3.a

For Reteaching Masters, see pages RT1.7–RT1.8

Additional Resources

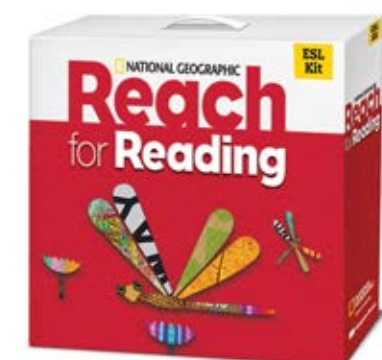
Reach into Phonics



Lessons 10, 11, and 12

Confirm or Self-Correct Word Recognition CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T38–T61

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Why People Immigrate

- ✔ Spell Words with Short *i, u*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Short *i, u*

1. adjustment	Learning to live in a new country can be a difficult adjustment .
2. bluntly	Did they hide the truth or bluntly tell the facts?
3. bundles	The refugees carried their belongings in bundles as they walked along the trail.
4. cherish	I love my heritage and will cherish it forever.
5. civilization	War harms our way of life, or our civilization .
6. classic	That story is classic , loved by readers for years and years.
7. destiny	She believed it was her destiny , or fate, to leave the land.
8. distinctive	That folk music is easy to recognize because of its distinctive sound.
9. discrimination	Did you experience discrimination or did people treat you fairly when you arrived?
10. festivity	They celebrated their citizenship with great festivity .
11. impression	When he saw the Statue of Liberty, he formed his first impression of America.
12. insult	It is rude to insult someone who may dress or speak differently than others.
13. suppress	It is unfair to suppress , or put an end to, people's right to freedom.
14. triumph	It is a victory when good people triumph over bad rulers.
15. uproar	The angry workers were in an uproar over job cuts.

Watch-Out Words

16. idle	The newcomer worked hard all day, but found herself idle in the evenings.
17. idol	She read and admired the poems of a famous writer, who became her idol .
18. idyll	She read aloud one short, pleasant poem, or idyll .

Syllable Categories

Day 2



Option 1

Teach

Display *classic* with a line between the syllables: *clas/sic*. Say the word and point to the syllables: *When a syllable ends with a consonant, the vowel is usually short*. Repeat with *adjustment*: *ad/just/ment*.

Prepare

- Have partners make two lists for the first 15 spelling words, one list for the *i* words and one list for the *u* words.
- For the *i* words, have students copy the chart below. For the *u* words, have them make a 2-column chart with the headings *Short u in First Syllable* and *Short u in Second Syllable*.

Practice

Short <i>i</i> in First Syllable	Short <i>i</i> in Second Syllable	Short <i>i</i> in More Than One Syllable
insult	cherish	distinctive

- Have partners look up the syllabication for each word.
- Have students classify the words on each chart.

Apply Phonics Skills
Consult References

CC.5.Rfou.3
CC.5.L.2.e

Homophone Hints

Day 2



Option 2

Play a Game

Have students create hints to aid in remembering each Watch-Out Word. For example, students can emphasize the letters in this sentence that spell *idle*: When I am *idle*, I *do* *little*. They can draw a face in the *o* in *idol* to remember that an idol might be a person. Then they can draw flowers or treetops on the *ll* in *idyll* to remember the pleasant, peaceful connotation of the word.

Consult References

CC.5.L.2.e

Oh No!

Day 3



Option 1

MATERIALS

index cards, 20 per group • timer

Prepare

Have each group write each spelling word on a separate card, and the phrase “Oh no!” on the last two cards.

Play a Game

- Have students shuffle all the cards, including the “Oh no!” cards, and place them face down in a pile.
- Have each student take a turn selecting a card and reading it aloud to the person on his or her right.
- That person spells the word. If it is correct, the speller keeps the card. If not, it goes back in the pile.
- If a student draws an “Oh no!” card, all the cards he or she has gathered go back in the pile.
- When time is called, the player with the most cards wins.

uproar

Oh no!

Use Letter-Sound Correspondences and Syllabication to Read
Multisyllabic Words
Spell Grade-Appropriate Words

CC.5.Rfou.3.a
CC.5.L.2.e

Word Webs

Day 3



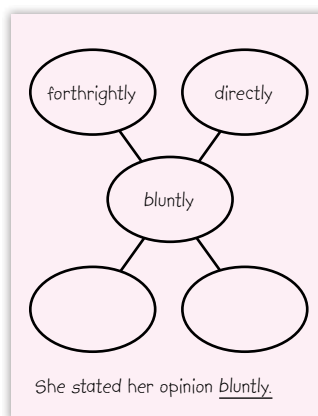
Option 2

MATERIALS

thesauruses or dictionaries

Use Graphic Organizers

- Have partners make a word web for each of the following words: *bluntly*, *bundles*, *cherish*, *destiny*, *distinctive*, *impression*, *insult*, *triumph*.
- Have students write the spelling word in the center.
- Have them use a thesaurus to find synonyms to add to the web.
- At the bottom of the web, have students write an original sentence using the spelling word.



Word Web

Consult Print References
Use Synonyms

CC.5.L.4.e
CC.5.L.5.c

Fill in the Blank

Day 4



Option 1

MATERIALS

index cards, 18 per pair of students • envelope • eraser

Prepare

- Have pairs of students write a sentence for each spelling word on a separate card. Have them leave a blank for the word.
- Have students put the sentences in the envelope and give the envelope to another pair of partners.

Play a Game

- Have students take turns drawing cards from the envelope and writing the missing word in the sentence. Have students check each other's work against the spelling list.
- If a word is correct, the student gets a point. If not, the student must erase the word and return the card to the envelope.
- Have students play until all the sentences have been correctly completed. The partner with more points is the winner.

Spell Grade-Appropriate Words

CC.5.L.2.e

Mystery Words

Day 4



Option 2

Prepare

- Assign a “mystery word” to each pair of students.
- Have partners work together to create five clues to help other students identify the word.
- Have partners arrange the order of the clues so that each clue helps narrow down the possibilities, with the last clue being the most obvious.

Play a Game

- Have each pair of students present its clues to the other players, one clue at a time.
- After hearing each clue, the other players write down all the words that match the clues to that point.
- After the next clue, students cross off words that do not match the new clue.
- When a student has the answer, he or she calls it out.
- As soon as the correct word has been called, the next pair presents its clues. Continue until all “mystery words” have been identified.

Use Letter-Sound Correspondences and Syllabication to
Read Multisyllabic Words

CC.5.Rfou.3.a

OBJECTIVES

Thematic Connection: Why People Immigrate

- ✓ Grammar: Use Negative Sentences
- ✓ Grammar: Use Correlative Conjunctions

COMMON CORE STANDARDS

- | | |
|--|------------|
| Edit Writing | CC.5.W.5 |
| Demonstrate Command of Grammar and Usage | CC.5.L.1 |
| Explain Conjunctions | CC.5.L.1.a |

Day 1

PROGRAM RESOURCES

Negative Sentences: eVisual 1.22

Teach the Rules

Use the suggestion on page T40 to introduce negative sentences. Then display eVisual 1.22.

Negative Sentences

- A **negative sentence** uses a negative word to say “no.” Some negative words are **no**, **not**, **never**, and **none**.
 - He **never** saw his family in Uganda again.
 - Life in a foreign country is **not** easy.
- Use only one negative word in a sentence.
 - I never had ^{any} **no** problems in my new school.

NGReach.com Negative Sentences: eVisual 1.22

Write Negative Sentences

Display these sentences and have each partner copy them:

- We had peace in our village.
- There was enough food.
- Poor people are in the camp.
- I saw all of the soldiers.
- I have relatives in America.

Explain:

- Use *no, not, never, or none* to change each sentence to a negative sentence.
- Trade sentences with your partner and share ways of forming negative sentences. Check each other's work.

Differentiate

EL English Learners

ISSUE Double negatives are used for emphasis in Haitian Creole and Spanish.

STRATEGY Show students that, in English, two negatives in a sentence actually cancel out each other. Provide sentences with double negatives. Guide students in crossing out one negative. Then choral read the sentence.

Day 2

PROGRAM RESOURCES

Game: Practice Master PM1.18

MATERIALS

3 coins per pair of students, index cards

Teach the Rules

Use the suggestion on page T43 to review negative sentences. Remind students: *A negative sentence uses a negative word to say “no.”* Display this chart to introduce more negative words.

no one	He spoke to <u>no one</u> when he arrived.
nothing	<u>Nothing</u> I see is familiar.
nobody	<u>Nobody</u> remains in the village.
nowhere	There is <u>nowhere</u> else to go.

Play a Game

Distribute **Practice Master PM1.18** and give each pair of students three coins to flip and use as markers. Have students read the directions and play “No, Not, Nobody!”

Name _____ Date _____

Grammar Game

No, Not, Nobody!

no	not	never	none
no one	nothing	nobody	nowhere

Directions:

- Write one negative word from the box above in each space on the game board.
- Take turns. Flip one coin, and use other coins as game markers. Move your marker forward two spaces for heads. Move back one space for tails.
- Use the word you land on in a sentence.
- The first player to land directly on “Finish” after circling the game board at least once wins.

For use with TE in T37u PM1.18 Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.18

Differentiate

BL Below Level

ISSUE Students have difficulty generating sentences for the game.

STRATEGY Have students copy simple sentence frames, like the ones below, on index cards:

- I see _____. (no one)
- I go _____. (nowhere)
- I know _____ of them. (none)

Have partners complete each frame with a different negative word from **Practice Master 1.18**. Tell them to read the sentences to make sure they make sense, then use the sentences to play the game.



Day 3

PROGRAM RESOURCES

Correlative Conjunctions:
eVisual 1.25

MATERIALS

index cards, 10 per pair of students

Teach the Rules

Use the suggestion on page T52–53 to review conjunctions. Explain: *A conjunction connects words or groups of words.* Then display eVisual 1.25 to introduce a particular kind of conjunction.

Correlative Conjunctions

- Correlative conjunctions** are used in pairs. A pair connects words or phrases.

Neither my cousin nor his brother speaks Spanish.

They will go either to Canada or to Mexico.
- Other correlative conjunctions are: whether . . . or both . . . and not only . . . but also

Both my aunt and her husband miss their country of origin.

I am not only Chinese but also French.

NGReach.com Correlative Conjunctions: eVisual 1.25

Play a Game

Have partners play “Concentration.” Explain:

- Write each conjunction from the eVisual on a separate index card for a total of 10 cards.
- Place the cards face down and mix them up.
- Take turns turning over two cards. If the words go together, say a sentence with the correlative conjunctions and keep the cards.
- Play until all cards are gone. The winner has more cards.

Differentiate

BL Below Level

ISSUE Students become confused about whether to use *nor* or *or* after *neither*.

STRATEGY Have partners create a memory device to help them remember that *nor* goes with *neither*. (Possible response: They both begin with *n*.)

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM1.19

Grammar and Writing

Distribute **Practice Master PM1.19**. Have students use editing and proofreading marks to correct errors with negative sentences and correlative conjunctions.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- negative sentences
- correlative conjunctions

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

Both Uncle Ahmed ^{and} Aunt Demet are happy that they left their homeland many years ago. Yet it was ^{not} an easy decision to make. They love not only their homeland ^{but} the family members they left behind. According to Aunt Demet, they did not have ^{no} choice. There was neither economic opportunity ^{nor} political stability in their country. Today, my aunt and uncle are happy and successful. They not only run a business ^{but} also volunteer in the community. They help local organizations whether they are busy ^{and} not. They don't want ^{anywhere} to be ^{nowhere} else, although they have ^{never} forgotten their origins. They contact family members all the time, and they don't have ^{any} hesitation about flying back home often.

For use with TE, T32x PM1.19 Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.19

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A1.24–A1.25

Review and Assess

Display the list below. Allow students two minutes to circle the seven negative words and the five correlative conjunction pairs in the list. Then have students choose two negative words and two correlative conjunction pairs and write a sentence using each.

- | | | |
|-------------|-------------------|----------------|
| no | not only—but also | today—tomorrow |
| why—because | none | here—there |
| always | many | now—later |
| neither—nor | either—or | no one |
| not | never | whether—or |
| both—and | nothing | nowhere |
| a few | some | |

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

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Why People Immigrate

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

COMMON CORE STANDARDS

Develop Topic
Use Appropriate Development and Organization

CC.5.W.2.b
CC.5.W.4

Introduce

Day 1



PROGRAM RESOURCES

Narrowing a Topic: eVisual 1.23

Research Questions Planning Chart: eVisual 1.24

Teach the Skill

Explain: *Choosing and narrowing a topic is the first step in planning a research report. First consider your report's length, audience, and purpose.*

Display eVisual 1.23.

NGReach.com Narrowing a Topic: eVisual 1.23

INTERACTIVE WHITEBOARD TIP: Have a volunteer add another option for a narrow topic.

Read aloud the diagram. Explain: *The writer is planning a two-page report for his history class. His purpose is to highlight the immigration experience. The topic "immigrants" was too broad to meet his goals, so he narrowed it.*

Explain that the next step is to ask questions: *To help guide his research, the writer then thinks of the main question he will try to answer, and specific questions he can ask to support his main question.*

Topic	one immigrant: Andy Grove
Main Question	What has his experience been like?
Specific Questions	<ul style="list-style-type: none"> • Why did he immigrate? • How did he fit in?

NGReach.com Research Questions: eVisual 1.24

INTERACTIVE WHITEBOARD TIP: Highlight *Why, Who, How, and What*.

Narrow a Topic

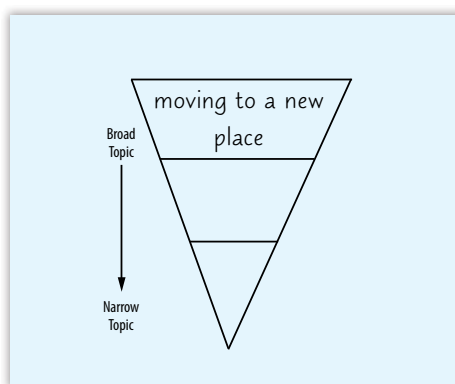
Day 2



Option 1

Introduce

Have partners brainstorm a topic related to moving to a new place that they could narrow, research, and write about. Explain that the report should be no longer than three-paragraphs and should be written for the benefit of young people who might be moving. Display the chart.



Practice

Tell partners to consider their report's length, audience, and purpose as they narrow their topic. Then invite partners to share with the class how they narrowed their topic for their audience and purpose.

Narrow a Topic

Day 2



Option 2

MATERIALS

one large piece of paper per group • four different colors of markers

Introduce

Have groups of four use a modified form of **Team Word Webbing** to choose and narrow a topic. (See Cooperative Learning Routines, pages PD59.) To begin, have each group decide on an audience and purpose for writing.

Practice

Give each student a different colored marker. Each student writes a broad topic on the part of the paper nearest him or her. Students rotate the paper, and each student narrows down the topic facing him or her. Students rotate the paper again, and each student further focuses the narrowed topic. Students continue rotating the paper until they can no longer narrow the topic in front of them.



SUGGESTED PACING

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

Ask Research Questions

Day 3 Option 1

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards F5, F6, F7, F8, F9

Introduce

Arrange students in small groups. Display the pictures of meals and have each group select one image. Tell each group that they will use the image they chose as a topic for research.

Practice

Display the chart below.

Topic	A delicious _____ meal
Main Question	
Specific Questions	

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

Ask Research Questions

Day 3 Option 2

MATERIALS

one large sheet of paper per group

Introduce

Have students work in the same groups with which they did **Team Word Webbing** on Day 2, or in groups of their choice. Tell them to choose one of their narrowed topics. It does not need to be the narrowest of all the topics.

Practice

Have students complete a chart like the one above, with main and specific questions to guide their research. Tell them to keep in mind the audience and purpose they chose on Day 2 as they write questions that begin with words such as *who*, *what*, *where*, *when*, *why*, *how*, and *which*.

Write a Blog

Day 4

MATERIALS

map or globe

Introduce

Tell students to pretend that their family is immigrating to another country, and they are going to write blogs for friends back home about their journeys.

Have students study a map or globe. Tell them to choose a country as an imaginary destination.

Practice

Have each student choose a focused topic for one day's blog about their journey. They might focus on what they see, feel, or do.

Have students

- write three research questions to guide their research
- conduct research on the Web site to answer the questions
- write an opening paragraph of a blog about their topic.

Review and Assess

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A1.24–A1.25

MATERIALS

timer

Review the Skill

Have students work in small groups to narrow the research topic in the chart below. Set the timer for ten minutes and have groups work together to complete the form as if they are planning their research.

General topic: Moving to a new place in America
Length of Report: _____
Audience: _____
Purpose: _____
Narrow topic: _____
Main research question: _____
Three specific research questions:

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

OBJECTIVES

Thematic Connection: Why People Immigrate

- Use Domain-Specific Words
- Compare and Contrast to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Venn Diagram: Practice Master PM1.17

Family Newsletter 1

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 1.21

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Determine Meanings of Domain-Specific Words	CC.5.Rinf.4
Read and Comprehend Informational Text	CC.5.Rinf.10
Read with Sufficient Fluency	CC.5.Rfou.4

Writing


Write over Shorter Time for Specific Purposes	CC.5.W.10
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Speaking and Listening

Pose and Respond to Questions	CC.4.SL.1.c
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Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
Use Transitional Words and Phrases	CC.5.L.6



WARM-UP

Ask: *Did you ever go into a big store or museum and not be able to find what you were looking for?* Ask for volunteers to explain the strategies they used.

Academic Talk

1 Ask and Answer Questions Anthology page 38

Read the instructions and play the **Sing with Me Language Song** “Memories.”

Explain: *Listen carefully to what your partner has to say. Ask questions based on what you hear. Your partner, in turn, listens carefully to your questions and answers with specific details. You can ask more questions based on this new information.*

Use the dialogue in “Memories” to model asking and answering questions. Point to the first line and explain: *Joe asks his grandpa if he can remember his farm in Hungary.* Point to the second line and explain: *Grandpa doesn’t just say “yes.” He adds that he was Joe’s age when he left Hungary.* Model asking and answering questions with a volunteer. Then have pairs take the roles of Joe and his grandpa and continue the dialogue.

Social Studies Vocabulary

2 Key Words Anthology page 39

Explain and model using **Vocabulary Routine 1** and the word list on **Student eEdition** page 39 to teach the Key Words.

- **Pronounce the word** and point to the image: **citizenship**.
- **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:** **Citizenship** is belonging to a country.
- **Elaborate.** My uncle took an oath of **citizenship** when he moved here.

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

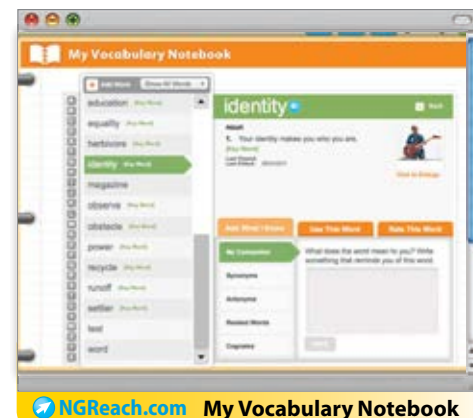
For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 39. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

citizenship · custom · ethnic
foreign · origin





Ask and Answer Questions

Listen to the dialogue between Joe and Grandpa Joseph. Then use **Language Frames** to ask and answer questions.

Language Frames

- Can you _____?
- Yes, I can. I _____.
- Do you like _____?
- Yes I do. I _____.

Memories Dialogue

- Joe:** Grandpa, can you remember your farm in Hungary?
- Grandpa:** Yes, I can. I was your age when we left.
- Joe:** Was it fun to live on a farm?
- Grandpa:** Yes, it was. But I like big cities, too.
- Joe:** Do you like New York?
- Grandpa:** Yes, I do. I love New York!



38

Key Words

- citizenship
- custom
- ethnic
- foreign
- origin

Key Words

Look at the photographs. Use **Key Words** and other words to talk about people's **customs** and their countries of **origin**.



▲ Every day in the United States, immigrants arrive from **foreign** countries.



▶ Many take the oath of **citizenship** to become United States citizens. ▶



◀ **Ethnic** foods, such as pizza, falafels, and spring rolls, were brought to the United States by immigrants.

Talk Together

Do you have to change who you are to fit in? Why? Try to use **Language Frames** from page 38 and **Key Words** to ask and answer this question with a partner.

39

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 38–39

3 Talk Together Anthology page 39

Explain that sometimes we all feel as if we don't fit in. Before pairs ask and answer the question, ask them to think about specific situations in which they have felt out of place.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words 

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

If students use words incorrectly, ask questions that use the words:

- What **foreign** country would you like to visit?
- Does your family have a Thanksgiving Day **custom**?
- What is your favorite **ethnic** food?

Encourage students to answer each question by repeating the Key Word: France is a **foreign** country that I would like to visit.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T37w–T37x)
- ✓ Power Writing (T38, T40a, T44, T54, T59a)
- ✓ Writing (T40, T42, T52–T53, T59, T60)

Differentiate

EL English Learners

ISSUE Students do not understand the definitions.

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

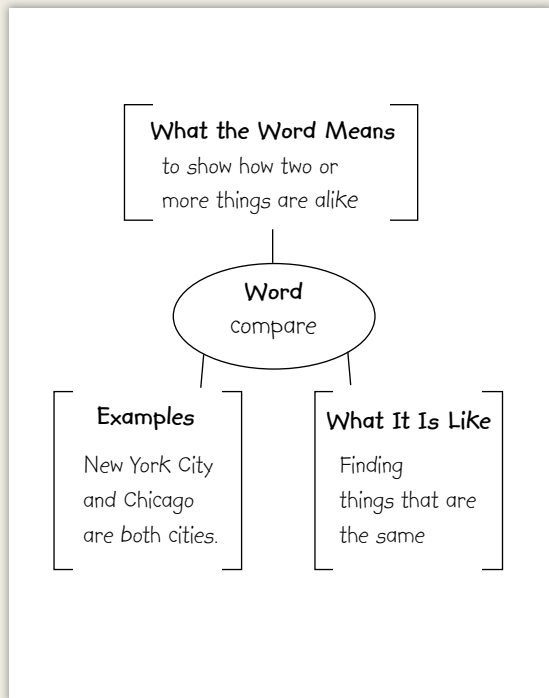
custom/costumbre ethnic/étnico(a)
origin/origen

AL Above Level

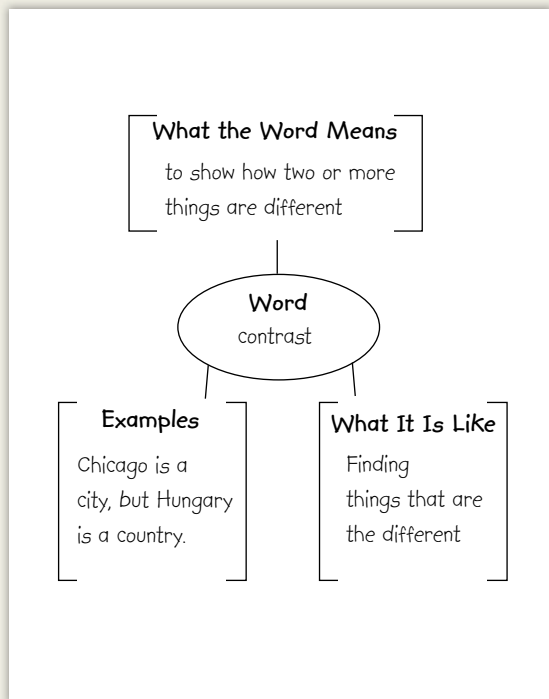
ISSUE Students already know the Key Words.

STRATEGY Have students think of other words derived from the Key Words, such as *ethnicity*, (*ethnic*); *customize* (*custom*); and so on.

Word Map



Word Map



Fluency

Model Phrasing Explain the concept: *Fluent readers let groups of words flow together instead of pausing after each word.* Model correct phrasing with sentences from “Grandpa’s Two Lives.” Have partners practice correct phrasing by reading aloud the dialogue “Memories” on **Anthology** page 38.

Comprehension

4 Compare and Contrast Anthology page 40

Project **Student eEdition** page 40 and read aloud the introductory sentence. Use Word Maps to teach the terms **compare** and **contrast**. Display **eVisual 1.21** and read aloud “Grandpa’s Two Lives.” Have students compare and contrast details.



Read Aloud

Autobiography

Grandpa’s Two Lives

When I was a young boy, I lived on a farm and took care of the farm animals. My parents worked hard all day growing wheat and corn. Often on Saturday evenings we traveled miles to the next farm to eat our favorite Hungarian dishes.

Our lives in Hungary changed greatly after the Second World War started. We left our farm—we left Hungary, our country of **origin**—and moved to a **foreign** land. I was 10 years old. Over time, the United States of America became our new country.

We settled in New York City amid towering skyscrapers and busy streets—so different from our quiet farm! Instead of working the farm, I delivered milk and sold newspapers. My parents worked hard, too, but they sewed clothes in a factory instead of working on a farm.

Not everything was different. On Saturday evenings we often met with our neighbors, but now our neighbors were the people in the next apartment, not another farmer who lived miles away. This new **custom** was much like the old one, though. We shared our **ethnic** foods and sang and danced late into the night.

NGReach.com Read Aloud: eVisual 1.21



INTERACTIVE WHITEBOARD TIP: Underline comparing words in blue and contrasting words in red.

5 Map and Talk Anthology page 40

After students review how to fill in a Venn diagram, ask questions such as: *What details did Grandpa provide about Hungary? About New York? What things did the two places have in common?*

6 Talk Together Anthology page 40

Have students use **Practice Master PM1.17** to fill out a Venn diagram comparing and contrasting a day at school and a day at home.

Check & Reteach

OBJECTIVE: Compare and Contrast to Comprehend Text

If students have difficulty, help them distinguish between life on the farm and life in the city by asking and having them answer questions. Ask: *Do you grow crops on a farm?* (Yes.) *Do you grow crops in the city?* (No.) Explain: *Then write “grow crops” under “Joseph on Farm.”* Then ask: *Do you sew clothes in a factory on a farm?* (No.) *Do you sew clothes in a factory in the city?* (Yes.) Explain: *Then write “sew clothes in a factory” under “Joseph in City.”*



Compare and Contrast

When you **compare and contrast**, you think about how two things are alike and how they are different.



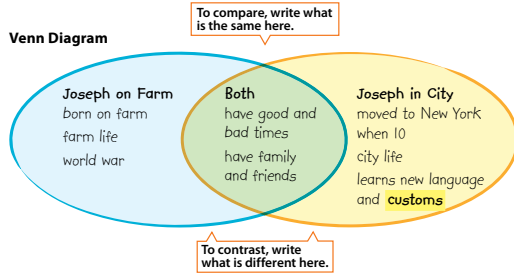
▲ Joseph on Farm

▲ Joseph in City

Map and Talk

You can use a Venn diagram to show how two things are alike and different.

Venn Diagram



Talk Together

Talk with your partner about a day at school and a day at home. Create a Venn diagram to compare and contrast these two days.

40

Anthology page 40

Writing

7 Write to Compare and Contrast

Introduce: *You are going to write sentences comparing and **contrasting** your day at home with your day at school.* Model the process with “Grandpa’s Two Lives.”

Think Aloud

First, I will **contrast** Grandpa Joseph’s two lives.

Then, I will **compare** Joseph’s two lives.

Write

Grandpa Joseph’s life in America is different from his life in Hungary in some ways. Instead of farming, Joseph delivers milk and sells newspapers.

In other ways, Joseph’s life is the same. He and his parents still work hard. They still visit neighbors on Saturday nights.

Have partners use the Venn diagram they prepared in **Talk Together** to help them write their sentences. Add their sentences to their Weekly Writing folders. For **Writing Routine 2**, see page BP48.

WRAP-UP

Ask students to imagine that they are moving to a new place. Have groups discuss how their lives would change.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T37s

Daily Grammar ✓

In the **Read Aloud**, revisit this sentence: “Not everything was different.” Point to the word *not*, and then use page T37u to teach negative sentences.

Daily Writing Skills ✓

Remind students that immigration is the topic of the passage about Grandpa Joseph. Then use page T37w to teach narrowing a topic and writing research questions.



Name _____ Date _____

Venn Diagram
Map and Talk

A Day at Home
Responses will vary, but should show how a day at home is unlike a day at school.

Both
Responses will vary, but should show how a day at home and a day at school are alike.

A Day at School
Responses will vary, but should show how a day at school is unlike a day at home.

Use this diagram to compare and contrast a day at school with a day at home. Then talk with a partner about it.

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OBJECTIVES

Thematic Connection: Why People Immigrate

- Use Academic Words
- Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES


TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook
- Family Newsletter 1

Power Writing

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

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



WARM-UP

Ask: *Think about what you would do if you were in a new city and were looking for a certain address. How would you find your way there?*

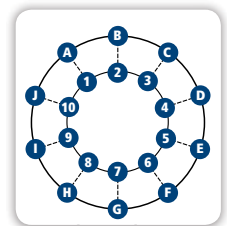
Academic Talk

1 Clarify Information

Explain: *It's important to clarify information when you aren't sure you understand something. To clarify, you can repeat the information in your own words or ask for more information.* Model the strategy with a volunteer. Ask the student to give a step-by-step explanation of how to send a text message to a family member. Repeat key information or ask for clarification, as needed.

Tell students to imagine they are "Travelers" and "Travel Guides." Have students ask questions and clarify destination information. Use an **Inside-Outside Circle**.

- Students on the outside are Travelers who ask a question about an attraction, hotel, or food.
- Students on the inside are Travel Guides who answer.
- Travelers ask for clarification and repeat the new information to make sure they understand. Guides confirm their understanding or provide additional information.
- At a signal, Travelers and Guides reverse positions.
- At a second signal, the outside circle moves clockwise one student, and the new partners continue the activity.



Inside-Outside Circle

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

Academic Vocabulary

2 More Key Words Anthology page 41

Explain: *Now we will learn some more words to help us communicate effectively.* Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition** to teach the Key Words.

- **Pronounce the word** and point to its picture: **adapt**.
- **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:** **Adapt** means to change.
- **Elaborate.** Relate the word to your experience: When we moved from a farm to the city, we **adapted** to the noise.

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

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

Key Words

adapt · challenge
diversity · identity
society

COMMON CORE STANDARDS

Reading

Read and Comprehend Literary Texts CC.5.Rlit10

Read with Sufficient Fluency CC.5.Rfou.4

Writing

Write Informative/Explanatory Texts to Convey Information CC.5.W.2

Apply Grade 5 Reading Standards CC.5.W.9.a

Write over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Pose and Respond to Questions CC.5.SL.1.c

Language and Vocabulary

Acquire and Use Academic Words, and use Transitional Words and Phrases CC.5.L.6

More Key Words

Use these words to talk about "A Refugee Remembers" and "American Stories."

adapt

(a-dapt) verb



If you **adapt**, you change. Visitors to Japan must **adapt** to a new way of eating.

challenge

(cha-lunj) noun



A **challenge** is a difficult task or situation. Carrying all the books at once is a **challenge**.

diversity

(di-ver-se-tē) noun



The **diversity** of a group is how different the members of the group are.

identity

(i-den-tu-tē) noun



Your **identity** makes you who you are. Playing music is part of this boy's **identity**.

society

(su-sī-u-tī) noun



A **society** is a group of people who share rules and customs. Our **society** has safety rules.

Talk Together

Work with a partner. Make a Word Web of examples for each key word.



Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

41

Anthology page 41

Have partners use page 41 to take turns repeating the routine for each word. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 41
After partners complete their Word Webs, have students share them with another pair.



Differentiate

EL English Learners

ISSUE Students do not understand the definitions.

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

adapt/adaptar *diversity/diversidad*
identity/identidad

BL Below Level

ISSUE Students have difficulty understanding the concept of identity.

STRATEGY Have students create a word web about themselves in answer to the question, "Who am I?" This will also prepare students for the Talk Together activity on **Anthology** page 41.

Check & Reteach

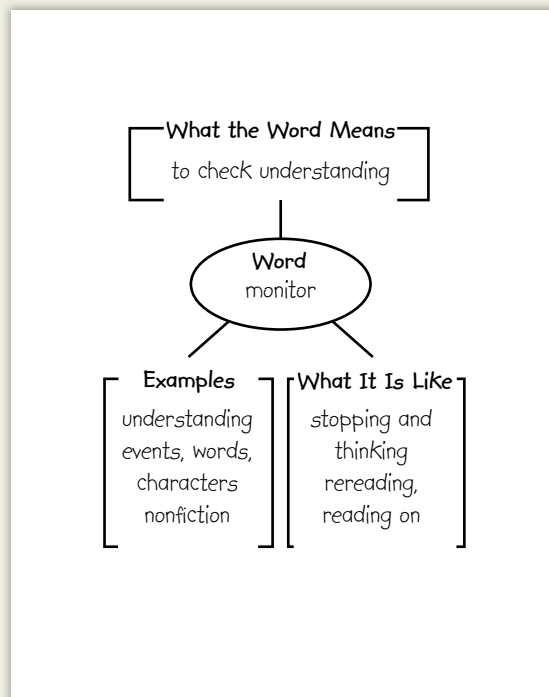
OBJECTIVE: Use Academic Words ✓

As partners create and share their Word Webs, listen for correct usage of the Key Words.

If students use words incorrectly, ask questions about the words:

- Which word means "a difficult task or situation"? (**challenge**)
- Which word describes "the thing that makes you who you are"? (**identity**)
- Which word means "a group of people who share rules and customs"? (**society**)

Word Map



Comprehension

4 Learn to Plan and Monitor Anthology page 42–43

Use a Word Map to teach the term **monitor**. Then project **Student eEdition** page 42 and chorally read the instructions. Point to details in the movie poster as you model how to monitor and clarify.

- *I see a movie poster with a picture of four hands and a paw holding a baseball bat.*
- *What might the picture of the hands and paw mean?*
- *I will read the movie title, The Sandlot, and the description at the top of the poster, “They’re more than a team. They’re the best buddies in the history of the world.”*
- *It means the movie is probably about a baseball team and their dog.*

5 Talk Together

Read aloud the instructions on page 43. Then have students read aloud the first exchange between Joe and Grandpa Joseph and the sample. Identify the details that help **clarify** students’ understanding of **ethnic diversity**. (everyone was from someplace else) Ask: *How does asking questions about the text help clarify Grandpa Joseph’s description of the United States?* (Possible response: It makes his comparison of Hungary and the United States clearer.)

Partners continue reading, pausing to monitor and clarify understanding.

Check & Reteach

OBJECTIVE: Monitor and Clarify to Comprehend Text

Reread the sentence from “Grandpa Joseph’s Move”: *It was very different here!* Ask: *What should you do if you don’t understand what Grandpa Joseph means?* (Read on to find out what Grandpa Joseph means—that the United States was different from Hungary.)

Fluency

Practice Phrasing As partners read “Grandpa Joseph’s Move” aloud, circulate and listen for correct phrasing.

Writing

6 Write to Clarify Text

Introduce: *We are going to write sentences about how **monitoring** works.* Model the process using “Grandpa Joseph’s Move.”

Think Aloud

*Grandpa says that his family did not want to forget their **origins**. What does this mean? I’ll read on to look for clues in the text. I’ll also look for details about what the family does to clarify the meaning.*

Write

When Grandpa said that they did not want to forget their origins, he meant that they didn’t want to forget their Hungarian background. He said, “We kept some Hungarian customs. We still spoke Hungarian at home, and Mama cooked the same food.”

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



Learn to Plan and Monitor

Look at the movie poster. The picture does not tell you what the movie is about. But you can ask yourself a question about what you see. This is how you **monitor** your understanding. Then you can read more closely to find the answer, or to **clarify** your understanding.



When you read, you can **monitor** and **clarify**, too.

How to Monitor and Clarify

- | | | |
|--|---|-----------------------|
| | 1. When you do not understand the text, stop. Think about what the text means. | What does _____ mean? |
| | 2. If you do not understand, reread the text. If the meaning is still not clear, read on. | I will _____. |
| | 3. Think about how the meaning has become clearer to you. | It means _____. |

Language Frames

- ? What does _____ mean?
- 👁️ I will _____.
- 💭 It means _____.

Talk Together

Read the rest of Grandpa Joseph and Joe's discussion. Look at the sample. Then use **Language Frames** to tell a partner about how you monitor your reading.

Interview

Grandpa Joseph's Move

Joe: It must have been a really big **challenge** for you to **adapt** to your new home in the United States.

Grandpa Joseph: It was very different here! In Hungary, almost everyone was the same. Here, people came from many countries. There was greater **ethnic diversity** than in Hungary. In our neighborhood, everyone was from someplace else.

Joe: Did you have to change to fit in?

Grandpa Joseph: We came from Hungary. My family did not want to forget our **origins**, so we kept some Hungarian **customs**. We still spoke our language at home, and Mama cooked the same foods. But we also added some American customs to our lives.

Joe: So you became a Hungarian-American?

Grandpa Joseph: That's right! I became part of a new **society**. I got my American **citizenship** in 1965. I had a new **identity**. I was now a Hungarian-American.

Joe: That's what I am, too!

"What does **ethnic diversity** mean? I will read on to find out. It means people from many countries."

◀ = A good place to monitor and clarify your reading

Have partners choose a passage that includes one of these words: *adapt*, *ethnic diversity*, *society*, *identity*. Students read the passage and clarify what they read. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T37s

Daily Grammar ✓

Read the following line from **Anthology** page 43: *My family did not want to forget our origins, so we kept some Hungarian customs.* Then use page T37u to practice negative sentences.

Daily Writing Skills ✓

Explain that students will need to choose a topic to research about moving to a new place. Then use page T37w to learn about narrowing a topic and writing research questions.

WRAP-UP

Have students write questions about the day's instruction. Questions can be about: "Grandpa's Two Lives," "Grandpa Joseph's Move," other readings from the week, Key Words, and spelling words. Form pairs and have partners take turns asking and answering their questions.

Differentiate

SN Special Needs

ISSUE Students have difficulty understanding how to use the Language Frames.

STRATEGY Give students a self-stick strip for each Language Frame. Guide them in how to place the strips on the page and complete the frames.

OBJECTIVES

Thematic Connection: Why People Immigrate

- ✔ Compare and Contrast to Comprehend Text
- ✔ Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY


My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 1
Tracks 4–5

Comprehension Coach

MATERIALS

timer



WARM-UP

Have students think about what they would include in an autobiography, or a story about their own lives. Ask students to make lists of information they might want to include, such as descriptions of special moments in their lives or photographs of people and places that have been important to them.

Power Writing

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

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

Vocabulary Practice

1 Expand Word Knowledge ✔

Students will practice Key Words by creating Frayer Model Organizers. Model how to make an organizer:

- Choose a Key Word and write it in the middle of a four-square chart.
- Add a definition in the top left square.
- Add the word's characteristics in the top right square.
- Add an example in the bottom left square.
- Add a non-example in the bottom right square.

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

Key Words

adapt · challenge
citizenship · contrast
custom · diversity
ethnic · foreign
identity · monitor
origin · society

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

Academic Talk

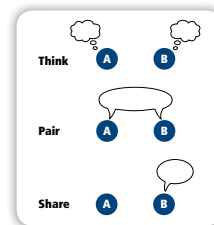
2 Preview and Predict

REVIEW Remind students: *Before you read a story, preview the text and predict what you think the story will be about. As you read, you may revise your predictions.*

Display page 45 and ask: *What can you do to predict what this story is about?* (read the title and think about what it means, look at the illustrations) *What does the outline map on the title page tell you?* (The refugee is from Africa.) Then flip through pages 46–49 and ask: *What is different about the villages shown in the photos on pages 47 and 49?* (One shows a quiet village and one is a destroyed village.) *What can you predict will happen in the story?* (Possible response: There will be a war.)

Have pairs of students preview the photographs on **Anthology** pages 50–59 and share their predictions using a **Think, Pair, Share**.

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



Think, Pair, Share

COMMON CORE STANDARDS

Reading

Quote When Drawing Inferences from Text	CC.5.Rinf.1
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Sufficient Fluency	CC.5.Rfou.4
Read with Purpose and Understanding	CC.5.Rfou.4.a

Writing

Write Narratives	CC.5.W.3
Write Over Shorter Time for Specific Audiences	CC.5.W.10

Speaking and Listening

Come to Discussions Prepared	CC.5.SL.1.a
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Language and Vocabulary

Interpret Figurative Language	CC.5.L.5.a
Acquire and Use Academic and Domain-Specific Words	CC.5.L.6

Read an Autobiography

Genre

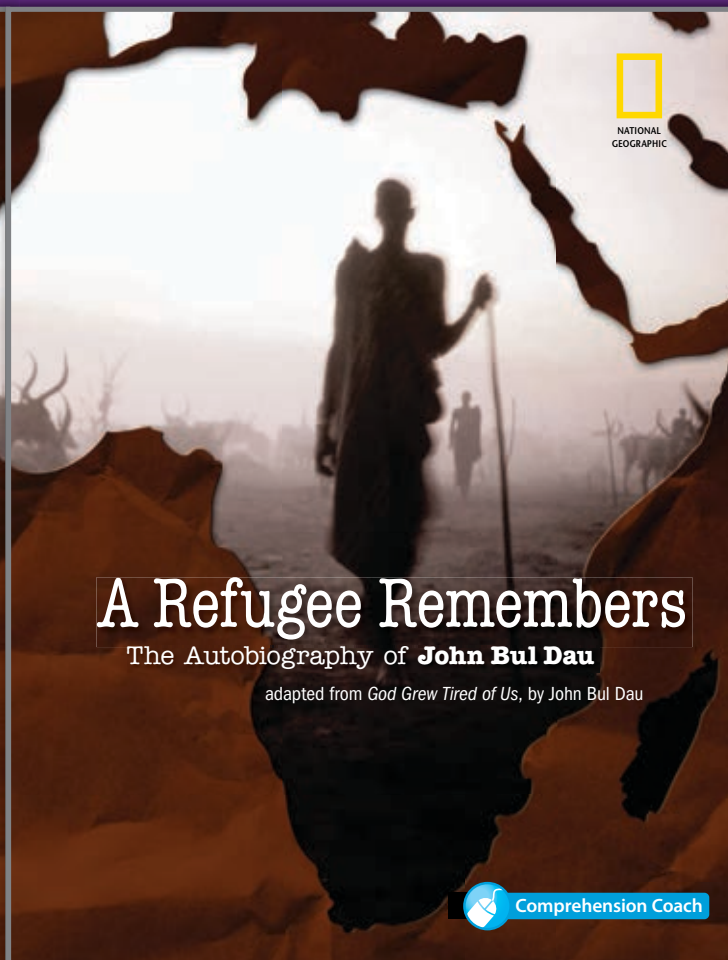
An **autobiography** is the story of a person's life, written by that person.

Point of View

Point of view describes how a story is told. In first-person point of view, a narrator uses words like *I*, *me*, and *my* to tell the story as he or she sees it. Autobiographies are always told in first-person point of view.

The night the enemy soldiers came to my village, I remember that I had been feeling **tense all over**, as if my body were trying to tell me something.

44



STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Comprehension Coach

Anthology
pages 44–45

Reading

3 Read a Story Anthology pages 44–45

GENRE Have a volunteer read aloud the definition of *autobiography*.

POINT OF VIEW Ask a volunteer to read aloud the definition of *point of view*. Point out the first-person pronouns *my*, *I*, and *me* in the excerpt. Explain that they indicate a first-person point of view. The narrator tells his or her own experiences.

SOCIAL STUDIES BACKGROUND Share information to build background: *In 1987, a war broke out in Sudan. Troops were sent to kill all black Christian males in southern Sudan. Thousands of boys, called the “Lost Boys of Sudan,” crossed sub-Saharan Africa on foot to get away. John Bul Dau was one of them. More than half of the boys in his group died.*

Have students read pages 46–53. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ

ALoud Display the Key Words. Read aloud the autobiography, pausing to explain and discuss the meaning of each Key Word.

OL On Level

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

AL Above Level

READ INDEPENDENTLY As students read silently, have them make notes about how John Bul Dau changes over time, and use the questions to build comprehension.

Best Practices

Encourage Elaboration As students talk during the Preview and Predict activity, use general prompts:

- *What do you mean by that?*
- *Can you give some details?*
- *Can you explain what you mean?*
- *Can you make a connection to what someone else said?*
- *Does anyone have anything to add to what he/she just said?*

1 Set a Purpose

Find out how John Bul Dau's life changed when he was twelve.

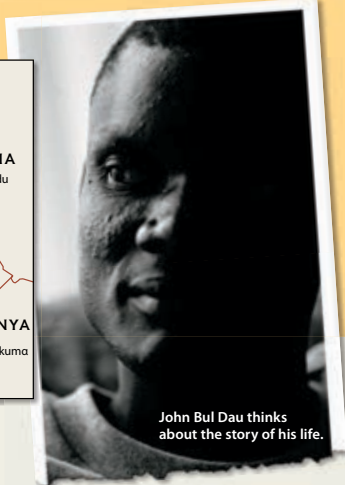
In early 1987, John Bul Dau was a happy twelve-year-old growing up in Duk Payuel, a Dinka community in southern Sudan. Like other Dinka boys, he had never had formal schooling. He had been raised for a life of cattle herding, farming, and close relationships with his family and community.

War changed everything. In 1987, soldiers from northern Sudan attacked John's village and many other villages like his. As villages across southern Sudan burned, thousands of boys and girls escaped into the wilderness. In search of a home, these "Lost Boys" and girls began a long, dangerous journey. John was one of them. This is his story, in his own words.



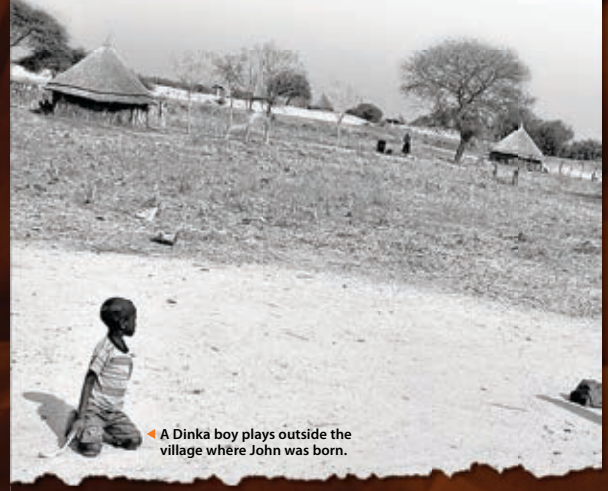
▲ This map shows the route of John's journey in red.

46



John Bul Dau thinks about the story of his life.

My family does not know the exact day of my birth, but we think it was in July 1974. It was the happiest of times in southern Sudan because we thought we would have peace forever. We lived in a row of **huts** next to our cattle and our garden. My father **tended** the garden for hours in the morning, before the heat of midday. "When you work, you get what you want," he always said.



◀ A Dinka boy plays outside the village where John was born.

In Other Words
huts houses
tended took care of

47

Anthology
pages 46–47

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Mini Lesson

Interpreting Figurative Language

Explain: *Authors often use figurative language, or language that means more than the literal meanings of the words. One kind of figurative language is called a simile. In a simile, the author compares two things by using the words like or as.*

Display **Student eEdition** page 48 and point to "as dark as the bottom of a well." Model explaining a simile: *This phrase describes how dark the hut is. John compares the ceiling to the bottom of a well. I can imagine what the bottom of a well looks like. So I think of that kind of darkness when I see the hut in my mind.*

Next, explain metaphor: *Another type of figurative language is metaphor. A metaphor compares two things without using signal words such as like or as. Write the following sentence on the board and read it aloud: The grass was a dangerous sea with creatures hidden in its depths. Say: Grass isn't really a sea, but I can compare those two things. A sea is broad and flat and has waves. A field of grass is broad and flat and it ripples in the wind.*

Have students find another simile on page 48. ("a sound like the cracking of some giant limb in the forest") Ask them to identify what two things are compared in this simile and explain what the simile means.

To check understanding, have students find and explain other examples of figurative language in "A Refugee Remembers." ("rounded like a river rock," page 56; "as if you were going to war," page 57)

On the night John's village was attacked, his life changed forever. **2**

The night the enemy soldiers came to my village, I remember that I had been feeling **tense all over**, as if my body were trying to tell me something.

My brothers and sisters and I stretched out on the ground inside a hut. I opened my eyes and stared toward the grass ceiling. It was as dark as the bottom of a well. Silence. Then, a whistle. Next came a sound like the cracking of some giant limb in the forest.

My village was being **shelled**.

I **sprang** up. I saw the man I thought was my father and raced after him into the tall grass.

A Sudanese village at nightfall.

In Other Words
tense all over nervous
shelled bombed
sprang jumped

48



▲ A Sudanese village after an attack.

All that night, as we waited in the grass for death or **daybreak**, I thought the man who pulled me to safety was my father. When the sun began to rise, I learned I was wrong. Abraham Deng Niop was my neighbor.

After about two hours the guns **fell** silent and we heard no more sounds from the village. Abraham told me we **ought to** move.

Every time we heard noises coming toward us, we **ducked** into the forest or the tall grass. Soldiers kept passing. When they disappeared, we started running again. East seemed a good direction; we heard no guns as we ran toward the rising sun. **3**

In Other Words
daybreak the light of the sun
fell became
ought to should
ducked moved quickly

► **Before You Move On**

1. **Compare/Contrast** How did John's life change in a single night?
2. **Author's Style** How did John's feelings foreshadow the attack on his village?

49

Anthology
pages 48–49

Read and Build Comprehension

1. **Set a Purpose** Have a student read aloud the purpose statement. Talk about ways that John's life might change. (Possible response: John will move from one country in Africa to another country in Africa.)
2. **Use Text Features** *Why is the first sentence on page 48 set in italics?* (The text is about John, not by him.)
3. **Monitor and Clarify** ✓ *John says, "East seemed a good direction." What strategy can you use to figure out what this means?* (Reread the last paragraph on page 49.) *What does "East seemed a good direction" mean?* (East seems safe because they did not hear any gunfire coming from that direction.)

Differentiate

EL English Learners

ISSUE Students struggle to understand the idiom "as if my body were trying to tell me something."

STRATEGY Explain that an idiom is a colorful way of saying something. Explain further that a body cannot "tell," and that other clues, such as "feeling tense," help explain the meaning of this idiom. Encourage students to use context clues to understand idioms.

SN Special Needs

ISSUE Students have difficulty reading for meaning.

STRATEGY Pair students with a capable reader and have them work together to read each paragraph or page twice, stopping to summarize after each second reading.

Answers Before You Move On

1. **Compare/Contrast** ✓ Before that night, John lived with his family in a peaceful village. After the attack, John had to run away from soldiers.
2. **Author's Style** John foreshadows the attack when he says that he felt tense all over, as if his body were trying to tell him something. He sensed the approaching danger.

1 ▶ **Predict**
Where will John find refuge?

*For four months, John and Abraham traveled east. They carried no food or water. They had no weapons for protection. John didn't even have shoes. When they arrived at the Pinyudu refugee camp in Ethiopia, they were **starving**. They were among 265,000 other Sudanese—mostly men and boys—who had come to Ethiopia to seek refuge from the war.*

*John and Abraham stayed in Pinyudu for four years. Then a civil war in Ethiopia forced them to leave. First they went to the Pochala refugee camp in Sudan. Then bombing raids forced Abraham, John, and thousands of other “Lost Boys” to begin a long journey to Kenya. With the help of **international aid agencies**, the boys walked over 300 miles to Kakuma refugee camp. It was there John found new hope for the future.* **2**



Thousands of Lost Boys walk along a path in southern Sudan after leaving Ethiopia. ▼



In Other Words
starving dying of hunger
international aid agencies organizations from around the world



Like this Lost Boy, John wrote his lessons in the dirt of his camp.

I started first grade when I was 18 years old. I sat in the red dust of Kakuma refugee camp, **anticipating** my very first lesson from a real teacher. He was a Sudanese man, Atak. He told us he would read his **roster**, and he wanted each of us to respond when we heard our names by saying a **brand** new word. I heard Atak say the word, and got ready to use it when my turn came.

“John Bul Dau,” Atak called out.

“Yes,” I said.

It was a good word. Yes, I am here. Yes, I want to learn to read and write and discover the world and its rivers and cities and peoples . . . everything, everything. If I studied, I thought, I could do good things for myself and for my people. Yes, yes, yes.

In Other Words
anticipating waiting for
roster class list
brand completely

Anthology
pages 50–51

Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Then ask: *What can you use to help you make your prediction?* (Possible response: I can use the map. It shows a stop in Pinyudu and a final destination of Kakuma, Kenya.)
- 2 Compare and Contrast** ✓ *How is life different for John and Abraham before and after reaching Pinyudu?* (Before Pinyudu, they have no food, water, or weapons for protection. After arriving at Pinyudu, they have a place to stay for four years.)
- 3 Monitor and Clarify** ✓ *Why does John pretend to be someone in charge?* (Postal workers are “in charge” and the only ones allowed to sort the mail.)

Check & Reteach

OBJECTIVE: Compare and Contrast to Comprehend Text ✓

Check for accurate responses to the two compare-and-contrast comprehension questions. If students have difficulty, ask students to describe what John’s life was like before the attack on his village. Then ask them to describe his life after the attack.

OBJECTIVE: Monitor and Clarify to Comprehend Text ✓

After students answer question 3 on page T48–49, have them practice monitoring and clarifying on page 50.

Prompt: *What questions do you have?* (Possible response: Why couldn’t the boys live in their home in Sudan?) *Reread the text. Did that help you clarify the meaning?*

Answers Before You Move On

- 1. Clarify** ✓ John found refuge in school and his education.
- 2. Figurative Language** John compares the size of the pile of mail to a mountain to suggest that the pile seems huge and he only wants to find one letter—his letter.

John studied hard. He awoke every morning **at dawn** and went to school. Every evening, he read as much as he could before it got dark. Over time, he passed each grade level, and completed high school.

One day, John heard that the United States government had approved the **resettlement** of some of the Kakuma refugees to the U.S. For the next few months, he and hundreds of other boys waited for letters of **acceptance or rejection**. One day, a letter came for John.



Some Kakuma camp residents view a soccer game from a tree. Many hoped to resettle in the United States.

In Other Words
at dawn when the sun came up
resettlement moving
of acceptance or rejection telling them if they were moving to the United States

52



Kakuma residents look at a bulletin board in 2001. Names of resettlement candidates were posted on such boards.

News traveled to every corner of Kakuma when a new batch of letters arrived. **Resettlement candidates** ran to the post office. I ran, too. I looked for my letter but didn't see it in the mountain of mail. I pretended to be someone in charge and began sorting a pile of letters. I handed out letter after letter while **furiously scanning** the pile of envelopes for my name. Near the bottom I saw it: "John Bul Dau." I stopped pretending to be a postal worker and dropped everything to open my letter.

My eyes landed on four words: "You have been accepted." **3**

In Other Words
Resettlement candidates Refugees hoping to move to the United States
furiously scanning looking closely at

Before You Move On

- 1. Clarify** Where did John find refuge from the wars in Sudan and Ethiopia?
- 2. Figurative Language** Why do you think John compares the size of the pile of mail to a mountain?

53

Anthology
pages 52–53

Writing

4 Write from Two Points of View

REVIEW Read aloud the definition of *point of view* on **Anthology** page 44. Say: *Remember that first-person point of view means that events are told by the person who experienced them. Third-person point of view means that events are recounted by an observer. "A Refugee Remembers" is written from both points of view. Direct attention to **Anthology** pages 50–51. Say: *What text is written in third person? (page 50) What text is written in first person? (page 51) How can you tell? (pronouns)**

Explain that one partner will write a first-person point of view account of an event from the past week. The other partner will rewrite it in third-person point of view. Then partners will read and discuss their paragraphs with another set of partners. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T37t

Daily Grammar ✓

Point out the correlative conjunctions in this summary of **Anthology** page 52: Not only did John learn to read at the Kakuma camp, but he also began to have hope for the future. Then use page T37v to teach correlative conjunctions.

Daily Writing Skills ✓

Note that the Sudan war described on **Anthology** page 46 could be a research topic. Then use page T37x to practice choosing and narrowing a topic.

Differentiate

BL Below Level

ISSUE Students cannot rewrite a personal account in third person.

STRATEGY Have students change each *I* in the passage to their partner's name, change each *my* to *his/her*, then read the passage aloud and fix the verb forms.

WRAP-UP

Have pairs list two points they learned about John's life and then two questions they have about his life after receiving the letter.

OBJECTIVES

Thematic Connection: Why People Immigrate

- ✔ Compare and Contrast to Comprehend Text
- ✔ Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

TECHNOLOGY ONLY

Read with Me: Selection Recordings:

MP3 or CD 1 Track 6

My Vocabulary Notebook

Comprehension Coach

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Quote When Explaining Text CC.5.Rinf.1
Summarize Text CC.5.Rinf.2
Read and Comprehend CC.5.Rinf.10

Informational Texts

Read with Sufficient Fluency CC.5.Rfou.4
Read with Purpose and CC.5.Rfou.4.a

Understanding

Writing

Write Narratives CC.5.W.3
Use Description CC.5.W.3.b
Write over Shorter Time for CC.5.W.10


Specific Tasks

Speaking and Listening

Summarize Text and Oral Information CC.5.SL.2

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6



WARM-UP

Ask: *If one of the Lost Boys was about to move to your city, what helpful information would you want to share with that person about living here? Make a list.* Invite volunteers to share their lists.

Vocabulary Practice

1 Share Word Knowledge ✔

REVIEW Have students use the Frayer Model Organizers they made on Day 3. Review what the organizers show.

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

Vocabulary Routine 3:

- Have students take turns reading their organizers.
- Have them write sentences using both Key Words.
- Have them add the sentences to **My Vocabulary Notebook**.
- Repeat until students have an entry for each Key Word.

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

Key Words

adapt · challenge · citizenship
contrast · custom · diversity
ethnic · foreign · identity
monitor · origin · society

Academic Talk

2 Summarize Reading

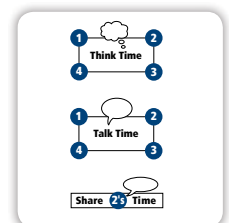
REVIEW Remind students: *When you summarize a narrative, you retell the main events and leave out unimportant details.* Explain that students will use Key Words to summarize what they have read of “A Refugee Remembers.”

Reread aloud page 47 and teach how to make summary statements: *Think about what the paragraph is mostly about. Which of the following is an unimportant detail? John was born in 1974, it was a peaceful time, and he lived with his family in a village. (the year John was born)*

Write these Key Words: *adapt, challenge, and society.* Have students use **Numbered Heads Together** to summarize pages 48–53.

- Have students number off to form three groups.
- Assign each group two pages to summarize.
- Have groups identify the most important events.
- Then have each group practice summarizing its pages.
- Call a number and have each group share its summaries.

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



Numbered Heads Together

Predict

How will John prepare for life in a **foreign** country?

Accepted to the United States. I was very, very happy. I jumped and skipped as I ran home. I didn't know when I would go, or what city I would fly to, but I didn't care. I put the letter in a **prominent** place in my hut, so I could look at it again and again.

1 A short time later, I began cultural orientation class to learn about life in America. A woman from the U.S. came and talked. It was a free country, she told us, and you will love having the freedom to make choices about your life, choices you would not have in Africa. But she didn't spend much time talking about the basic laws. I don't think she even **mentioned** freedom of speech, religion, or the press. **2 3 SN**



▲ John and his best friends drink porridge together after school.

In Other Words
prominent clearly visible
mentioned talked a little about
porridge a mixture of cornmeal and water



Instead, in one of her first lessons, she did a funny thing. She showed my class a telephone and **demonstrated** how to dial 9-1-1. She said, if you are in trouble in America, people will come to help you if you can remember those three digits and punch them into the phone. She showed pictures of someone falling and making a phone call, followed by the arrival of an **ambulance**. I hoped I would not need to use that piece of knowledge any time soon.



▲ John's cultural orientation teacher explained that in the United States, you could dial 9-1-1 in case of trouble.

In Other Words
demonstrated showed us
an ambulance a car that takes people to the hospital quickly

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 54–55

Reading

3 Read and Build Comprehension

- 1 Compare and Contrast** *What changes after John is accepted for resettlement in the United States?* (He begins classes to learn about life in America.)
- 2 Analyze Cause and Effect** *Why do you think John went to a cultural orientation? Use Key Words in your answer.* (Possible responses: John went to learn about life in America; to help him **adapt** to a different **society**; and to learn the **customs** of a **foreign** country.)
- 3 Relate to Personal Experience** *How might John feel about moving to a new country? How does this help you understand how John feels?* (Possible response: John is probably worried and excited. Personal examples will vary.)

Differentiate

SN Special Needs

ISSUE Students do not understand what a cause-effect relationship is.

STRATEGY First help students understand a very simple example of cause and effect. Explain: *I nudge the pencil that is on top of my desk. It begins to roll and eventually rolls off my desk and falls to the floor. In this case, my nudge is the cause. The rolling and falling are the effects.* Then ask them to apply their understanding to a statement such as *John's village is attacked, so he becomes a refugee.* Give students the cause of the event (village is attacked) and have them identify the effect or effects.

Fluency


Practice Phrasing, Accuracy, Rate As students read, circulate and monitor students' phrasing, accuracy, and rate.

In a later class, a male teacher told us about cold weather. He reached into a box and pulled out something that looked like a piece of glass, only rounded like a river rock.

"Feel this," he said, and he placed it in my hand. It felt so cold, yet it seemed to burn.

"That is water. It gets so cold in America that water sometimes turns hard. We call this an 'ice cube.' Feel it, and feel the cold in America." **1** **BL** **EL**

I was **amazed**. How could people live in a land where water turned to stone?



▲ John imagined a land where water turned to stone.

In Other Words
amazed interested and full of wonder

56

Anthology page 56

Reading

Read and Build Comprehension

- 1 Monitor and Clarify** ✓ *What does the teacher pull out of the box?* (The teacher pulls an ice cube out of the box.) *Why is this an important lesson?* (The students are not familiar with the cold weather that they will experience in the United States. The teacher is trying to prepare them for the experience.)
- 2 Use Context Clues** *What clues in the text can a reader use to understand the word send-off?* (Possible response: A send-off is a going away party. The elders sing a song about John's leaving.)

Differentiate

BL Below Level

ISSUE Students draw conclusions not supported by the text.

STRATEGY Help students self-correct by sending them back to the text to find text that supports their conclusions. Have students list details under the conclusion and then evaluate if it fits the details. A simple T chart might help students see the relationship between details and conclusions.

EL English Learners

ISSUE Students lack sufficient English proficiency to express why they have trouble understanding the text.

STRATEGY Have students copy language frames onto index cards to use when asking for clarification. Provide an example: What does _____ mean? Please explain this sentence to me. Can you restate this idea for me?

The Lost Boys often danced and sang for each other in Kakuma camp.



The eldest refugees in Kakuma helped prepare me for America by reminding me of my **heritage**. At **my send-off**, **2** the elders began singing a song. You are going to a different world, they sang. You must have courage, just as if you were going to war. You must remember your **clan**.

After the song, the male elders told me and other Dinka boys more stories about America and how different it would be from anything we had ever seen. They told us not to fear, for we would succeed as long as we remembered who we were.

In Other Words
heritage Dinka background
my send-off the party they had for me before I left
clan family and community

Before You Move On
1. Clarify How did John prepare for his life in America?
2. Figurative Language What comparisons does John make to describe what the ice cube looked like to him?

57

Anthology page 57

Mini Lesson

Compare Points of View

Review: *In first-person point of view, the events are told by the person who experienced them. He or she uses I, me, my, we, us. In third-person point of view, events are recounted by a person who uses he, she, it, they.*

Turn to **Anthology** page 57 and write and read aloud the line: *“The eldest refugees in Kakuma helped prepare me for America by reminding me of my heritage.”* Explain: *This sentence is written in first-person point of view. I see the words me and my. Who is telling us about the eldest refugees? (John)*

Model how this sentence could be written in third-person point of view.

Explain: *In place of the word me, I will use the word him, because third-person is written from an observer’s point of view. What should I do with my in the sentence? (Change it to his.) Does the verb need to be changed? (no)*

Compare the two sentences: *In third-person writing, the narrator can give information on anything. In first-person writing, the narrator can tell only what he or she sees, knows, and experiences.*

To check understanding, reveal the first two columns of the Compare Point of View Chart and have students rewrite the sentence in first-person point of view. Then have partners write a sentence from the passage. Then have them rewrite the sentence from a different point of view. Have pairs share their sentences with the group.

Compare Point of View

	Third-Person Point of View	First-Person Point of View
Page 58	As he makes his new life in the United States, John hopes to continue working...	As I make my new life in the United States, I hope to continue working...

Answers Before You Move On

- Clarify** ✓ John prepared by going to cultural orientation class and by listening to the elders remind him of his heritage and his culture.
- Figurative Language** John compares the ice cube to a piece of glass and to a river rock.

► **Predict**

What will John do with his new life in the United States?

*In 2001, John moved to the city of Syracuse, New York. He **adapted** to life in the United States quickly. He found a job as a security guard at a local hospital. He even **enrolled in** college.*

John went to work in another way, as well. He started several organizations to help Lost Boys living in the U.S. In addition, he created the American Care for Sudan Foundation. In 2007, the foundation, now called the John Dau Foundation, built a medical clinic in John's own village in Sudan.

As he makes his new life in the United States, John hopes to continue working to improve the lives of Lost Boys in both the U.S. and around the world.



▲ John (at right) and another former Lost Boy visit New York City.



▲ John visits his old village. In 2007, his foundation built a clinic there.

In Other Words
enrolled in started

58



In some ways, my story is like those of tens of thousands of boys who lost their homes, their families, and in many cases their lives in the war. In some ways, I represent the nearly 4,000 Sudanese refugees who found **haven** in the United States. But in other ways, my story is my own. I have a job, an apartment, and a wonderful new country to call home. I am studying **public policy** at a university, and I plan to use my education to make life better in Africa and in America. I know I have been **blessed** and that I have been kept alive for a purpose.

They call me a Lost Boy, but let me **assure** you, I am not lost anymore. ❖ **2**

In Other Words
haven refuge
public policy government
blessed very lucky
assure tell you for certain

► **Before You Move On**

- 1. Clarify** In what ways does John contribute to American **society**?
- 2. Compare/Contrast** How is John like other "Lost Boys"?

59

Anthology
pages 58–59

Read and Build Comprehension

- 1 Analyze Details** Ask: *What has John done to help different Sudanese groups?* (He started organizations to help Lost Boys in the U.S. and the American Care for Sudan Foundation, which built a medical clinic in his former village.)
- 2 Monitor and Clarify** ✓ Explain: *In the final paragraph on page 59, what does John mean when he writes, "I am not lost anymore"?* (Possible response: He means that he has found a purpose in life.)

Check & Reteach

OBJECTIVE: Compare and Contrast to Comprehend Text ✓

Listen for accurate responses to compare and contrast questions on **Anthology** page 59. If students have difficulty, guide them in distinguishing between John's boyhood in the southern Sudan and the life he has now. Ask: *In his village in the southern Sudan, did John go to school?* (No.) *Did he go to school when he came to the United States?* (Yes.) *Before he was twelve years old, did he feel safe and happy?* (Yes.) *What about later?* (Yes, eventually.)

OBJECTIVE: Monitor and Clarify to Comprehend Text ✓

Check for accurate responses to the monitor and clarify comprehension question. Ask: *What would you do if you did not understand the meaning of foundation on page 58?* (Possible response: I would see if the text gives details about the foundation. I see that it built a medical clinic. I think that a foundation does good works.)

Answers Before You Move On

- 1. Clarify** ✓ He has a job. He goes to college to learn how to help improve the lives of others. He started an organization to help Lost Boys living in the United States and people in Sudan.
- 2. Compare/Contrast** ✓ Like other Lost Boys, John lost his home and family in the war. He is also like those Lost Boys who went to America.

Writing

4 Write a First-Person Narrative

Begin the activity by modeling the development of a RAFT, a structure to help students develop a clear purpose and authenticity in their writing. Explain: *RAFT stands for Role, Audience, Form, Topic*. Model developing the RAFT.

- **Role:** Myself
- **Audience:** Readers of a magazine
- **Form:** A first-person description
- **Topic:** A frightening experience

Explain: *When we write about a frightening experience, we don't just say that we are scared. Instead, we include concrete details such as "heart pounding" or "hands sweating."* Ask: *Can you think of other words and phrases that could make a frightening story more exciting?* (Possible response: "paralyzed with fear") Then, model writing a first-person narrative:

Think Aloud	Write
<i>First, I'll tell about what happened when I was here in the school restroom—a room with no windows—and the lights went out.</i>	As I reached for the faucet, the room went black. It was so dark that I couldn't see my reflection in the mirror. In fact, I couldn't see my hand in front of my face.
<i>Next, I'll write about how I felt.</i>	My heart was pounding and my hands began to sweat.

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

Have students work independently to write about of their own frightening experiences. Have students add their work to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T37t

Daily Grammar ✓

Point out the negative sentence on **Anthology** page 59: "They call me a Lost Boy, but let me assure you, I am not lost anymore." Then use page T37v to have students practice negative sentences and correlative conjunctions.

Daily Writing Skills ✓

Have students pick a topic from the material covered on **Anthology** pages 55–59. Tell students that they can ask questions to help guide research on their topic. Then use page T37x to have students practice developing research questions.

Differentiate

BL Below Level

ISSUE Students retell the experience without using descriptive detail.

STRATEGY Have students think about all five senses as they write. Suggest they stop and imagine how the experience looks, sounds, smells, tastes, and feels.

EL English Learners

ISSUE Students lack the vocabulary to express their ideas.

STRATEGY Before they begin writing, have students brainstorm descriptive words and phrases with a native English speaker.

WRAP-UP Remind students that John Bul Dau in "A Refugee Remembers" immigrated to the United States. Have students list three reasons why someone might immigrate to the U.S. Have students add their ideas to their unit concept maps.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Why People Immigrate

- ✔ Compare and Contrast to Comprehend Text
- ✔ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM1.20

Venn Diagram: Practice Master PM1.21

Fluency Practice: Practice Master PM1.22

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Tracks 4–5

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Explain Relationships Between Ideas	CC.5.Rinf.3
Read and Comprehend Informational Texts	CC.5.Rinf.10
Read with Sufficient Fluency	CC.5.Rfou.4

Writing

Write Opinions	CC.5.W.1
Write Over Shorter Time Frames for Specific Purposes	CC.5.W.10

Speaking and Listening

Pose and Respond to Questions	CC.5.SL.1.c
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Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.5.L.6
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WARM-UP

Have one partner choose a Key Word and write blanks to represent each letter in the word. The other partner guesses letters until the word is complete. Then students switch roles.

Vocabulary Review

1 Apply Word Knowledge ✔

Write **contrast**, **develop**, **monitor**, **preview**. Display **Student eEdition** page 60 and call students' attention to the other Key Words listed there. Then have students apply their knowledge of the Key Words to play a game called Around the World. Briefly explain the instructions:

- *I give a definition of a Key Word. For example, a difficulty or test that someone must face.*
- *Two students, the Traveler and the Challenger, try to name the word: **challenge**.*
- *The student who correctly names the word moves on as the Traveler.*

Have students begin the game.

- Designate a student as the "Traveler" to stand by a neighboring student, the "Challenger."
- Provide a definition for one Key Word. The first of the two students to respond correctly becomes the Traveler and stands by another neighboring student.
- Continue to provide definitions. A Traveler who responds correctly and "travels" around the group and back to his or her seat has gone "around the world."

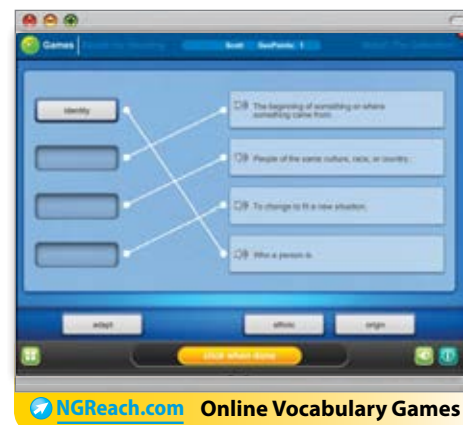
For **More Vocabulary Routines**, see pages BP41–BP43

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

Key Words

adapt · challenge · citizenship · contrast
custom · develop · diversity · ethnic
foreign · identity · monitor · origin
preview · society

a group of people who share rules and customs



Key Words

adapt	ethnic
challenge	foreign
citizenship	identity
custom	origin
diversity	society

Talk About It

1. What do you think John Bul Dau is like, based on his **autobiography**?
2. Imagine that you can meet John Bul Dau. What **questions** would you **ask** him? What **answers** might he give?
3. How does John Bul Dau set an example of good **citizenship**?

Learn test-taking strategies.
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Write About It

What do you think is the biggest **challenge** in **adapting** to life in a **foreign** country? Write a paragraph about your thoughts. Use **Key Words** to explain your thinking.

I think _____ is challenging because _____.



Anthology page 60

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T37s

Daily Grammar ✓

Ask: *How would you finish this sentence frame: John Bul Dau was not _____.* Then use page T37v to review and assess students' understanding of negative sentences.

Daily Writing Skills ✓

Point out that "A Refugee Remembers" answers many questions about the life of a Lost Boy. Then use page T37x to review asking questions to focus research.

Answers Talk About It

1. **Autobiography** Possible response: John Bul Dau is brave (he escapes from war), smart (he goes to college), and likes to help others (he started organizations to help Lost Boys and a foundation to help people in Sudan).
2. **Ask and Answer Questions** Possible responses: What things would you like the people of the Sudan to have? An end to war, good education, good medical care.
3. **Express Opinions** Possible response: John Bul Dau is a model of good citizenship because he helps other people.

Academic Talk

2 Talk About It Anthology page 60

Have small groups discuss the **Talk About It** questions. Remind them to cite details and examples from the text and to use Key Words in their responses. For example, suggest starting a discussion of question 3 with *John Bul Dau is a model of good citizenship because _____.*

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM1.22** to ask more questions about the selection.

Writing

3 Write About It Anthology page 60

Have partners read the directions on page 60 together. Encourage students to think about all that John Bul Dau had to face as a foreigner in a new country, such as new people, new places, and a completely different climate.

Encourage students to first decide what they think is the biggest challenge in adapting to life in a foreign country. Have students fill in their sentence frames to begin their paragraphs. Then have them add explanations and facts.

Have students add their paragraphs to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Know the Test Format

Read the question and choose the best answer.

Sample

- 1 In the phrase "reminding me of my heritage," what does the word **heritage** mean?
 - background
 - Ⓐ family
 - Ⓑ party
 - Ⓒ relationship

Read the questions. Then write your answer in the space provided.

- 2 What happened to John Bul Dau when he was twelve years old that changed his life?
Possible response: When John Bul Dau was twelve years old, war changed his life forever. Soldiers attacked his village, and John became a "Lost Boy" on the run.
- 3 At the end of his story, John Bul Dau writes, "They call me a Lost Boy, but let me assure you, I am not lost anymore." Write what you think John means by this statement.
Possible response: The war in John Bul Dau's homeland forced him to go on a dangerous journey as a "Lost Boy." In the end, however, he found a new life and new hope in the United States.

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

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Comprehension

4 Compare and Contrast Anthology page 61

REVIEW Display **Student eEdition** page 61. Read the opening sentence aloud and ask for volunteers to explain comparing and contrasting. Then read through the Venn diagram. Explain that students will complete the Venn diagram and then use their diagrams to retell the story of John Bul Dau’s life in Africa and America.

Model how to find and add details to a Venn diagram. Say: *The opening sentence says John Bul Dau’s life in his country of **origin** was happy.* Ask: *Where would you put this detail in the Venn diagram?* (in the section “Both”) *Where would you add a detail about living in a warm climate?* (in the section “In Africa”)

Have small groups work together to complete **Practice Master PM1.21**. Circulate and use the information below to guide students.

Anthology Pages	Guiding Questions
48–49	<i>What are the challenges in his country of origin?</i> (war, soldiers, shelling guns) <i>Where would you put these details?</i> (in the section “In Africa”)
51–57	<i>What details tell about changes in the refugee camp?</i> (school, resettlement candidates) <i>Where would you put these details?</i> (in the section “In Africa”)
58–59	<i>How did his life change in a new society?</i> (college, apartment, job) <i>Where would you put these details?</i> (in the section “In the United States”)

Differentiate

SN Special Needs

ISSUE Students have difficulty putting details in the correct spaces on the Venn diagram.

STRATEGY Suggest that students make a list of important details about life in Africa and then make a separate list for life in the United States. Then have pairs work together to find details in both lists that are alike. Student can copy those details to a third list, labeled “Both.”

BL Below level

ISSUE Students do not use the Key Words when they compare and contrast.

STRATEGY Encourage students to use academic and classroom vocabulary by prompting them with a question: *Can you say that in another way and use a Key Word?*

Name _____ Date _____

Venn Diagram
“A Refugee Remembers”
 Use the diagram to tell a partner how life was the same for John Bul Dau in each place.

Use the diagram to tell a partner how life was the same and different for John Bul Dau in each place.

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PM1.21 Unit 1 | Crossing Between Cultures

See Differentiate

Ask students to use the finished Venn diagram and the sentence frames on page 61 to retell the story of John Bul Dau. Ask: *How did the Venn diagram help you to learn about John Bul Dau’s life?*

Check & Reteach

OBJECTIVE: Compare and Contrast to Comprehend Text 

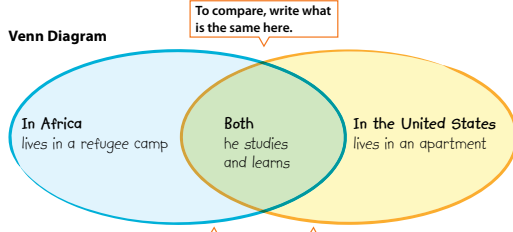
As partners retell the selection to each other, check for comprehension.

If students misstate similarities and differences, review their Venn diagrams for accuracy.

Then guide them in using the language frames on Anthology page 61 to structure their retellings.

Compare and Contrast

Compare and contrast John Bul Dau's life in Africa and his life in the United States.



Now use your diagram as you retell the story of John Bul Dau's life to a partner. Use as many **Key Words** as you can.

In Africa, John _____.
But in the United States,
he _____. In both
places, John _____.

Fluency Comprehension Coach

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

Talk Together

How did John Bul Dau have to change to fit in to life in the United States? Write a poem about John's move. Include **Key Words** in your poem. Share your poem with the class.



5 Fluency Anthology page 61

Have students read aloud the passage on **Practice Master 1.22** 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 61

Suggest students write a cinquain. Provide an example: John Bul Dau, / Courageous, caring, / Working, helping, studying, / He wants to help others. / John. Then have students work in pairs or small groups to complete their poems.

Name _____ Date _____

Fluency Practice

"A Refugee Remembers"

When you read with proper expression, you show feeling in your voice as you read. Use this passage from p. 49 to practice reading with expression. Look for words that tell you about the mood or feeling of what you are reading. Then match this feeling with your voice as you read.

All that night, as we waited in the grass for
death or daybreak, I thought the man who pulled me
to safety was my father. When the sun began to rise,
I learned I was wrong. Abraham Deng Niop was
my neighbor. 10
20
30
40
42

After about two hours the guns fell silent and we
heard no more sounds from the village. Abraham told
me we ought to move. 52
61
66

Every time we heard noises coming toward us,
we ducked into the forest or the tall grass. Soldiers kept
passing. When they disappeared, we started running again. 74
85
93

East seemed a good direction; we heard no guns as we
ran toward the rising sun. 104
109

Expression

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

Accuracy and Rate Formula

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

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

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PM1.22 Unit 1 | Crossing Between Cultures

OBJECTIVES

Thematic Connection: Why People Immigrate

- ✓ Research Reasons for Immigration
- ✓ Find Information from both Print and Digital Sources
- ✓ Speak Clearly

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A1.43

TECHNOLOGY ONLY

Project Checklist: eVisual 1.26

MATERIALS

print and online almanacs, encyclopedias, magazines, and other reference materials about immigration

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Introduce a Topic and Provide Focus	CC.5.W.2a
Conduct Research	CC.5.W.7

Speaking and Listening

Report on a Topic	CC.5.SL.4
Speak Clearly	CC.5.SL.4

Research Immigration

Display and read aloud the prompt.

Choose a country outside of the United States. Find out why people might immigrate from there to here. Then imagine you are one of those immigrants. Share with the class your decision to come to the United States.

Plan

Choose and Focus a Topic

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

Role: An immigrant to the United States

Audience: Students

Form: Speech

Review the Daily Writing Skills lesson on choosing and focusing a research topic (page T1n). Remind students that the topic they will research is why immigrants come here from a particular country. Tell them to list countries they find interesting, discuss the top three with a partner, and then make their final choice to complete a RAFT.

Develop Research Questions

Review the Daily Writing Skills lesson on developing research questions (page T1n) with students. Then explain: *You already have a general question for your research: Why do people immigrate to the United States? Now you should focus your question. For example, I am interested in the Philippines, so my research question is "Why do Filipinos immigrate to the United States?" My friend from the Philippines immigrated to be with his family, but I think there are also other reasons Filipinos immigrate. Now I need to find reliable sources of information on the reasons Filipinos immigrate.* Have students think of a focused question that will help them get started on their research.

Research

Gather Information

Review how to do key word searches on the Internet. Also guide students in finding printed sources of information about immigration in your classroom and at the school library.

Remind students that they will be giving a speech from the point of view of an immigrant from the country they are researching. Students should keep that in mind as they conduct their research and take notes. Emphasize that they should always carefully cite the source they use for each note.

Organize

Arrange Information

Tell students to think of their speech in three parts: 1. Introduction (Elaborate: *Introduce yourself, choosing an appropriate name, and tell where you are from.*) 2. Researched section (Elaborate: *Use your research as you explain why you immigrated.*) 3. Imagination section (Elaborate: *Use your imagination to think about how it would feel to immigrate. Then tell your first impressions upon coming to the United States.*) Point out that the speech should not be more than two minutes long, so students should not plan to include too much information. Then display and read **eVisual 1.26**.



Project Checklist

- Introduce yourself and tell a little bit about your home country.
- Explain at least one important reason for coming to the United States.
- Describe your first impressions of this country.

[NGReach.com](#) Project Checklist: eVisual 1.26



INTERACTIVE WHITEBOARD TIP: Underscore *Introduce, Explain, and Describe* as you review each item.

Draft Ideas

Have students write a draft of their speeches. Remind them to write in a way that sounds like natural speech. Circulate as they work, providing assistance as necessary. Ask students to finalize their speeches after they have checked for mistakes in grammar and word order.

My name is Rose Flores and I am from the Philippines. I was born in Manila, the capital, and I have three brothers. My oldest brother moved to Boston, Massachusetts, last year. He was recruited to work as a nurse in a hospital. I came to live with him just last month and am still getting used to the United States. Boston is a big city with lots of different people. Sometimes I feel lost, but I am making many new friends. I already feel like Boston is my "home away from home."

Present

Practice Speaking Skills

Form pairs of students. Tell partners to practice their speeches with each other. As one student reads his or her speech aloud, the other student should time it. Remind students that their presentations should be between one minute and two minutes long. Partners can also give each other feedback on clarity and volume: *Could you hear your partner? Did he or she pronounce each word clearly? If not, tell your partner about the part you didn't understand.*

See **Differentiate**

Share with Others

Tell students that they will now give their speeches. Serve as the host, introducing each speaker. Remind students to speak so that the person sitting farthest away can easily and clearly hear them. Use the **Research Rubric** to evaluate each student's speech.

Differentiate

EL English Learners

ISSUE Students have difficulty writing a speech from the perspective of another person.

STRATEGY Allow students to list brief answers to these questions: Where (what country) did you come from? When did you come? Why did you come? Then have students write fuller answers in the first person.

AL Above Level

ISSUE Students provide extraneous information or details in their speeches.

STRATEGY Display the model speech by Rose Flores and point out how the sentences are linked together, forming a chain of thoughts and ideas. Remind students that the thoughts and ideas in their own speeches should also be linked in a logical way.

Research Rubric

Unit 1, Week 1

Scale	Content	Speaking
4	<ul style="list-style-type: none"> • Independently develops a nicely focused research question. • Locates relevant information using three or more reference sources. • Integrates significant research into speech. 	<ul style="list-style-type: none"> • Speaks clearly. • Speaks at an appropriate volume for the audience.
3	<ul style="list-style-type: none"> • Requires some assistance to develop a focused research question. • Locates relevant information using two reference sources. • Integrates a few aspects of research into speech. 	<ul style="list-style-type: none"> • Speaks clearly most of the time. • Speaks at an appropriate volume for the audience most of the time.
2	<ul style="list-style-type: none"> • Requires assistance throughout the process of developing a focused research question. • Locates relevant information using one reference source. • Integrates only superficial aspects of research into speech. 	<ul style="list-style-type: none"> • Speaks clearly some of the time. • Speaks at an appropriate volume for the audience some of the time.
1	<ul style="list-style-type: none"> • Struggles with the concept of developing a focused research question despite receiving assistance. • Does not succeed at locating relevant information in reference sources. • Does not integrate research into speech. 	<ul style="list-style-type: none"> • Does not speak clearly. • Does not speak at an appropriate volume for the audience.

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Grade 5 Assessment

A1.44

Unit 1 | Crossing Between Cultures

[NGReach.com](#) Assessment Master A1.44

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Compare and Contrast to Comprehend Text
- Monitor and Clarify to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 1, Week 3

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

LADY LIBERTY

My grandparents tell stories about seeing the Statue of Liberty when they moved to New York City. The Statue of Liberty is sometimes called Lady Liberty. It is in the form of a woman wearing flowing robes and a spiked crown. She holds a torch in her right hand to her left hand, she holds a book of law. The broken chains at her feet are a symbol of liberty.

The Statue of Liberty is in New York Harbor. She stands on Liberty Island, near Ellis Island. The statue has its own amazing story. It was built in France and shipped to the United States as a gift in 1886.

Many people are surprised that the statue does not face the United States. Instead, she looks out toward the ocean. This was meant as a reminder of the friendship between the United States and France.

At the time, people did not realize the effect this would have. Millions of immigrants entered the United States through Ellis Island from 1892 to 1954. As the large steam ships entered New York Harbor, there was the statue rising up from the land. After a long and tiring journey, immigrants were often deeply moved by Lady Liberty's face. The Statue of Liberty first symbolized a friendship between two countries. The monument is now also a symbol for freedom and a better life.

Lady Liberty is more than 100 feet tall. This is a high-top for every building.

Grade 5 Assessment **A1.20** Unit 1 | Crossing Between Cultures

Reading Comprehension Test Unit 1, Week 3

1. Lady Liberty is compared to a 20-story building because of...
 how tall she is.
 where she stands.
 what she represents.
 how she affects people.

2. The statue and the immigrants are alike because they both...
 arrived as a gift to the United States.
 sought a better life in the United States.
 came to the United States from another place.
 were brought to the United States on the same ship.

3. Instead of facing the United States, the Statue of Liberty faces...
 the ocean.
 the harbor.
 Ellis Island.
 Liberty Island.

4. How is the meaning of the statue different now?
 It is now a symbol of faith.
 It is now a symbol of freedom.
 It is now a symbol of searching.
 It is now a symbol of friendship.

Grade 5 Assessment **A1.21** Unit 1 | Crossing Between Cultures

Reading Strategy Assessment Unit 1

Check the reading strategy the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the reader's work.

Ask: *What do you do with your own strategy? How does your strategy of the week help you understand your own text better? What do you do to understand better? How did it work?*

Read and Monitor (Unit Focus)	Ask Questions	Determine Importance
4 3 2 1	4 3 2 1	4 3 2 1
1. Did you use the strategy to help you understand the text better?	1. Did you use the strategy to help you understand the text better?	1. Did you use the strategy to help you understand the text better?
2. Did you use the strategy to help you understand the text better?	2. Did you use the strategy to help you understand the text better?	2. Did you use the strategy to help you understand the text better?
3. Did you use the strategy to help you understand the text better?	3. Did you use the strategy to help you understand the text better?	3. Did you use the strategy to help you understand the text better?
4. Did you use the strategy to help you understand the text better?	4. Did you use the strategy to help you understand the text better?	4. Did you use the strategy to help you understand the text better?

Grade 5 Assessment **SG1.30** Unit 1 | Crossing Between Cultures

Reading Comprehension Test
A1.20–A1.21

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 1

My grandmother grew up in a small town. She loved to be surrounded by plants. Grandma always says, "Plants remind me of my childhood." Even though she already has plants all over her yard, she insists on getting more and more.

Inside her house, potted tropical houseplants hang on hooks. Some plants live the bookshelves. The living room has the most plants. My two older brothers call it the Amazon Room because the walls are hidden by plants. When you walk in, you see green leaves curling up from pots. Plants dot the room with color.

One night I slept in a sleeping bag on the floor of Grandma's living room. I was excited to be "camping out" there because it would allow me to sleep in a real jungle but without the heat and ground. Grandma made a fire in the fireplace that night so I could roast marshmallows and read by the light. I read until it was quiet late and the fire was going out.

Next thing I knew, I was dreaming about walking through a tangle of greenery, pushing leaves and vines aside to clear a path. The more vines I pushed away, the more trees seemed to be blocking my path. The vines were beginning to wind around my legs. I was having trouble walking. Then I tripped and began to fall.

When I woke up, I was sitting upright in my sleeping bag. The smell of the fire and the flowers reminded me that I was in the Amazon Room. Everything was quiet, and I smelled of damp soil. I breathed deeply, lay down, and went back to sleep in Grandma's delicious jungle.

Grade 5 Assessment **A1.4** Unit 1 | Crossing Between Cultures

Oral Reading Assessment Unit 1

Grade 5 Assessment	Accuracy	Fluency	Comprehension
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
4	100%	100%	100%

Grade 5 Assessment **A1.5** Unit 1 | Crossing Between Cultures

Oral Reading Assessment Unit 1

Grade 5 Assessment	4	3	2	1
1				
2				
3				
4				

Grade 5 Assessment **A1.6** Unit 1 | Crossing Between Cultures

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with Above Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Short *i, u*
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 1, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. _____ is belonging to a country.
 citizenship
 ancestry
 lineage
 heritage

2. They wish a parallel to their _____.
 art
 game
 custom
 exercise

3. The United States has many _____ groups.
 asleep
 ethnic
 ready
 away

4. _____ money is from another country.
 Price
 Share
 Passage
 Gentle

5. _____ of parents honor their children.
 age
 level
 bread
 origin

Grade 5 Assessment **A1.22** Unit 1 | Crossing Between Cultures

Vocabulary Test Unit 1, Week 3

1. A _____ is a group of people who share rules and customs.
 factory
 nation
 message
 vacation

2. _____ of a group is how different the members of the group are.
 diversity
 government
 identity
 company

3. _____ is who you are.
 identity
 shadow
 silence
 company

4. _____ you change.
 job
 reply
 adjust
 remain

5. _____ is a difficult task or situation.
 library
 ladder
 weight
 challenge

Grade 5 Assessment **A1.23** Unit 1 | Crossing Between Cultures

Spelling Words

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

Words with Short *i, u*

- adjustment Learning to live in a new country can be a difficult **adjustment**.
- bluntly Did they hide the truth or **bluntly** tell the facts?
- bundles The luggage carried their belongings in **bundles** as they walked along the trail.
- cherish I love my heritage and will **cherish** it forever.
- civilization War harms our way of life, or our **civilization**.
- classic That story is **classic** loved by readers for years and years.
- desertly She believed it was her **desertly** or fate, to leave the land.
- distinctive That folk music is easy to recognize because of its **distinctive** sound.
- discrimination Did you experience **discrimination** or did people treat you fairly when you arrived?
- festivity They celebrated their citizenship with great **festivity**.
- impression When he saw the Statue of Liberty, he formed his first **impression** of America.
- insult It is rude to **insult** someone who may dress or speak differently than others.
- suppress It is unfair to **suppress**, or put an end to, people's right to freedom.
- triumph It is a victory when good people **triumph** over bad rulers.
- uproar The angry workers were in an **uproar** over job cuts.

Watch-Out Words

- idle The newcomer worked hard all day, but found herself **idle** in the evenings.
- idol She read and admired the poems of a famous writer, who became her **idol**.
- idyll She read aloud one short, pleasant poem, or **idyll**.

Grade 5 Assessment **A1.24** Unit 1 | Crossing Between Cultures

Vocabulary Test
A1.22–A1.23

Spelling Pretest/
Spelling Test
T37s

Grammar and Writing

- Use Negative Sentences
- Use Correlative Conjunctions
- Choose and Focus a Topic
- Develop Research Questions

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

My grandfather was born on an island in Greece. When he moved to the United States, he _____ He moved to Chicago, where he found not only Greek people from the islands, _____ Greek immigrants from the mainland, my grandfather quickly made friends. Next he needed to work. He had _____ before because in Greece he worked as a fisherman from the time he was a small boy. Neither my grandfather _____ most of his new friends could speak English. This made talking for work difficult. Most of his friends would _____ in factories or in warehouses, but _____ job openings. It seemed they were _____ One day, however, grandfather and a friend visited a steel mill outside of Chicago. At the next _____, _____ my grandfather and his friend were hired.

1. Choose the answer that goes in Blank 1.
 did not know anyone
 did not know anyone
 did not know none
 no knew anyone

2. Choose the answer that goes in Blank 2.
 but
 and
 but also
 and also

3. Choose the answer that goes in Blank 3.
 never looked for a job
 never looked for no job
 never never looked for a job

4. Choose the answer that goes in Blank 4.
 or
 but
 and
 nor

Grade 5 Assessment **A1.24** Unit 1 | Crossing Between Cultures

Writing, Revising, and Editing Test

1. Choose the answer that goes in Blank 5.
 both
 either
 neither
 not only

2. Choose the answer that goes in Blank 6.
 no of three businesses had any
 none of three businesses had no
 none of three businesses had any
 none of three businesses had none

3. Choose the answer that goes in Blank 7.
 not having the one
 not having anywhere
 not having no nowhere

4. Choose the answer that goes in Blank 8.
 both
 or
 and
 neither

5. You are preparing to write a research report about how early immigrants contributed to the growth of the United States. Name the topic and write a claim. Then write one main question and two specific questions to guide your research. Use a question word in each question: who, what, when, where, why, which, or how. Underline the question word in each question.

Grade 5 Assessment **A1.25** Unit 1 | Crossing Between Cultures

Research Rubric

Grade 5 Assessment	Score	Content	Speaking
1	1	1. Research question is clearly stated and focused on a specific topic.	1. Speaks clearly and audibly.
2	2	2. Research question is clearly stated and focused on a specific topic.	2. Speaks clearly and audibly.
3	3	3. Research question is clearly stated and focused on a specific topic.	3. Speaks clearly and audibly.
4	4	4. Research question is clearly stated and focused on a specific topic.	4. Speaks clearly and audibly.

Grade 5 Assessment **A1.44** Unit 1 | Crossing Between Cultures

Writing, Revising, and Editing Test
A1.24–A1.25

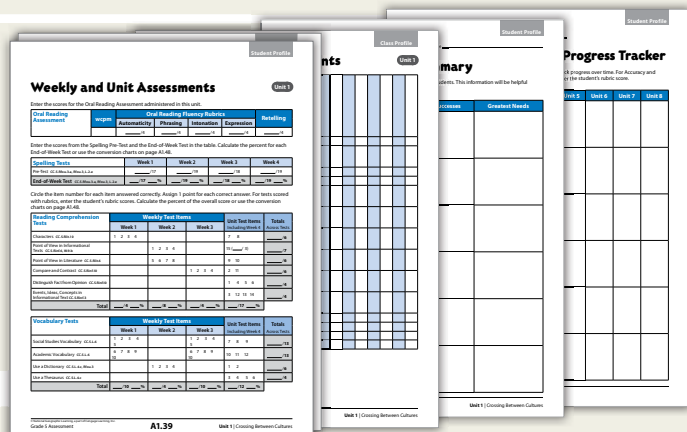
Research Project Rubric
A1.44



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

- Compare and Contrast: Reteaching Master RT1.7**
- Plan and Monitor: Reteaching Master RT1.8**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

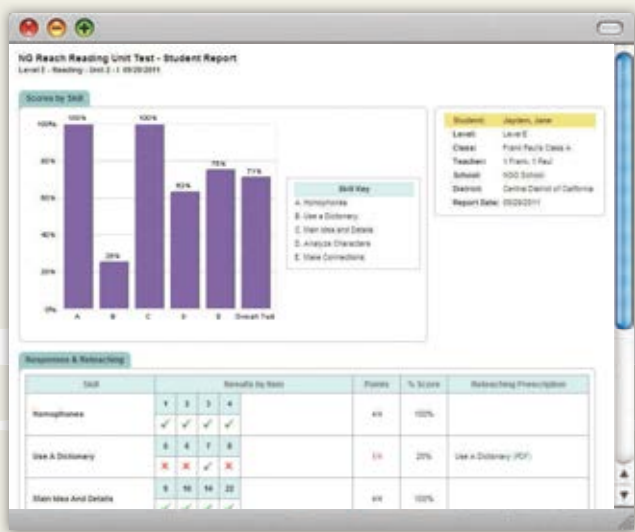
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T37s–T37t

Grammar and Writing

RETEACH

- Negative Sentences: Anthology Handbook, page 637**
- Conjunctions: Anthology Handbook, page 638**
- Writing: Reteaching Writing Routine, page BP51**

ADDITIONAL PRACTICE

More Grammar Practice PM1.23
Daily Writing Skills Practice, pages T37w–T37x


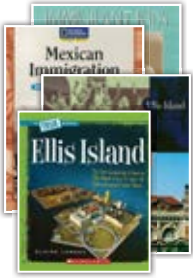
Week 4 Planner

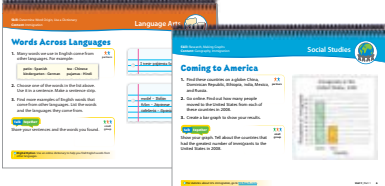
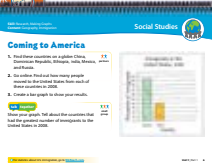
Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening 🕒 5–10 minutes	Academic Talk CC.5.SL.1.c Discuss the Big Question T61o	Academic Talk CC.5.SL.1 Preview and Predict T62c
	Language and Vocabulary 🕒 20 minutes	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Pretest: Words with Digraphs <i>ch, tch</i> CC.5.Rfou.3.a; and Commonly Misspelled Words T61i CC.5.SL.2.e Daily Grammar CC.5.L.1; CC.5.L.1.a; CC.5.L.3 ☑ Compound Subjects T61k Vocabulary Strategy CC.5.L.4; CC.5.L.4.c ☑ Use a Thesaurus T61o	Daily Spelling and Word Work CC.5.Rfou.3; ☑ Practice T61i–T61j CC.5.Rfou.3.a; CC.5.L.2e Daily Grammar CC.5.L.1; CC.5.L.3 ☑ Compound Predicates T61k Vocabulary Strategy CC.5.L.4; CC.5.L.4.c; CC.5.L.5 ☑ Use a Thesaurus T62c
	Reading 🕒 20–40 minutes	Reading CC.5.Rinf.10 Read Aloud: Interview T62a Comprehension CC.5.Rinf.10 ☑ Distinguish Fact from Opinion T62a Fluency CC.5.Rfou.4 ☑ Model Intonation T62a	Reading CC.5.Rinf.10 Read a Documentary; Read and Build Comprehension T63 Comprehension CC.5.Rinf.10 ☑ Distinguish Fact from Opinion T63 
	Writing 🕒 15–45 minutes	Power Writing T61o CC.5.W.10 Daily Writing Skills CC.5.W.3 ☑ Establish Point of View T61m Writing CC.5.W.10; CC.5.W.1.a; CC.5.W.2 Write the Facts T62b Writing Project: Personal Narrative CC.5.W.3; CC.5.W.5; Study a Model T70–T71 CC.5.W.10; CC.5.L.1; CC.5.SL.6	Power Writing T62c CC.5.W.10 Daily Writing Skills CC.5.W.3 ☑ Establish Point of View T61m Writing CC.5.W.1; CC.5.W.1.b Write a Response T66–T67 Writing Project: Personal Narrative CC.5.W.3; Prewrite T70 CC.5.W.5; CC.5.W.10; CC.5.L.1; CC.5.SL.6

SMALL GROUP READING TIME		Read Social Studies Articles	Read Nonfiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.5.L.6 Learn Social Studies Vocabulary SG23 Reading CC.5.Rinf.1; CC.5.Rinf.4; Determine Word CC.5.Rinf.10 Meanings SG22 Build Comprehension SG23 	Vocabulary CC.5.L.6 Learn Story Words SG24–SG25 Reading CC.5.Rinf.10 Introduce SG24–SG25 Read SG26–SG27 ☑ Compare and Contrast SG26–SG27 ☑ Monitor and Clarify SG26–SG27 

LEARNING STATION TIME		Language Arts	Social Studies
🕒 20 minutes	Speaking and Listening T61g CC.5.SL.1; CC.5.W.6; CC.5.SL.5 Language and Vocabulary T61g CC.5.L.6 Writing T61g CC.5.W.3; CC.5.W.3.b; CC.5.W.5; CC.5.W.10 Cross-Curricular T61h CC.5.W.7; CC.5.W.8; CC.5.SL.1 Reading and Intervention CC.5.Rlit.10; CC.5.Rinf.10; T61h, SG68 CC.5.Rfou.3; CC.5.Rfou.3.a; CC.5.W.10; CC.5.L.6; CC.5.SL.4		

Big Question How can where you are change who you are?

Day 3

Read and Comprehend

Academic Talk CC.5.SL.4
Talk Together T68

Daily Spelling and Word Work CC.5.Rfou.3;
CC.5.Rfou.3.a; CC.5.L.2e
Practice T61i–T61j

Daily Grammar CC.5.L.1; CC.5.L.1.a; CC.5.L.3
Compound Subjects T61i, T68a

Vocabulary Review CC.5.L.6
Review Social Studies and Academic Vocabulary T67a

Reading
Reread a Documentary T67a


Comprehension CC.5.Rinf.10
Compare Literary Language T67a

Fluency CC.5.Rfou.4
Practice Intonation T68

Power Writing T67a CC.5.W.10
Daily Writing Skills CC.5.W.3
Establish Point of View T61n

Writing CC.5.L.1; CC.5.L.3
Write to Reinforce Grammar T69

Writing Project: Personal Narrative CC.5.W.3;
Draft T71 CC.5.W.5; CC.5.W.10; CC.5.L.1; CC.5.SL.6



Day 4

Read and Comprehend

Academic Talk CC.5.SL.1.a
Explain Events T69d

Daily Spelling and Word Work CC.5.Rfou.3;
CC.5.Rfou.3.a; CC.5.L.2e
Practice T61i–T61j

Daily Grammar CC.5.L.1; CC.5.L.3
Grammar and Writing T61i

Vocabulary Practice CC.5.L.4; CC.5.L.4.c; CC.5.L.5
Use a Thesaurus T69c

Reading CC.5.Rinf.3
Read a History Article T69a

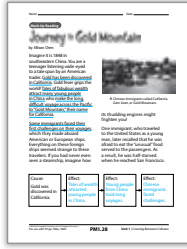
Comprehension CC.5.Rinf.3
Explain Relationships Between Events T69a

Fluency CC.5.Rfou.4
Model and Practice Intonation T69b

Power Writing T69c CC.5.W.10
Daily Writing Skills CC.5.W.3
Establish Point of View T61n

Writing CC.5.W.1; CC.5.W.10
Write to Explain Events T69d

Writing Project: Personal Narrative CC.5.W.3;
Revise; Edit and Proofread T72 CC.5.W.5; CC.5.W.10; CC.5.L.1; CC.5.SL.6



Day 5

Review and Apply

Academic Talk CC.5.SL.1.a
Relate Readings to the Big Question T69h

Daily Grammar CC.5.L.1; CC.5.L.3
Review T61i

Vocabulary Practice CC.5.L.4; CC.5.L.4.c; CC.5.L.5
Use a Thesaurus T69e

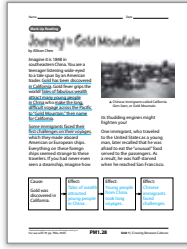
Reading
Reread a History Article T69f

Comprehension CC.5.Rinf.3;
CC.5.Rinf.10
Review and Integrate Analyze Facts and Interpretations T69f

Power Writing T69e CC.5.W.10
Daily Writing Skills CC.5.W.3
Establish Point of View T61n

Writing CC.5.W.2; CC.5.W.10
Write to Compare T69g

Writing Project: Personal Narrative CC.5.W.3;
Publish T73 CC.5.W.5; CC.5.W.10; CC.5.L.1; CC.5.SL.6




Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.5.Rinf.10
Read and Integrate Ideas SG26–SG27

Compare and Contrast SG26–SG27

Monitor and Clarify SG26–SG27




Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.5.Rlit.10; CC.5.Rinf.10
Read and Integrate Ideas SG26–SG27

Compare and Contrast SG26–SG27

Monitor and Clarify SG26–SG27




Read Nonfiction Books

Vocabulary CC.5.L.6
Expand Vocabulary Through Wide Reading SG27

Reading CC.5.Rlit.3;
CC.5.Rlit.10;
CC.5.SL.1.a
Connect Across Texts SG27

Writing CC.5.W.2
Choose a Writing Option SG27




ASSESSMENT & RETEACHING

Assessment and Reteaching T73a–T73b

Reading Comprehension Unit Test CC.5.Rinf.5
A1.26–A1.31

Reading Strategy Assessment SG57–SG58 CC.5.Rinf.10

Oral Reading Assessment A1.4–A1.6 CC.5.Rfou.4

Vocabulary Unit Test A1.32–A1.34 CC.5.L.6

Spelling Test: Words with Digraphs *ch, tch* and Commonly Misspelled Words T61i CC.5.Rfou.3;
CC.5.Rfou.3.a;
CC.5.L.2e

Writing, Revising, and Editing Unit Test CC.5.W.10;
A1.35–A1.38 CC.5.L.1; CC.5.L.3A0.8–A0.9

Reteaching Masters RT1.10–RT1.12 CC.5.Rinf.5;
CC.5.Rinf.10

Week 4 Learning Stations

Speaking and Listening

Option 1: "America the Beautiful"



Have students listen to the a recording of "America the Beautiful" and discuss the lyrics.

To hear the song and view the lyrics, have students go to Resources > Unit 1 > Learning Stations > Week 4 > "America the Beautiful" on NGReach.com.

Have the students state in one or two sentences what the words mean to them.

Discuss Topics, Expressing Ideas Clearly CC.5.SL.1

Option 2: What the U.S. Means to Me

What does the United States mean to you?

The United States is my country. It is where I live. It is also . . .

MATERIALS

audio and video recording equipment

- Have partners interview one another about what the United States means to them.
- Have students record their interviews to share with the class.

Use Technology to Collaborate CC.5.W.6
Include Multimedia Components in Presentations CC.5.SL.5

Language and Vocabulary

Key Words

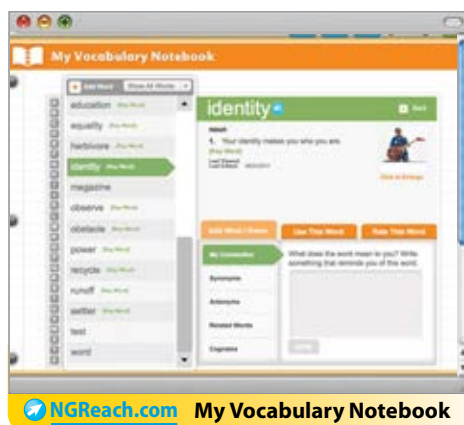
citizenship · custom · ethnic · foreign origin · adapt · challenge · diversity identity · society · contrast · monitor

Option 1: Vocabulary Games



Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Option 2: My Vocabulary Notebook

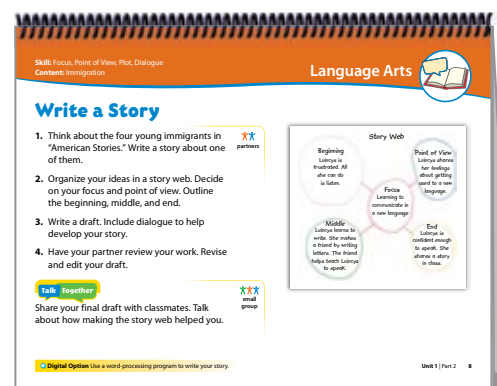


- Have students select a Key Word and then go to Add More Information > Use This Word > Write a Sentence.
- Have students use the Key Word in a sentence with a compound subject or compound predicate.
- Have students repeat for each Key Word.

Acquire and Use General Academic and Domain-Specific Words CC.5.L.6

Writing

Option 1: Write a Story



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 8

Teacher's Guide on NGReach.com

Write Narratives	CC.5.W.3
Use Dialogue and Description	CC.5.W.3.b
Plan, Revise, and Edit Writing	CC.5.W.5

Option 2: Write a Dialogue

Explain that a dialogue is a written conversation between two people. Then display the writing prompt below.

Choose two of the students in "American Stories." Write a dialogue that the two of them might have had. Have them discuss and compare their experiences as newcomers to the United States.

Use Dialogue	CC.5.W.3.b
Write Over Shorter Time Frame for Specific Purpose	CC.5.W.10

Cross-Curricular

Option 1: National Portrait Wall



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 9

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

magazines • newspapers

Conduct Research	CC.5.W.7
Gather Information	CC.5.W.8
Discuss Topics, Expressing Ideas Clearly	CC.5.SL.1

Option 2: Lady Liberty



Have students go to Resources > Unit 1 > Learning Stations > Week 4 > Statue of Liberty on [NGReach.com](https://www.ngreach.com). Have partners estimate the Statue of Liberty's dimensions by comparing them to objects in their lives.

Gather Information	CC.5.W.8
Discuss Topics, Expressing Ideas Clearly	CC.5.SL.1

Reading

Option 1: Teen Immigrants



Have students read parts of the original transcript of the selection "American Stories." To view the transcript, have them go to Resources > Unit 1 > Learning Stations > Week 4 > "American Stories" on [NGReach.com](https://www.ngreach.com).

Have students choose one part of the transcript to read. Ask students to write two sentences about how the transcript text differs from the text in the **Anthology**.

Read Informational Texts	CC.5.Rinf.10
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Option 2: Additional Reading



PROGRAM RESOURCES

Week 4 Small Group Reading Titles, page SG22
Independent Reading Recommended Books, page SG68
Leveled Book Finder

Have students choose a book they haven't read before from the resources listed above. Have students write a sentence about something new they learned.

Read and Comprehend Literature	CC.5.Rlit.10
Read and Comprehend Informational Texts	CC.5.Rinf.10
Write Over Shorter Time Frame for Specific Task	CC.5.W.10

Intervention

Option 1: Phonics Games



Apply Phonics and Word Analysis Skills
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.5.Rfou.3

CC.5.Rfou.3.a

For Reteaching Masters, see pages RT1.9–RT1.12.

Additional Resources

Reach into Phonics



Lesson 13

Use Context to Confirm or Self-Correct Word Recognition and Understanding

CC.5.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T62a–T75

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- ✔ Spell Words with Digraphs *ch, tch*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Digraphs *ch, tch*

1. beseech	I beg my parents to try new things, and they beseech me to remember our traditional ways.
2. charter	They saved their money to charter a flight to the United States.
3. enrich	Learning a new language can enrich your life.
4. glitch	My passport didn't arrive because of a glitch in the process.
5. hunches	He hunches his shoulders and leans forward.
6. merchant	The merchant also had a store in Lebanon.
7. orchard	We sat under the apple trees in the orchard .
8. reproach	You did nothing wrong, so who could blame or reproach you?
9. squelch	Let's maintain our own culture, not squelch it.
10. stitching	She is stitching a story quilt for her grandchildren.
11. top-notch	The newcomer is a top-notch student who consistently gets high grades.
12. torches	The fiery torches light up the night.
13. trenches	When he first came here, he got a job digging trenches for pipes.
14. wrenched	Some people are wrenched from their homelands and others leave voluntarily.
15. wretched	The wretched refugees found help across the border.

Watch-Out Words

16. medal	The hero wore a shiny medal he had won.
17. meddle	I didn't ask because I didn't want to meddle in his affairs.
18. manner	The woman from England acts in a grand manner .
19. manor	She grew up in a very old castle, where her father was lord of the manor .

Where Is *ch*?

Day 2



Option 1

MATERIALS

highlighters • dictionaries

Teach

Display the following words: *charter, enrich, orchard*. Circle *ch* in each word and explain: *The digraph ch can be used at the beginning, in the middle, or at the end of a word or syllable.*

Prepare

- Have pairs of students work together to list all the *ch* words except *wrenched*. Tell them to highlight *ch* in each word.
- Then have the partners copy the chart below.

Practice

Beginning of Word	End of Word	Beginning of Syllable	End of Syllable
charter		charter	

- Have students use dictionaries to check syllabication.
- Have partners chorally read and spell each word as they write it in the correct column or columns of the chart.

Apply Phonics Skills	CC.5.Rfou.3
Use Letter-Sound Correspondences and Syllabication to Read	
Multisyllabic Words	CC.5.Rfou.3.a
Consult References	CC.5.L.2.e

Write a Scene

Day 2



Option 2

Write a Scene

- Have small groups write short comic or dramatic scenes using as many spelling words as possible, including Watch-Out Words.
- After writing their scenes, have students underline each spelling word and double-check its spelling.
- Invite students to perform their scenes for the class.

Caitlin: My great-grandfather won a medal in World War II. He fought in the wretched trenches of France.
 Levon: Did he wear his medal in a proud manner?
 Caitlin: Of course! And once he wore it to a banquet at a manor house in England!
 Levon: My ancestors were top-notch people, too. As successful merchants they made a great deal of money. However, they gave much of that money away to charities. As humanitarians, they were beyond reproach.

Spell Grade-Appropriate Words

CC.5.L.2.e



Vowel Sounds

Day 3



Option 1

MATERIALS

index cards, 10 per pair of students

Teach

Display the word *glitch*, circle *tch*, and pronounce the word. Explain: *The consonant digraph tch is used only after a short vowel.*

Prepare

- Have pairs of students collaborate to write each of these 6 phrases on a separate card: *i as in stick, i as in nine, o as in shop, o as in boat, e as in tent, e as in week.*
- Have students write the 4 *tch* words on separate cards.

Practice

- One partner takes the 6 phrase cards and the other partner takes the 4 cards with the *tch* words.
- The student with the words holds up one card at a time.
- The other student holds up the phrase that describes the vowel sound that comes before the *tch*, reads the phrase, and then reads the *tch* word. Finally, the student spells the word once with eyes open, then once with eyes closed.
- Have students switch roles back and forth as they repeat the activity for all 4 *tch* words.

Apply Phonics Skills CC.5.Rfou.3
 Use Letter-Sound Correspondences and Syllabication to Read Multisyllabic Words CC.5.Rfou.3.a

Spelling Pronunciations

Day 3



Option 2

Practice

- Have partners write the four *tch* spelling words and create their own exaggerated "spelling pronunciation" for each word.
- Tell students to say each word, pronouncing the *t* in the *tch* sound to help them remember the word's spelling. For example, students might say *stitching* as: *sti-t-ching*.
- Have students say the word several times aloud.
- Next, have students visualize the letters as they mouth the "spelling pronunciation" several times with their eyes closed.
- Finally, have students write the word several times as they say it aloud using the "spelling pronunciation."
- Tell students to imagine the "spelling pronunciation" each time they read or hear the word. Tell them that, eventually, it will come to mind automatically as they write the word.

Spell Grade-Appropriate Words CC.5.L.2.e

Use a Dictionary

Day 4



Option 1

MATERIALS

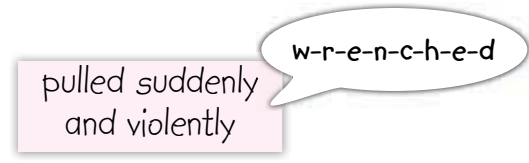
index cards, 19 per pair of students • dictionaries

Prepare

- Have pairs of students work together to write each spelling word on a separate card.
- Have the partners look up each word in a dictionary and write its definition on the back of the appropriate card.

Play a Game

- Have students place the cards on the table with the definitions visible.
- Then have students take turns picking a definition and stating and spelling the word that goes with it.
- If a student states the wrong word or misspells the correct word, the card goes back on the table. Otherwise, the student keeps the card.
- Play continues until all words have been spelled correctly.



Consult References CC.5.L.4.e
 Spell Grade-Appropriate Words CC.5.L.2.e

Word Scramble

Day 4



Option 2

MATERIALS

scissors • timer • index cards, 5–8 per student • dictionaries

Prepare

- Have students choose groups and assign 5–8 different spelling words to each student in the group. Have each student print the words on index cards with space between the letters for cutting.
- Have students cut two-syllable words into syllables and the one-syllable word into letters. Tell them to consult a dictionary to see where syllable breaks appear.

Play a Game

- Have students mix up their letters or syllables and give them to another person in the group.
- Give students five minutes to unscramble and put together as many words as possible. Have students award themselves one point for each word they complete.

Spell Grade-Appropriate Words CC.5.L.2.e

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- ✓ Grammar: Use Compound Subjects
- ✓ Grammar: Use Compound Predicates

COMMON CORE STANDARDS

- Edit Writing CC.5.W.5
- Demonstrate Command of Grammar and Usage CC.5.L.1
- Explain Conjunctions CC.5.L.1.a

Day 1

PROGRAM RESOURCES

Compound Subjects: eVisual 1.28
Game: Practice Master PM1.24

MATERIALS

brads • large paper clips

Teach the Rules

Use the suggestion on page T62b to introduce compound subjects. Review: *The simple subject is the most important word in a complete subject. A conjunction connects words or groups of words.*

Compound Subjects

- A **compound subject** has two or more simple subjects joined by the **conjunction and or or**.

My friend **Teresa and her sister** like American malls.

My classmates or the teacher will introduce me to the class.

NGReach.com Compound Subjects: eVisual 1.28

Play a Game

Have partners use **Practice Master PM1.24** to play “Sentence Spinner,” a game in which students create compound subjects.

Name _____ Date _____


Grammar Game
Sentence Spinner

Directions:

1. Take turns spinning the spinner.
2. Complete the sentence with a compound subject.
3. Play until you have completed all the sentences. Then play another round!

Make a Spinner

1. Push a brad through the center of the circle.
2. Open the brad in the back.
3. Hook a paper clip over the top of the brad to make a spinner.



For use with T62p. T62k PM1.24 Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.24

Differentiate

SN Special Needs

ISSUE Students have trouble with the concept of compound subjects.

STRATEGY Tell partners to find two pens or other like objects they can hold. One partner holds one object and completes the following sentence frame with a simple subject and an adjective or singular noun: This (object) and this (object) are _____.

Day 2

PROGRAM RESOURCES

Compound Predicates: eVisual 1.32
Game: Practice Master PM1.25

MATERIALS

scissors

Teach the Rules

Use the suggestion on page T66–67 to introduce compound predicates. Review: *The simple predicate is the most important word in a complete predicate. As in a compound subject, a conjunction connects the two parts of a compound predicate.*

Compound Predicates

- A **compound predicate** has two or more verbs joined by the conjunction **and or or**.

The newcomers **made friends and got** jobs.

Every week we **went to a new place or ried a new food**.

NGReach.com Compound Predicates: eVisual 1.32

Play a Game

Have groups play “Connect the Verbs.” Distribute scissors and **Practice Master PM1.25**.

Name _____ Date _____

Grammar Game
Connect the Verbs

1. Cut apart the word cards and spread them out face down.
2. Take turns. Turn over three cards. If you draw **and or or** with two verbs, make up a sentence with a compound predicate and keep your white verb cards.
3. If not, replace your cards.
4. Play until all the verb cards are gone. The player with the most cards wins.

and	or	hear	go
study	wait	travel	show
give	run	stand	work
open	see	learn	eat
talk	buy	find	meet

For use with T62p. T62k PM1.25 Unit 1 | Crossing Between Cultures

NGReach.com Practice Master PM1.25

Differentiate

EL English Learners

ISSUE In Hmong and Vietnamese, several verbs can be used together without a conjunction.

STRATEGY To help students become familiar with including a conjunction in a compound predicate, display and echo read sentences like these: The students read and write/The plane descends and lands.



Day 3

MATERIALS

short strip of construction paper

Teach the Rules

Use the suggestion on page T69 to reinforce understanding of subject-verb agreement with compound subjects. Display the sentences below. Ask students to identify the compound subject and the verb. For each sentence, ask: *Why is the verb correct?*

1. Lila and Marina miss their friends back home.
2. My new friends or my cousin helps me with English.
3. My cousin or my new friends help me with English.

Generate Sentences

Have students apply the grammar rules as they write sentences. Give students the following directions:

- Write a complete sentence about American food. Use a compound subject with the conjunction *and*.
- Write a complete sentence about American sports. Use a compound subject with the conjunction *or*. Make your final simple subject a singular noun.
- Write a complete sentence about American music. Use a compound subject with the conjunction *or*. Make your final simple subject a plural noun.

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

Differentiate

BL Below Level

ISSUE Students have difficulty determining whether to use a singular or plural verb after a compound subject with *or*.

STRATEGY Display this sentence: My classmates or my teacher shows me around the school. Cover the words *My classmates or* with a strip of construction paper. Then read aloud the sentence with students. Remove the strip and read the whole sentence together. Repeat with My teacher or my classmates show me around the school.

Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM1.31

Grammar and Writing

Distribute **Practice Master PM1.31**. Have students use editing and proofreading marks to correct errors, including errors in compound subjects and predicates.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- compound subjects and predicates
- subject-verb agreement

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

American football soccer are great sports, but I know many Americans who don't follow soccer. Football or baseball get all their attention. My American cousin and all his friends likes football the best. They discuss their favorite teams know everything about the players. During football season they watch each game on TV go to it. They scream yell wherever they are.

I had to get used to that. Football games or football conversation were the only thing around me. Then picture this scene. One day my cousin and the guys ask me to a real game. The fans the big stadium were exciting. Before I knew it, I was yelling, too! Now I follow football and soccer. The Super Bowl and the World Cup both important to me.

For use with TE, p. T69

PM1.31 Unit 1 | Crossing Between Cultures

[NGReach.com](http://www.ngreach.com) Practice Master PM1.31

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test:
Assessment Masters A1.35–1.38

Review and Assess

Display the chart below. Have partners complete each sentence with a compound subject or a compound predicate. For column 1, remind students to pay attention to subject-verb agreement.

Compound Subject	Compound Predicate
_____ takes us to American movies.	At our new school, we _____.
_____ apply for jobs every day.	In America, I _____.
_____ taste delicious.	Our relatives in Japan _____.

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

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

✔ **Maintain Point of View**

COMMON CORE STANDARDS

Write Narratives

CC.5.W.3

Introduce Point of View

Day 1



PROGRAM RESOURCES

Point of View Passage: eVisual 1.29

Point of View Chart: eVisual 1.30

Teach the Skill



Point of View Passage

I gripped the wheel and looked at the traffic all around me. I was in the middle of an ocean of cars. As I inched forward, I watched others cope with the traffic. In one car, children slept even though horns were honking loudly. In another car, a man whistled happily as he drove, while a woman talked on her cell phone.

I thought about my village in Poland. How different my life was going to be here in Los Angeles!

NGReach.com Point of View Passage: eVisual 1.29



INTERACTIVE WHITEBOARD TIP: Circle the first-person pronouns *I*, *me*, and *my*.

Read the passage aloud and review: *A personal narrative is told from the first-person point of view. The narrator is a character in the story who uses pronouns like I, me, and we.*

Continue: *In third-person point of view, the narrator is an observer who describes what others are doing using pronouns like he, her, and their. The writer of this passage used both points of view.*

To review, display **eVisual 1.30** and have volunteers read it aloud.



Point of View Chart

First-Person POV	Third-Person POV
<ul style="list-style-type: none">The narrator is a character who is part of the action.The narrator uses pronouns <i>I</i>, <i>me</i>, <i>my</i>, <i>we</i>, or <i>us</i>.	<ul style="list-style-type: none">The narrator is outside of the action telling what is happening.The narrator uses pronouns <i>he</i>, <i>him</i>, <i>she</i>, <i>her</i>, <i>they</i>, or <i>them</i>.

NGReach.com Point of View Chart: eVisual 1.30



INTERACTIVE WHITEBOARD TIP: Underline "part of the action" and "outside of the action."

Identify Points of View

Day 2



Option 1

Introduce

Display the sentences below and have volunteers read them aloud.

- As I walked across the beach to the water, my bare feet sank into the sand. I stood there, enjoying new sights and sounds.
- Sea gulls screeched over the boy's head, soaring above him like a planes.
- When I reached the ocean's edge, I followed a wave as it retreated from the shore. Before long, the next wave came tumbling over my feet, tickling them with cool water.
- He jumped over each ocean wave as it raced toward the sandy beach.

Practice

Arrange students in small groups and have the group label one sheet of paper "First-Person" and another sheet "Third-Person." Have students write the sentences representing each point of view on the correct sheet.

After completing their charts, have students discuss how they think the narrator of the first-person sentences felt about being at the beach. Invite them to point out words that demonstrate that feeling.

Talk and Write

Day 2



Option 2

MATERIALS

timer

Introduce

Arrange students in pairs. Have each partner think of a brief personal experience that he or she would like to share.

Practice

Allow partners three minutes to alternate telling each other about their experiences. Point out that the speaker will be using first-person point of view.

Have the listener take notes. After both speakers share their stories, set the timer for ten minutes. Have each partner write a brief narrative about the other's experience, using third-person point of view.

Have partners read their narratives to each other, checking for accuracy and consistency of point of view.

SUGGESTED PACING

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

Change Points of View

Day 3



Option 1

MATERIALS

timer • 4 index cards per pair, 2 labeled “First-Person” and 2 labeled “Third-Person”

Introduce

Arrange students in pairs. Have partners think of something fun that they or someone they know did during the week.

Practice

Have students put the four cards face down and shuffle them. Have each partner choose an index card and write for five minutes about the event from that point of view.

Remind students: *If you are telling about yourself, what pronouns will you use?* (I, me, my, us, we) *If you are writing about someone else what pronouns will you use?* (she, he, him, her, they, them)

After writing, have partners exchange narratives. The first partner reads the second partner’s narrative and identifies the point of view. Then, the first partner retells what happened from the opposite point of view. Then partners exchange roles and continue the activity.

Imaginary Narrative

Day 3



Option 2

MATERIALS

timer

Introduce

Display and read aloud this RAFT. Tell students that they will each use it to write an imaginary personal narrative from first-person point of view. Remind students that a personal narrative written in the first-person may use third-person pronouns when telling about someone else.

Role	mountain-biker
Audience	friends and family
Form	travel journal
Topic	biking up a tall mountain

Practice

Allow three minutes for students to individually think about and jot down notes to guide their writing. Give students five minutes to write. After writing, have students take turns reading their narratives to partners. For each narrative, have students decide if the words the writer chose communicated the experience effectively.

Restore Point of View

Day 4

**Introduce**

Display the following personal narrative.

A cool breeze began, as she sat on a bench in the piazza. My parents had emigrated from Naples when I was three, but this was my first time in Italy. She noticed everything. I saw children splashing in a fountain. She saw dogs begging for scraps of food. Suddenly, cathedral bells rang. I wanted to stay forever.

Practice

Have pairs of students read the narrative and discuss what is wrong with it. (The narrator does not maintain a consistent point of view.)

Then have partners decide on one point of view and rewrite the narrative accordingly. After they have finished writing, have each pair compare their narrative with a narrative written by another pair. Have the group decide which narrative is more interesting and why.

Review and Assess

Day 5

**PROGRAM RESOURCES**

Writing, Revising, and Editing Unit
Test: Assessment Masters A1.35–1.38

MATERIALS

one large sheet of paper per group • rulers • crayons or markers

Review the Skill

Arrange students in groups of three or four and have each group create a two-column chart defining and giving examples of these literary terms:

- First-person point of view
- Third-person point of view

Tell students that they may design the chart any way they like. Encourage them to be creative and use color to make the chart interesting.

When each group has completed its chart, invite volunteers to share their charts with the class.

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

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- Consult References: Thesaurus
- Distinguish Fact from Opinion to Comprehend Text


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 1.27

MATERIALS

timer



WARM-UP

Have students review the Week 3 selection “A Refugee Remembers,” paying special attention to the photographs on **Anthology** page 58. Ask: *How does John Bul Dau fit in the United States and in Sudan?* List responses on the board. (Possible responses: He speaks the languages; He knows the **customs**; He works to improve the community in both places.)

Power Writing

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

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

Academic Talk

1 Discuss the Big Question

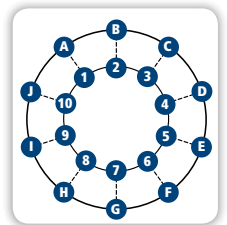
Remind students that asking and answering questions leads to productive and interesting discussions. Review: *Remember to use the question words Where, When, What, How, or Why and to refer back to the text when answering questions.*

Demonstrate asking and answering questions about the Big Question: How can where you are change who you are? Model by first stating: *“Fitting in” means belonging or conforming to a group.* Then have a volunteer ask a “W” question about the statement. Answer the question and ask another related “W” question.

Use an **Inside-Outside Circle** to have students ask and answer questions about how John Bul Dau changed as he fit in with his new community.

- Have students on the outside circle ask questions about how John Bul Dau changed to fit in. Students in the inside circle answer the questions.
- On one signal, have students rotate to create new partnerships. On another, have students trade positions.

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



Inside-outside circle

Vocabulary Strategy

2 Use a Thesaurus Anthology page 62

Ask: *How does a thesaurus help you?* (when you need to say something in a different way) Display **Student eEdition** page 62 and read aloud the introduction. Direct students’ attention to the sample entry and callouts. Explain: *An example sentence is given for each meaning of the word and part of speech. Synonyms are given after each sentence. Antonyms are given at the end of the entry.*

Display the following sentences and model using the entry and the context of each sentence to find the best synonym and antonym for the verb *challenge*.

- *Katy _____ me with my bias that Rhode Island is the best state when she told me about Hawaii. (confronted)*
- *Maxwell _____ an argument by stating that all the states are great. (avoided)*

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.5.Rinf.10

Read with Sufficient Fluency CC.5.Rfou.4

Writing

State an Opinion CC.5.W.1.a

Write Informative/Explanatory Text to Examine a Topic CC.5.W.2

Write over Shorter Time for Specific Purposes CC.5.W.10

Speaking and Listening

Pose and Respond to Questions CC.5.SL.1.c

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4

Consult Print and Digital References CC.5.L.4c



Use a Thesaurus

A **thesaurus** lists synonyms and antonyms. Synonyms are words with almost the same meaning. Antonyms are words with opposite meanings.

Read this entry from a thesaurus.

challenge noun 1. *Judy thinks that Math is a real challenge for her.* DIFFICULTY, struggle, obstacle, trial 2. *After Carla beat me at tennis, she accepted my challenge to a rematch.* DARE, contest, invitation, ► verb 1. *After the game, we challenged them to a rematch.* DEMAND, dare, invite, confront, provoke **ANTONYM** avoid

A sample sentence shows how to use the word. Then the **synonyms** are shown. Sometimes the first synonym is in capital letters.

Antonyms show an opposite meaning for the word.

Try It Together

Read the thesaurus entry. Then answer the questions.

adapt verb 1. *It took me more than a year to adapt to living in the United States.* ADJUST, conform, change, fit in 2. *The writer adapted the book to make it easier for children.* REWORK, modify, redo, edit **ANTONYM** stay the same, maintain

1. Which word is an antonym for **adapt**?

- A rework
- B maintain
- C easier
- D adjust

2. Which words are synonyms?

- A fit, rework
- B adapt, rework
- C adapt, maintain
- D adjust, comfortable

62

Anthology page 62

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T61m–T61n)
- ✓ Power Writing (T61o, T62c, T67a, T69a, T69g)
- ✓ Writing (T62b, T66–67, T69, T69f, T69i)
- ✓ Writing Project (T70–T73)

3 Try It Together Anthology page 62

Read the directions aloud and have students answer the questions individually. Point out that for question 1, they need to find the list of antonyms in the entry. For question 2, they need to find the pair of synonyms includes both meaning 1 and meaning 2 of *adapt*. (question 1: B; question 2: B)

See **Differentiate**

Check & Reteach

OBJECTIVE: Consult References: Thesaurus ✓

As students complete **Try It Together**, assess whether they have answered the questions correctly.

If they have not answered correctly, provide reinforcement by doing the following:

- Have students write all the antonyms and synonyms in two separate columns.
- For question 1, read aloud each answer choice as the student searches to see if the word is found in the list of antonyms.
- Repeat for question 2 with the list of synonyms.

Differentiate

SN Special Needs

ISSUE Students have difficulty isolating elements in an entry for a word.

STRATEGY Use **Anthology** page 62 to explain the purpose of each element in the first entry, one at a time.

AL Above Level

ISSUE Students notice that some synonyms fit better than others.

STRATEGY Have partners find the definitions of the synonyms. Then have students substitute each synonym for *adapt* in the sample sentence. Have partners explain how the meaning of the sentence changes as different synonyms are substituted.

Fluency

Model Intonation As you read the **Read Aloud**, model how to read with proper intonation. Explain: *When you read with intonation, the pitch or tone of your voice rises and falls as you read aloud.* After reading, reflect on your intonation for the class.

Differentiate

BL Below Level

ISSUE Students overlook opinions that do not have signal words.

STRATEGY Point out opinions in the **Read Aloud** that do not have signal words. Have students discuss why they are opinions. (Example: Mary Chen says, “I was lucky.” Luck cannot be proven, so this is her opinion.)

AL Above Level

ISSUE Students find ambiguous statements that seem to fit both fact and opinion.

STRATEGY Have students cite examples from the **Read Aloud**. (Example: “I was lucky” is Mary Chen’s feeling based on personal experience. Explain that this statement is an opinion because it cannot be proved true. Then point out that the next sentence is a fact, because it can be proved.)

Comprehension

4 Distinguish Fact from Opinion 

Introduce facts and opinions: *A fact is something that can be proven, but an opinion is someone’s belief, viewpoint, or idea, which can be supported but not proven.*

Explain: *A fact can be proven by using reference books or other reliable sources.* Ask: *Why can’t an opinion be verified using a reliable source?* (It is what a person thinks.) *If someone says, “Moving to another country isn’t scary—it’s fun,” is this a fact or an opinion?* (opinion) Tell students that words such as *I think, we believe, and should* often signal an opinion.

Display the **Read Aloud eVisual 1.27** and explain: *The Chinese Exclusion Act of 1882 limited the number of Chinese immigrants to the United States. To gain entry, many immigrants bought fake papers to show they were related to American citizens.* Then read aloud the passage. Point out: *Government papers prove when an immigrant arrived in the United States.* Then read aloud the first sentence. Have students explain whether it is fact or opinion. (fact because it can be proved)



Read Aloud

Interview

Two Immigrants at Angel Island

Interviewer: Please describe how you came to the United States.

James Huang: I arrived at Angel Island Immigration Station three months ago, in April 1939. Our boat was jammed with Chinese immigrants, all eager to see the United States because we believed it is a great land of opportunity. After we landed, I was scared because I had trouble getting permission to enter. The officials often send back to China those immigrants whose parents do not have U.S. **citizenship**. My parents are not U.S. citizens, but in China, I bought papers saying that my father is. Many immigrants do that, and we are called “paper sons” or “paper daughters.” The immigration officials do not know whether these papers tell the truth about our **origins**, so the officers ask us many questions about our families and our villages in China. If we convince them that we know what we are talking about, the officials allow us to stay.

Mary Chen: I was lucky. Because my father is a U.S. citizen, I was permitted to enter the country without waiting, and I only spent one day on Angel Island. Immediately, I got a job as a waitress in my cousin’s restaurant, and there I even met my future husband. Now we are saving our money. We hope to purchase a little land that we can farm and raise Chinese vegetables like bok choy to sell to restaurants. We will raise the best vegetables because I learned about gardening in my village. Yes, it has been difficult to **adapt** to American **society** and **customs**, but life here is better than life in China was.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 1.27



INTERACTIVE WHITEBOARD TIP: Underline facts in one color and opinions in another.

Have students identify facts and opinions in the **Read Aloud** interviews. Remind them that opinions reflect each speaker's belief or idea. Provide examples:

- James states, "After we landed, I was scared because I had trouble getting permission to enter."
- Mary states, "It has been difficult to adapt . . ." (She could support that opinion if she gave facts, but the opinion itself cannot be proved.)

See **Differentiate**

Check & Reteach

OBJECTIVE: Distinguish Fact from Opinion to Comprehend Text ✓

As students distinguish facts from opinions, monitor for understanding.

If students have difficulty distinguishing between facts and opinions, explain that an opinion sometimes includes signal words (*I think*) or words that describe feelings. Have students use such clues to determine if the statement is a fact or an opinion.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T61i

Daily Grammar ✓

Display this sentence: James Huang and Mary Chen were immigrants at Angel Island. Then use page T61k to teach compound subjects.

Daily Writing Skills ✓

Point out that the **Read Aloud** passages are personal narratives written in first-person point of view. Then use page T61m to teach more about point of view.

Writing

5 Write the Facts

Model writing facts and the opinions the speaker has about them.

Think Aloud

The date of James' arrival in the U.S. is a fact.

The words we believed signal an opinion James had about the United States.

Write

James Huang arrived at Angel Island in April 1939.

James believed the U.S. was a great land of opportunity.

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

Have each student write a paragraph giving only the facts about James Huang or Mary Chen from the **Read Aloud**. Have students add their paragraphs to their Weekly Writing folders.



WRAP-UP

As you read aloud a page from "A Refugee Remembers," have students give a thumbs up if a sentence is a fact and a thumbs down if it's an opinion.

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- ✓ Consult References: Thesaurus
- ✓ Monitor and Clarify to Comprehend Text
- ✓ Distinguish Fact from Opinion to Comprehend Text

MATERIALS

timer • thesaurus • globe or world map

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.5.Rinf.10

Read with Sufficient Fluency CC.5.Rfou.4

Writing

Write Opinions on Texts CC.5.W.1

Provide Reasons Supported CC.5.W.1.b

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4

Consult Print and Digital References CC.5.L.4.c

WARM-UP

Dictate these sentences: *The light is blinding./When the power went out, we had to light candles to see./After spending the winter inside, Emma's skin was light./Compared to the sofa, the cushions were light.* Have students use a thesaurus to find the best synonym to replace *light* in each sentence.

Vocabulary Strategy

1 Use a Thesaurus

Remind students that using a thesaurus can help them find the right words to express what they mean. Display the chart below. Explain that synonyms and antonyms often convey nuances, or subtle differences, in meaning: *Happy is feeling good but overjoyed is feeling great pleasure or delight.*

Word	Synonyms	Antonyms
happy	glad, delighted, thrilled, overjoyed, cheerful	unhappy, sad, glum, miserable, discontented

Display the sentences below. Have students use the chart above and the context of each sentence to find which synonyms and antonyms best replace *happy*.

- Sharon was _____ to open her birthday presents. (delighted, thrilled)
- Joel felt _____ when his dog ran away. (miserable, sad)

Then have partners use a thesaurus to find replacements for the italicized words:

- My dog was my best friend in the whole world, and I was *sad* when he died.
- The food at my favorite restaurant is fresh, hot, and tastes really *good*.

Check & Reteach

OBJECTIVE: Consult References: Thesaurus ✓

Listen as partners discuss nuances in meaning for the synonyms they find.

If students have difficulty with the concept, suggest that they look up the synonyms in a dictionary and discuss each synonym's definition.

Academic Talk

2 Preview and Predict

Display **Student eEdition** pages 63–65. Have students identify the following text features: the title, subtitle, boldface words and phrases, and photos. Explain that these pages have some new features: maps, names, countries of origin. Ask students to use these features to predict what this selection is about.

Connect Across Texts Like John Bul Dau, the young people in this documentary have **adapted** to life in the United States.

Genre A **documentary** is a movie or TV program that gives information about real people or real situations.



American Stories
adapted from the PBS series *In the Mix*

Throughout history, the United States of America has been seen as the land of opportunity. In the past, millions of immigrants came to America. They left their countries for a new life, for **economic opportunity**, for political and religious freedom. Today, immigrants continue to come to this country. Many of them are young people, and they come from all parts of the world. Why do they come to America, what problems do they **face**, and how are they fitting in? The following **transcript** tells what four young immigrants think about their new lives in the United States.

1

2

In Other Words
economic opportunity the chance to make money
face have
transcript written record

Before You Move On
1. Clarify What will the young people in this documentary explain?
2. Make Inferences Why do many immigrants think America is a land of opportunity?

63

STUDENT TECHNOLOGY
Student eEdition
NGReach.com

Anthology page 63

Reading

3 Read a Transcript

CONNECT ACROSS TEXTS Ask students to recall how John Bul Dau adapted to life in the United States. Then have a volunteer read **Connect Across Texts** aloud.

GENRE Read aloud the explanation of the genre. Clarify: *This text is a transcript, a printed version of a TV documentary. It is a written record of what the people in the documentary said on camera. Like the oral history, this text begins with an introduction.* Point out that the print is in italics to distinguish it from the exact spoken words of the young people who were interviewed.

SOCIAL STUDIES BACKGROUND Refer students to the definition of *culture* in the **Picture Dictionary**. Explain that styles of dress; art and music; faith systems; and ways of talking are all part of someone's culture. When people have lived in two different cultures, these elements often blend together.

Read and Build Comprehension

- 1 Recognize Fact and Opinion** ✓ *Is the sentence, "In the past, millions of immigrants came to America," a fact or an opinion? (fact) How do you know? (You can also verify this information in reliable sources.)*
- 2 Set a Purpose** *What is some information you might look for in the text based on the introduction? (Possible responses: We might learn about immigrants who came to America and about the problems they face; about how new immigrants are adapting to life in America.)*

Fluency

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

Answers Before You Move On (Page 63)

- 1. Clarify** ✓ They will describe how they think about their lives in America.
- 2. Make Inferences** Possible response: Many regard America as a land of opportunity because people have freedom to vote, worship as they choose, and get better jobs.

Luincys Country of Origin: Dominican Republic



"I came to America when I was eleven years old. The first time I went to school it was scary. My sister and I didn't know what to do. I wore clothes that were **out of fashion**. People could see that I was a **newcomer**."

"The first struggle was the language. I couldn't communicate with other people. It was frustrating because I am very friendly. The first six months in America I just listened. Then I started to write. In eighth grade I felt confident enough to speak."



Luincys enjoys life in America, but says she doesn't want to lose her "Dominican tradition."

In Other Words
out of fashion not popular
newcomer person who had just moved to the United States

64



Michael enjoys playing music. He says, "In China, nobody expects you to be a rocker!"

Michael Country of Origin: China



"The reason my mom brought me to America was so that I could have a good future. When I got here, I changed my name from *Chen How* to *Michael*. You had to change yourself to **survive** here."

"I can't imagine going back to China. I really enjoy the way Americans do things. You can see that by the way I dress, the way I talk, and the music I listen to. Even though I want to be an American, I won't forget my own culture."

In Other Words
to be a rocker play rock music
survive fit in and succeed

Before You Move On

- Clarify** What change did Michael make in order to fit into American culture?
- Use Text Features** How do you know whose words are quoted on each page?

65

Anthology
pages 64–65

Answers Before You Move On (Page 65)

- Clarify** ✓ He changed his name from Chen How to Michael. Students might also describe Michael's style of clothing, command of English,
- Use Text Features** Each speaker's name and photo appear on the page in which he or she is quoted.

Read and Build Comprehension

- Monitor and Clarify to Comprehend Text** ✓ *What details clarify why life in America is easier for Anton than life in Russia?* (In Russia he had to wait in line in stores to buy groceries. Sometimes there was no bread in one store so he had to walk two miles to another store.)
- Distinguish Fact from Opinion** ✓ *Fatima says, "But in the United States, people don't understand." Is this a fact or an opinion? Why?* (Possible response: It is an opinion. Fatima thinks people don't understand her, but she can't read their minds. Her perception cannot be proven.)

Check & Reteach

OBJECTIVE: Monitor and Clarify to Comprehend Text ✓

Listen to students' responses to the comprehension questions. If students have difficulty comprehending the text, suggest they use a question-answer strategy: *After each paragraph or section, list the questions you have. Then identify details in the text that answer each question.*

OBJECTIVE: Distinguish Fact from Opinion to Comprehend Text ✓

Listen to students' responses to questions that ask them to distinguish fact from opinion. If students have difficulty distinguishing between facts and opinions, prompt them with questions: *What kinds of information could you use to prove this statement?* (government documents such as birth certificates and immigration papers) *Do you see any words that suggest this is an opinion?* (*I think, we believe, I feel, should, must*)

Answers Before You Move On (Page 67)

- Clarify** ✓ Fatima considers herself an African American Indian because she was born in Africa, she lives in America, and her ancestors were from India.
- Generalize** Possible responses: Anton misses Russia and his friends there. Fatima's **challenge** is that she dresses differently.



Anton
Country of Origin: *Russia*

Anton says, "I like to be different. I want people to know I'm Russian."



"I moved to the U.S. two years ago. Back home I used to wait in a line in the stores to get a meal, to get orange juice, to get bread. Sometimes there was no bread in the supermarket. So I would have to walk to another supermarket two miles away. **1**

"I don't know if I want to live in America for the rest of my life. I like America, but I always dream about Russia and my friends there. It's important for me not to forget."



Fatima puts on lipstick. She says, "I definitely want to live here for the rest of my life."

Fatima
Country of Origin: *Tanzania*



"I moved to the United States when I was twelve. It was hard to make friends at first. People stared at me because I wear a **hijab**. In Africa, almost every Muslim girl wears a hijab. But in the United States, people don't understand. **2**

"Just because I **have to do my Islamic duties** doesn't make me any different than any American. I go out to the movies. I go to the mall. I shop.

"I **consider myself** an African American Indian, because I was born in Africa, my ancestors are from India, and I'm living in America. I'm all three of them and I like it." ♦



In Other Words

◀ **hijab** scarf that covers my head and neck
have to do my Islamic duties am Muslim
consider myself think of myself as

Before You Move On

- 1. Clarify** Why does Fatima consider herself an African American Indian?
- 2. Generalize** What **challenges** do Anton and Fatima have as they try to fit into American **society**?

Anthology
pages 66–67

Writing

4 Write a Response

Model a response to one of the young people's stories. *I especially liked learning about Fatima. I don't wear a hijab, and I've wondered what it would be like to wear one. I also like that she seems proud of her **ethnic origins**.*

Have students choose a speaker that they find most interesting and write a paragraph to explain their choices. Tell students to support their reasons with details from the documentary and then add their responses to their Weekly Writing folders.

See **Differentiate**

Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T61i

Daily Grammar ✓

Point out the sentences on **Anthology** page 67: "I go out to the movies. I go to the mall." Challenge students to combine the two sentences into one. Then use page T61k to review compound predicates.

Daily Writing Skills ✓

Point out first-person point of view in each student's narrative. Then use page T61m to review point of view.

Differentiate

BL Below Level

ISSUE Students' responses lack support.

STRATEGY Ask clarifying questions about statements in the students' writing and lead them to add specific details in the texts that support their statements.

WRAP-UP

Review: *A documentary is a movie or TV show about real people and situations.* In small groups, have students brainstorm ideas for a documentary about their own lives. Have them list the facts and opinions they might include.

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

Compare Language to Comprehend Texts

Grammar: Use Compound Subjects

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Descriptive Language Chart: Practice Master PM1.26

Compound Subjects and Agreement: Practice Master PM1.27

TECHNOLOGY ONLY

Grammar Passage: eVisual 1.33

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts CC.5.Rinf.10

Read with Sufficient Fluency CC.5.Rfou.4

Language and Vocabulary

Demonstrate Command of Grammar CC.5.L.1

Explain Conjunctions CC.5.L.1.a

Use Knowledge of Language and Conventions CC.5.L.3

Expand Sentences CC.5.L.3.a

Demonstrate Understanding of Figurative Language CC.5.L.5

Interpret Figurative Language CC.5.L.5.a

Acquire and Use Domain-Specific Words CC.5.L.6

WARM-UP

Have groups recall details about the immigrants featured in “American Stories” by playing a cumulative sentence game. Begin: *Luincys found school scary at first*. A volunteer repeats the sentence and adds a detail, for example: *Luincys found school scary at first because her clothes were out of fashion*. Continue until students cannot come up with more details.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Display **Student eEdition** page 68, point out the Key Words, and also review the meanings of **contrast** and **monitor**. Chorally read all the words. After each word, have a volunteer provide a definition of the word.

Have students work in groups of odd numbers. Have one student write the first and last letters of a Key Word, adding fill-in lines to represent the missing letters. The two students on the writer’s left confer to identify the word, spell it, and define the word aloud. If the word or definition is wrong, the next pair of students tries, until a correct word and definition are given. If everything is correct, the next student to the left of the successful pair writes the new Key Word. Continue until all the Key Words have been used.

Review and Integrate Ideas

2 Compare Literary Language Anthology page 68

Read aloud the introduction on **Student eEdition** page 68. Have volunteers read the definitions of similes and metaphors. Explain that direct descriptive and figurative language help readers comprehend the experiences being recounted. Have partners review the documentary and the autobiography. Have them identify examples of descriptive and figurative language and record examples on **Practice Master PM1.26**.

Check & Reteach

OBJECTIVE: Compare Figurative Language to Comprehend Texts

As partners discuss the examples of figurative language, check for understanding.

If students have difficulty identifying examples of simile and metaphor, give them two examples side-by-side. Display these sentences:

She moved as slowly as water drips from a faucet. (simile)

Her steps were the drip, drip, drip of water from a faucet. (metaphor)

Have students explain what each example compares and how they differ.



Key Words

adapt	ethnic
challenge	foreign
citizenship	identity
custom	origin
diversity	society

Compare Literary Language

In "American Stories," the students tell about the experiences in a direct way. They describe things just as they happen. In a "A Refugee Remembers," John Bul Dau uses figurative language to describe his experiences. He uses similes and metaphors:

- A **simile** uses the word *like* or *as* to compare things.
- A **metaphor** compares two things without using *like* or *as*.

Compare how different narrators use language. Work with a partner to complete the chart.

Comparison Chart

	John Bul Dau	Students in "American Stories"
Feelings		Luincys: "The first time I went to school it was scary."
Sights	"It was as dark as the bottom of a well."	
Sounds		

Talk Together

Think about John Bul Dau and the students in "American Stories." What do they think of life in the United States? Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Fluency

Practice Intonation As partners reread the documentary aloud, circulate and listen for correct intonation.

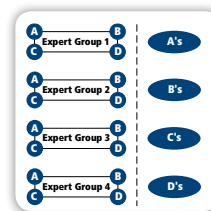
Academic Talk

3 Talk Together Anthology page 68

Have small groups discuss the figurative language used by John Bul Dau and the direct language used by each of the four young people in "American Stories." Have groups use a **Jigsaw**, with each group becoming an expert on one of the speakers.

- Group students evenly into "expert" groups.
- Have expert groups study one person from either "A Refugee Remembers" or "American Stories" in depth.
- Regroup students so that each new group has at least one member from each expert group.
- Have experts report on the person they studied.

For **Jigsaw**, see page BP45.



Jigsaw

Name _____ Date _____

Descriptive Language Chart

Compare Descriptive Language

John Bul Dau	Students in "American Stories"

Take turns with a partner. Compare the descriptive language used in both selections.

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Differentiate

EL English Learners

ISSUE In the Chinese languages, Haitian Creole, Hmong, Korean, and Vietnamese, verbs are not inflected for number. Students may have difficulty recognizing subject-verb agreement.

STRATEGY To help students practice using singular and plural verbs correctly, provide them with a paper that lists singular verbs in one column and their plural forms in another column. (Example: *adapts / adapt; feels / feel; says / say*.) Have students practice saying each verb and then using it in a sentence.

BL Below Level

ISSUE Students have difficulty recognizing all simple subjects in a compound subject.

STRATEGY Have students first identify the verb in the sentence and then search through the sentence for nouns. For each noun they find, have them ask themselves, “Is this person (thing) doing the action of the verb?”

Name _____ Date _____

Compound Subjects and Agreement

Grammar Rules Compound Subjects

- When **and** joins two simple subjects, use a verb that tells about more than one.
- When **or** joins two subjects, use a verb that agrees with the simple subject closest to it.

Read each pair of sentences. Combine the subjects into a compound subject and write the new sentence. Be sure your subject agrees with the verb.

- Mom goes to the city. Dad goes to the city.
Mom and Dad go to the city.
- The train brings them downtown. The bus brings them downtown.
The train or the bus brings them downtown.
- The grocery store is open. The bakery is open.
The grocery store and the bakery are open.
- The vegetables are fresh. The bread is fresh.
The vegetables and the bread are fresh.

Make two sentences with the same subjects. Have your partner combine them into one sentence with a compound subject.

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PM1.27 Unit 1 | Crossing Between Cultures

Grammar Focus

4 Compound Subjects  Anthology page 69

Display **Student eEdition** page 69 and read the introduction aloud. Read aloud the first example sentence and then explain the first rule on the chart. Have volunteers read the remaining sentences and explain the rules for subjects joined by *or*. Be sure students understand that when subjects are joined by *or*, the verb agrees with the last subject.

Display and read aloud **eVisual 1.33**, pausing to identify the compound subject in the first sentence and its agreement with the verb. Point out: *You use a plural verb with a compound subject*. Have students identify the compound subjects and subject-verb agreements in the remainder of the passage.



Grammar Passage

Luincys, Michael, Anton, and Fatima talk about adapting to American society. New customs or a foreign language is often the biggest challenge. Fatima and Luincys describe how their clothes made them feel different at first. Anton and Michael disagree about fitting in. Anton wants to keep his Russian identity. Often, his home country or his old friends come to mind. Michael wants to be completely American. His new talk, clothes, or music shows how much he enjoys American life.

 [NGReach.com](https://www.ngreach.com) Grammar Passage: eVisual 1.33



INTERACTIVE WHITEBOARD TIP: Underline each compound subject and box each simple subject.

5 Read Compound Subjects Anthology page 69

Read aloud the directions and the excerpt from “American Stories.” After students find the compound subject in the excerpt, (“Russia and my friends”) have them look through “A Refugee Remembers” and find more compound subjects. Have students identify the verb and explain the subject-verb agreement.

See **Differentiate**

6 Write Compound Subjects Anthology page 69

Have a volunteer read the directions aloud and then have students write independently. Provide support as needed. Assign **Practice Master PM1.27**.

Check & Reteach

OBJECTIVE: Use Compound Subjects 


As students write sentences with compound subjects, check for understanding of subject-verb agreement.

If students have difficulty with subject-verb agreement when the compound subject is connected by *or*, have them cover up the words that come before *or* and concentrate only on the last subject. Have them choose the correct verb form for that word.

Compound Subjects

A **compound subject** has two or more simple subjects. The simple subjects are often joined by **and** or **or**. The **subject** and **verb** of a sentence must agree.

Grammar Rules Compound Subjects

Compound Subject	Subject-Verb Agreement
<ul style="list-style-type: none"> Use a plural verb when two subjects are joined by and. 	<p>American music and fashion feel just right for me.</p> 
<ul style="list-style-type: none"> If the subjects are joined by or, look at the last subject. 	
<ul style="list-style-type: none"> If the last subject is singular, use a singular verb. 	<p>More jobs or a better way of life brings people to America.</p>
<ul style="list-style-type: none"> If the last subject is plural, use a plural verb. 	<p>A better way of life or more jobs bring people to America.</p>

Read Compound Subjects

Read this passage from "American Stories." Find the compound subject. Does it use a singular or plural verb?

I may not live in America for the rest of my life. Russia and my friends there appear in my dreams night after night. I will not forget them.

Write Compound Subjects

Choose two teens from "American Stories." Write two sentences about them. Use a compound subject in each sentence. Be sure that the subject and verb agree. Share your sentences with a partner.

69

Anthology page 69

Daily Language Arts

Daily Spelling and Word Work

Practice page T61j

Daily Grammar

Have students say or write sentences with compound subjects, one for each rule on **Anthology** page 69. Use page T61l to reinforce understanding of compound subjects and subject-verb agreement.

Daily Writing Skills

Have students identify the point of view in the **Grammar Passage**. (third person) Use page T61n to reinforce understanding of point of view.

Writing

7 Write to Reinforce Grammar

Model writing a sentence on adjusting to a new culture, using Key Words and a compound subject. Reflect: *I have learned that it is difficult to come to a new country and get used to a new culture. I can use the words **challenge** and **society**.* Write: New experiences and challenges greet newcomers to American society.

Tell students to write a paragraph on the topic of adjusting to a new culture, using as many Key Words as possible. Explain that they will write four sentences with compound subjects, using *and* and *or* at least once. After they draft their paragraphs, have students exchange papers with a partner. Partners should underline the compound subject and circle the verb in each other's sentences, checking for correct subject-verb agreement and correcting errors. Have students revise and add their edited paragraphs to their Weekly Writing folders.

WRAP-UP Using a K-W-L chart, focus on the L by having students recall what they have learned about the following: adjusting to a new culture, compound subjects, and literary language.

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- ✓ Explain Relationships Between Events
- ✓ Consult References: Thesaurus

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM1.28–PM1.30

TECHNOLOGY ONLY

Mark-Up Model 1.2 or Model 1.2 PDF

Vocabulary Strategy Practice: eVisual 1.34



WARM-UP

Ask: *Why might people want to hear about wonderful events in countries they don't live in?* (Possible response: People are naturally curious about other countries and may wonder what it might be like to live somewhere else.)

Comprehension

1 Explain Relationships Between Events ✓

Explain: *Learning how to identify relationships between events will help you better understand what you read. In both fiction and nonfiction, events influence each other in important ways.* Explain that students will use a history article to analyze how events influence each other.

SCREEN 1

- 1 Display and read aloud the paragraph from “Journey to Gold Mountain” on **Mark-Up Model 1.2**. Have students follow along using **Practice Master PM1.28** as you model the thinking. If necessary, display and read aloud the definitions of *cause* and *effect*.
- 2 Ask: *What was the effect of the discovery of gold in California?* (Tales of wealth attracted young people in China.) Have volunteers underline both events and draw an arrow from the cause to the effect. Then erase the second box to confirm the answer. Have students mark up **Practice Master PM1.28** accordingly.
- 3 Click on the arrow button to go to the next screen.

SCREEN 2

- 4 Explain that some effects can cause other events. In such cases, the effects become causes. Ask: *What was the effect of the tales of wealth?* (Young Chinese people took long voyages across the Pacific.) Have volunteers underline both events and draw an arrow from the cause to the effect. Then erase the third box to confirm the answer. Have students mark up **Practice Master PM1.28** accordingly.


Name _____ Date _____

Mark-Up Reading

Journey to Gold Mountain

by Allison Chen

Imagine it is 1848 in southeastern China. You are a teenager listening wide-eyed to a tale spun by an American trader. Gold has been discovered in California. Gold fever grips the world! Tales of fabulous wealth attract many young people in China who make the long, difficult voyage across the Pacific to “Gold Mountain,” their name for California.



▲ Chinese immigrants called California *Gam San*, or Gold Mountain.

Some immigrants faced their first challenges on their voyages, which they made aboard American or European ships. Everything on these foreign ships seemed strange to these travelers. If you had never even seen a steamship, imagine how its thudding engines might frighten you!

One immigrant, who traveled to the United States as a young man, later recalled that he was afraid to eat the “unusual” food served to the passengers. As a result, he was half-starved when he reached San Francisco.

Cause:
Gold was discovered in California.

Effect:
Tales of wealth attracted young people in China.

Effect:
Young people from China took long voyages.

Effect:
Chinese immigrants faced challenges.

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[NGReach.com](https://www.ngreach.com) Practice Master PM1.28–PM1.30

COMMON CORE STANDARDS

Reading

- Explain Relationships between Events in Historical Text CC.5.Rinf.3
- Read with Sufficient Fluency to Support Comprehension CC.5.Rfou.4

Writing

- Write Informative/Explanatory Texts to Convey Information CC.5.W.2
- Write over Shorter Time for Specific Audiences CC.5.W.10

Language and Vocabulary

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a
- Determine Meanings of Words and Phrases CC.5.L.4
- Consult Print and Digital References CC.5.L.4.c
- Understand Nuances CC.5.L.5



SCREEN 1

Journey to Gold Mountain
by Allison Chen

Imagine it is 1848 in southeastern China. You are a teenager listening wide-eyed to a tale spun by an American trader. Gold has been discovered in California. Gold fever grips the world! Tales of fabulous wealth attract many young people in China who make the long, difficult voyage across the Pacific to "Gold Mountain," their name for California.



Find an effect of the discovery of gold.

1 Definition
A cause is the reason something happens. An effect is the result of the cause.

2

Cause: Gold was discovered in California.

Effect: Tales of wealth attracted young people in China.

3

SCREEN 2

Journey to Gold Mountain
by Allison Chen

Imagine it is 1848 in southeastern China. You are a teenager listening wide-eyed to a tale spun by an American trader. Gold has been discovered in California. Gold fever grips the world! Tales of fabulous wealth attract many young people in China who make the long, difficult voyage across the Pacific to "Gold Mountain," their name for California.



Find an effect of the tales of wealth.

4

Cause: Gold was discovered in California.

Effect: Tales of wealth attracted young people in China.

Effect: Young people from China took long voyages.

Have partners read the remainder of the history article and underline causes and effects in the text. Then have students fill in the cause-and-effect chain at the bottom of each page. Explain that a new chain starts on **Practice Master PM1.29** and continues to page **PM1.30**. Then have partners review **Practice Masters PM1.28–PM1.30** and compare their mark-ups.

Check & Reteach

OBJECTIVE: Explain Relationships Between Events ✓

Review students' mark-ups and check for correctly identified cause-and-effect relationships in the text and accurate entries in their cause-and-effect chains. If students have difficulty recording events in their cause-and-effect chains, model the process with the second paragraph on **Practice Master PM1.28**.

Fluency ✓

Model and Practice Intonation Explain: *Intonation is the rise and fall of your voice as you speak.* Model appropriate intonation by reading a passage from **Practice Master PM1.30**. First, read the passage in a monotone voice. Then, reread the passage with proper intonation. Have partners practice their intonation by reading the passage to each other.

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T61j

Daily Grammar ✓

Add another subject to the first sentence of the second paragraph of **Practice Master PM1.28** and say the sentence aloud. Then use page T61l to practice correcting errors with compound subjects and compound predicates.

Daily Writing Skills ✓

Point out that the author of “Journey to Gold Mountain” uses second-person point of view by addressing the reader directly, as “you.” Then use page T61n to practice maintaining a point of view.

Vocabulary Practice**2 More Use a Thesaurus** ✓

Remind students that a thesaurus is a print or online reference that lists synonyms and antonyms. Elaborate: *A thesaurus can be useful for finding a more specific word, a more pleasing word, or just a different word to avoid repetition as you speak or write.* If necessary, define synonyms and antonyms.

Explain that when students look for a replacement word in a thesaurus, they should consider the context in which the original word appears. They should then consider all the synonym options presented and select the best replacement to fit the context. Display **eVisual 1.34**.

**Vocabulary Strategy Practice**

1. “If you had never even seen a steamship, imagine how its thudding engines might frighten you!”
2. “One immigrant recalled that he was afraid to eat the “unusual” food served to the passengers.”
3. “Life in China was grim for many people, too.”

Thesaurus Entries**grim** *adjective* SYNONYMS: difficult, serious**thudding** *adjective* SYNONYMS: pounding, painful**unusual** *verb* SYNONYMS: funny, unfamiliar

Vocabulary Practice: eVisual 1.34

**INTERACTIVE WHITEBOARD TIP:** Volunteers draw arrows to the best synonym replacements.

Model the thinking in choosing a synonym for *thudding*. *The context includes the words steamship and engines. The synonym painful describes a human feeling, not a steamship engine, so the synonym pounding fits the context best.*

Then have partners select synonyms for *unusual* and *grim*. Have them explain how context helped them decide on the appropriate synonyms.

Power Writing

Have students write as much as they can as well as they can in one minute starting with “In the past . . .”

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

Check & Reteach**OBJECTIVE:** Consult References: Thesaurus ✓

Check students’ understanding of finding appropriate synonyms.

If students have trouble, encourage them to say each synonym aloud in context. Model by replacing the word *frighten* in the first sentence with the synonym option *terrify*: *If you had never seen a steam ship, imagine how its thudding engines might terrify you.* Then have students replace *frighten* in the first sentence with the synonym option *surprise* and say the sentence aloud. Ask: *Which synonym works best within the context of the sentence?* (surprise)

Writing

3 Write to Explain Events

Tell students that they will write paragraphs to explain the cause-and-effect relationship between two events in “Journey to Gold Mountain.” Review: *When you explain cause-and-effect relationships, you explain the cause of an event and what happened as a result.* Give students time to choose two events from the passage and write about the cause-and-effect relationship between the events. Model the process with the first paragraph from **Practice Master PM1.28**.

Think Aloud	Write
<i>I want to write about the discovery of gold in California and what it caused.</i>	Someone discovered gold in California! This started a long chain of events.
<i>I'll start by explaining what happened first.</i>	Stories about great wealth traveled all around the world. People rushed to California to find gold.
<i>Then I'll describe other events that the stories of wealth caused.</i>	Some Chinese young people took long sea voyages to California. But they faced many problems along the way and after they arrived.

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

See **Differentiate**

Academic Talk

4 Explain Events

Have students review their completed **Practice Masters PM1.28–PM1.30** and think of one “Why?” question they can ask about one of the events described in the text. Then have partners share their questions and discuss possible answers. Encourage students to explore how events can influence each other.



WRAP-UP Form small groups. Distribute poster board and markers. Have each group create a travel poster with the title “Welcome to Gold Mountain.” Encourage students to include images and words that express what some young people from China experienced as a result of hearing the stories about “Gold Mountain.” Display the completed posters.

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to describe cause and effect.

STRATEGY Provide sentence frames for students.

- Gold was discovered, so _____.
- The tales of wealth _____.

AL Above Level

ISSUE Students’ writing is formulaic.

STRATEGY Support students in becoming more creative with their writing’s organization. For example, remind students that the introduction of the topic does not have to occur in the first sentence. Encourage them to draft a few options for an attention-grabbing introduction and then choose their favorite one.

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- Consult References: Thesaurus
- Analyze Facts and Interpretations

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

Mark-Up Reading: Practice Masters PM1.28–PM1.30

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 1.35

Comparison Chart: eVisual 1.36

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Explain Relationships between Events in Historical Text CC.5.Rinf.3

Read and Comprehend Informational Texts CC.5.Rinf.10

Writing

Write Informative/Explanatory Texts to Convey Information CC.5.W.2

Write over Shorter Time for Specific Audiences CC.5.W.10


Speaking and Listening

Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Determine Meanings of Words and Phrases CC.5.L.4

Consult Print and Digital References Understand Nuances CC.5.L.4.c
CC.5.L.5



WARM-UP

Display this sentence: *Since it was early in the morning, I knocked on the door gently.* Ask: *Which synonym for knock makes sense in the sentence—tapped or pounded?* (tapped) Have volunteers explain their choices.

Vocabulary Practice

1 Use a Thesaurus

Remind students that when they consult a print or online thesaurus, they need to think about the context in which the word will appear. Display **eVisual 1.35**.



Vocabulary Strategy Practice

In the middle of San Francisco Bay, Angel Island was chosen as a detention center because it was isolated. Some of the Chinese immigrants held on Angel Island did nothing but simply endure there. Others passed the time carving poems on the wooden walls of their small, dank rooms. These poets sometimes expressed their anxiety about being sent back to China.

Thesaurus Entries

anxiety *noun* SYNONYMS: worry, fear

dank *adjective* SYNONYMS: gloomy, dirty

endure *verb* SYNONYMS: exist, wait

isolated *adjective* SYNONYMS: alone, remote



NGReach.com Vocabulary Practice: eVisual 1.35



INTERACTIVE WHITEBOARD TIP: Students circle the synonym that best replaces underlined words.

Introduce the activity: *Imagine you will rewrite the paragraph. Which synonym would you choose for each underlined word? Model the thinking for *isolated*: The sentence says that Angel Island was in the middle of a bay. The synonym alone suggests a human feeling, so the synonym remote fits this context.*

Model using an online thesaurus to look up synonyms for each option. Have students identify the best synonyms for *endure*, *dank*, and *anxiety*.

Check & Reteach

OBJECTIVE: Consult References: Thesaurus

Listen to check whether students correctly identify appropriate synonyms.

If students have difficulty, have them consider the context of the entire paragraph. Model for *dank*: *If I can't decide whether to replace dank with gloomy or dirty, I can reread and note that Angel Island was isolated, or remote. When things are remote, they can feel gloomy..*

Name _____ Date _____

Mark-Up Reading


Journey to Gold Mountain

by Allison Chen

Imagine it is 1848 in southeastern China. You are a teenager listening wide-eyed to a tale spun by an American trader. Gold has been discovered in California. Gold fever grips the world! Tales of fabulous wealth attract many young people in China who make the long, difficult voyage across the Pacific to "Gold Mountain," their name for California.

Some immigrants faced their first challenges on their voyages, which they made aboard American or European ships. Everything on these foreign ships seemed strange to these travelers. If you had never even seen a steamship, imagine how its thudding engines might frighten you!

One immigrant, who traveled to the United States as a young man, later recalled that he was afraid to eat the "unusual" food served to the passengers. As a result, he was half-starved when he reached San Francisco.



▲ Chinese immigrants called California Gam Saan, or Gold Mountain.

Cause:
Gold was discovered in California.

Effect:
Tales of wealth attracted young people in China.

Effect:
Young people from China took long voyages.

Effect:
Chinese immigrants faced challenges.

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Name _____ Date _____

Mark-Up Reading

Journey to Gold Mountain (continued)

By the 1870s, hard times had fallen upon everyone across the nation. Millions of American workers lost their jobs and some people blamed the Chinese immigrants for high unemployment and low wages. American lawmakers responded by passing the Chinese Exclusion Act of 1882, which prevented almost all Chinese immigrants from entering the United States for ten years.

Soon, the American government had a problem on their hands. Floods of potential Chinese immigrants were eager to enter the U.S., but the Chinese Exclusion Act made the immigration process long and difficult.



▲ Chinese immigrants worked to build railroads.

Cause:
Hard times had fallen upon everyone.

Effect:
Some blamed the Chinese immigrants for unemployment and low wages.

Effect:
American lawmakers passed the Chinese Exclusion Act.

Effect:
The immigration process was long and difficult.

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Review and Integrate Ideas

2 Analyze Facts and Interpretations

Remind students that they have learned how to distinguish between fact and opinion. Explain: *Sometimes authors give their own thoughts about facts they have included in their writing. However, these statements about facts should not be considered facts themselves. Instead, they are a form of the author's opinion.*

Direct students' attention to the second paragraph on **Practice Master PM1.28** and have a volunteer read it aloud. Explain: *This paragraph contains both facts and statements about facts. It is a fact that the immigrants traveled aboard U.S. or European ships. I know this is a fact because I can find records to prove it.*

Read aloud the next two sentences: *These sentences state opinions. I cannot prove that the ships seemed strange or how frightened a person would feel.* Use a T chart.

Facts	Statements About Facts
<ul style="list-style-type: none"> Some immigrants traveled aboard American or European ships. One immigrant recalled that he was afraid to eat the "unusual" food. 	<ul style="list-style-type: none"> Everything on the ships seemed strange. Imagine how the thudding engines might frighten you! As a result, he was half-starved when he reached San Francisco.

Have partners reread **Practice Masters PM1.29–PM1.30** and distinguish facts from statements about facts, recording them in T charts.



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T61i

Daily Grammar ✓

Add another verb to the first sentence of the second paragraph of **Practice Master PM1.28** and say the sentence aloud.

Then use page T61l to review and assess compound subjects and predicates.

Daily Writing Skills ✓

Have students determine the point of view of this sentence: *I moved to California in 1848, a month after gold was discovered there.* (first-person) Then use page T61n to review and assess point of view.

3 Compare Facts and Interpretations

Explain: *Now you will compare "Journey to Gold Mountain" and "A Refugee Remembers."* Remind students that the narrators in each selection tell about true events that happened in the past: *The facts the narrators describe can be proven; however, the narrators' statements about those facts cannot.* Display **eVisual 1.36**.



Comparison Chart

Facts	Statements About Facts
<p>"Journey to Gold Mountain"</p> <ul style="list-style-type: none"> Some immigrants traveled aboard American or European ships. One immigrant recalled that he was afraid to eat the "unusual" food. 	<p>"Journey to Gold Mountain"</p> <ul style="list-style-type: none"> Everything on the ships seemed strange. Imagine how the thudding engines might frighten you!
<p>"A Refugee Remembers"</p> <ul style="list-style-type: none"> The enemy soldiers came to my village. My village was being shelled. 	<p>"A Refugee Remembers"</p> <ul style="list-style-type: none"> I had been feeling tense all over. I thought the man was my father.

NGReach.com Comparison Chart: eVisual 1.36



INTERACTIVE WHITEBOARD TIP: Have students add entries to the chart.

Differentiate

BL Below Level

ISSUE Students express a comparison not supported by the texts.

STRATEGY Point out details in the text and ask, for each one: *Does this detail support your comparison?* Then remind students to talk about the appropriate details in their paragraphs.

EL English Learners

ISSUE Students lack sentence structures necessary for stating comparisons.

STRATEGY Have students point out the details they want to use to support their comparisons. Then provide sentence frames to help them express the comparisons:

- I think that _____ and _____ feel the same about _____.
- I think that _____ and _____ have different feelings about _____.
- _____ happened to _____ and also happened to _____.
- _____ happened to _____ but did not happen to _____.

Remind students of the entries they have already made for "Journey to Gold Mountain." Then explain: *You will add entries for "A Refugee Remembers."* Explain that it has two narrators: *Look for facts and statements about facts from each narrator.* Have partners complete the comparison chart. Then have each group discuss the similarities and differences they see between the two selections.

Check & Reteach

OBJECTIVE: Compare Cause-Effect Relationships

Review students' charts to see if they were able to distinguish between facts and statements about facts.

If students have difficulty making the distinction, model with **Anthology** page 48.

Writing

4 Write to Compare

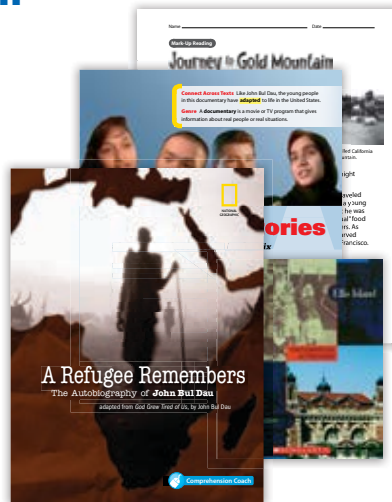
Introduce the activity: *Now you will write a paragraph that compares two immigrants' accounts of facing challenges in new cultures.* Remind students to use details and examples from the text to support their comparisons. Have volunteers share their comparisons and add them to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit’s Big Question: How can where you are change who you are? Tell students that they will draw examples from “A Refugee Remembers,” “American Stories” “Journey to Gold Mountain,” and their **Small Group Reading** books for the week to discuss how moving to a new place can affect a person. Remind students that to prepare for a discussion, they should review the selections and their writing assignments.



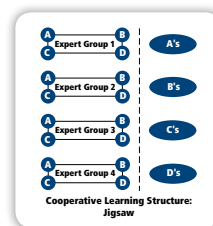
Model an answer to the Big Question: *Chinese immigrants to the United States wrote poetry and established “Chinatowns” to keep their culture alive.*

Use a **Jigsaw** to have students continue discussion about how the readings relate to the Big Question.

- Group students evenly into “expert” groups.
- Assign one aspect of the Big Question to each expert group. Possibilities:

- why people become immigrants
- the biggest problems newcomers face
- how immigrants adapt to a new culture
- how immigrants keep their original cultures alive

- After expert groups have discussed their topics, regroup students so that each new group has at least one member from each expert group.
- Have experts report on their discussions.



Jigsaw


Best Practices

Model Academic Language If the language used in the student discussion is too informal, model a more academic exchange between two students. Then have students practice the more academic language by repeating your model with a partner.

WRAP-UP Remind students that, in “Journey to Gold Mountain,” they learned about why some Chinese people immigrated to the United States. Ask: *Which immigrants in the other selections had reasons similar to the Chinese for coming to the United States? What are some other situations that caused people to immigrate?*

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

 **Write a Personal Narrative: Voice**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A1.43

TECHNOLOGY ONLY

Writing Trait: Voice: eVisual 1.31

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing

Write Narratives	CC.5.W.3
Use Descriptive Details	CC.5.W.3
Plan, Revise, and Edit Writing	CC.5.W.5

Language and Vocabulary

Demonstrate Command of Grammar	CC.5.L.1
Adapt Speech	CC.5.SL.6

Study a Model

Read the Personal Narrative *Anthology* page 70

Read aloud the prompt on **Student eEdition** page 70. Have volunteers read aloud the model and the notes next to the sample. Ask students to identify the features of the model personal narrative. (title and beginning, main body with examples, and ending)

Teach the Trait: Voice

Display and read aloud **eVisual 1.31**. Point out how the model personal narrative uses *I, my, we, and our*. Explain that these words show that the writer is telling about his own experiences. The writer also includes his personal thoughts and feelings, which helps readers hear his genuine voice. Draw students' attention to the following example: "At first, everything in the U.S. seemed really strange, especially the supermarket!" Then ask them to point out other examples that show the writer's unique personality. (Possible response: "Our first trip to the American supermarket was a shock.") Discuss how each sentence uses the same voice, and point out that it is appropriate for a personal narrative to have a rather informal, conversational tone.



Writing Trait: Voice

Well-written personal narratives

- use the writer's own distinctive, or special, voice
- stay with the writer's voice throughout the story.



[NGReach.com](https://www.ngreach.com) **Writing Trait: Voice: eVisual 1.31**



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

Prewrite

Choose a Topic *Anthology* page 71

Have students reread the prompt. Then ask: *What is your role?* and so on, to begin writing a RAFT.

Role: Yourself

Audience: Classmates

Form: Personal narrative

Have students read step 1 on page 71. Then form partners. Have partners tell and respond to each other's ideas before completing their RAFTs.

Gather Information *Anthology* page 71

Invite a volunteer to read aloud step 2. Explain that personal thoughts and feelings help create the "voice" behind a narrative. Add: *Include factual statements. In the model, Eric says, "All the food was outside in stalls and carts."* Conclude: *Including both facts and opinions will make your narrative interesting and believable.*

Get Organized *Anthology* page 71

Read aloud step 3 and have students complete their own T charts. Explain that it is not necessary to write complete sentences here; students just record their ideas.

Writing Project

Write About Yourself

Write a Personal Narrative

Tell about a time when you had to adjust to a new place or situation. Add your story to a class book about dealing with change.



Study a Model

A personal narrative is a true story about something that happened to you.

My First American Supermarket by Eric Tran

My family moved to the U.S. from Vietnam. At first, everything in the U.S. seemed really strange, especially the supermarket!

In Vietnam, we shopped at the **market**. All the food was outdoors in stalls and carts. We bought rice noodles, **farm-fresh** vegetables, and fish from the rivers.

Our first trip to the **American supermarket** was a shock! All the food was on shelves inside a building. The fish was wrapped in plastic. The vegetables were **canned or frozen**.

I miss our old market. But, the American store has good food, too, such as pizza and yogurt. **So, I guess something can be different and still be really good!**

The beginning tells what the event is all about.

The writer compares two **settings** and gives plenty of **examples** to develop the main idea.

The ending tells **why** the experience was **important**.



Prewrite

1. Choose a Topic What experience will you write about? Talk with a partner to choose an event that was important to you.

Language Frames	
Tell Your Ideas	Respond to Ideas
The biggest change I ever had was _____.	Tell me why _____ was so important to you.
I remember when I _____.	How did you feel about _____?
One thing that happened to me was _____.	I'd like to read more about _____ because _____.

Use sentences like these to help you decide about a topic.

2. Gather Information Collect details that tell where and when your event took place. Write down your feelings before and after. Tell how the experience affected you.

3. Get Organized Use a T-Chart to help you organize your details.

T-Chart

Vietnam	United States
-Vietnamese market	-U.S. supermarket
-outside	-inside a building

Draft

Use your T-Chart to write your draft. Tell what happened and how the experience affected you. Give plenty of examples to develop your ideas.

Anthology
pages 70–71

Draft

Write Ideas Anthology page 71

Invite a volunteer to read aloud the instructions. Remind students to include their own thoughts, opinions, and impressions so that their voice, or personality, comes through. Explain how to turn a T chart into a personal narrative: *Take a few related details from the left side of the chart. Put them together to form a paragraph. Then write another paragraph using several related details from the right side of the chart.*

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students have difficulty turning notes from a T chart into complete sentences.

STRATEGY Have students dictate their ideas to you or a more advanced student. Write their ideas down exactly as dictated. Then work with them to correct any mistakes in grammar or usage.

AL Above Level

ISSUE Students have more notes than they can include.

STRATEGY Encourage students to include only three related ideas in each paragraph. Have them choose only those ideas that are the most closely related.

Revise

Read, Retell, Respond **Anthology** page 72

Read aloud step 1 on page 72 and demonstrate how to give feedback by completing a few sentence frames as if you were giving feedback to the author of the model on page 70: *Your experience was mostly about the difference between supermarkets in Vietnam and supermarkets in the U.S. At the beginning, you felt like everything about American supermarkets was really strange. At the end, you felt that American stores had some good things about them, too.* Ask students to help you complete the remaining sentence frames as if you were giving feedback to Eric, the author of “My First American Supermarket.” Then form pairs and have partners exchange and read each other’s work. When they are finished reading, have partners give each other feedback.

Make Changes **Anthology** page 72

Have a volunteer read aloud step 2 on page 72. Point out how Eric added a detail (“All the food was stacked on shelves inside a building.”) to highlight or contrast the difference between supermarkets in the U.S. and Vietnam. He also changed the wording of the last sentence to make it clearer: *“I feel OK about that now” isn’t very precise. Eric showed why he thought it was “OK” by changing that sentence to: “So, I guess something can be different and still be really good!” His revision shows how Eric felt after he had adjusted, or gotten used to, shopping at American supermarkets.*

Also point out how Eric maintains the same voice throughout all these changes: *Eric’s voice isn’t too formal and it isn’t too casual. He writes like he is talking to his classmates, and keeps that same voice, or tone, throughout his narrative.*

Have students use Revising Marks to edit their own drafts. Remind students to focus on maintaining their own unique voice throughout their narratives.

See **Differentiate**

Edit and Proofread

Check the Interview **Anthology** page 72

Have students check their drafts against their T charts to make sure they included everything they wanted to include. Then have students edit and proofread their drafts, focusing on the Week 4 spelling words and subject-verb agreement.

Differentiate

EL English Learners

ISSUE Students have difficulty maintaining their own voice throughout their narrative.

STRATEGY Record students reading their narratives aloud. Ask them if they can tell where they “lose their voice.” Have them revise those sections, encouraging them to let their voice come through.

AL Above Level

ISSUE Students’ writing mirrors spoken language too closely, including run-ons and other departures from written conventions that interfere with comprehension.

STRATEGY Remind students that “voice” does not necessarily mean “how we talk.” Encourage students to revise their writing so that it will be intelligible to other readers while also retaining their own personality.

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	
<p>Retell</p> <ul style="list-style-type: none"> Your experience was mostly about _____. At the beginning, you felt _____. At the end, you felt _____. The experience was important to you because _____. 	<p>Make Suggestions</p> <ul style="list-style-type: none"> I can't really picture _____. Can you add more details? Why is _____ something you remember so well? Can you add more details about _____?

Use sentences like these to respond to your partner's writing.

2. **Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 629 to mark your changes.

- Did you develop your ideas with details and examples? Add more details if you need to.

All the food was stacked on shelves inside a building. Our first trip to the American supermarket was a shock!

- Did you include how the event affected you or changed your ideas? Replace or add words to make the change clear.

But, the American store has good food, too, such as pizza and yogurt. I feel OK about that now. So, I guess something can be different and still be really good!

Edit and Proofread

Work with a partner to edit and proofread your personal narrative. Pay special attention to subject-verb agreement. Use the marks on page 629 to show your changes.

Grammar Tip

For subjects connected by or, use a verb that agrees with the subject closest to it.

Publish

On Your Own Make a final copy of your personal narrative. Choose a way to share it with your classmates. You can read it aloud, or retell the story as though you were telling your younger brother or sister.

Presentation Tips	
If you are the speaker...	If you are the listener...
For some parts of your story, change your voice to show how you were feeling.	Listen for details that help you picture what the speaker is describing.
Use gestures if they feel natural.	Make connections to similar experiences in your own life.

In a Group Collect all of the personal narratives from your class. Bind them into a book, and work together to think of a good title. You may want to add clip art or scan in a photograph to add interest to your own story.



Publish

On Your Own Anthology page 73

Have students form small groups. Invite them to retell their narratives from memory. Then, reconvene the class and invite students to take turns reading their narratives aloud. Remind students that they will have to adapt their way of speaking: *When you summarize something you've written, it's like you are having a friendly conversation. When you read for the class, you have to be a little more formal. Remember to stand up straight and look at your audience as you read.*

With a Group Anthology page 73

Give students the option of typing their narratives, using a word processing program, and inserting clip art or photos from the **Digital Library** to illustrate their ideas. Have them create title pages, print the narratives, and staple all the pages together to create a book for the class.

Use the **Writing Rubric** to assess each student's narrative.

Anthology pages 72–73

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and reader interest. Details are accurate showing in-depth knowledge of the topic.	The writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way.	The writing has a clear voice and tone. The writer's language is appropriate for the purpose and audience.	Appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience.	All sentences are used and have appropriate punctuation. When read aloud, the writing flows smoothly and is easy to read.	The writing has correct punctuation, spelling, and grammar. Sentences are complete.	The text is presented in an orderly way, making it easy to read. The writer's message is clear and easy to understand.
3	Most of the writing has a clear focus and reader interest. Details are accurate showing in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way.	Most of the writing has a clear voice and tone. The writer's language is appropriate for the purpose and audience.	Most appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience.	Most sentences are used and have appropriate punctuation. When read aloud, the writing flows smoothly and is easy to read.	Most of the writing has correct punctuation, spelling, and grammar. Sentences are complete.	Most of the text is presented in an orderly way, making it easy to read. The writer's message is clear and easy to understand.
2	The writing has a clear focus and reader interest. Details are accurate showing in-depth knowledge of the topic.	The writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way.	The writing has a clear voice and tone. The writer's language is appropriate for the purpose and audience.	Some appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience.	Some sentences are used and have appropriate punctuation. When read aloud, the writing flows smoothly and is easy to read.	Some of the writing has correct punctuation, spelling, and grammar. Sentences are complete.	Some of the text is presented in an orderly way, making it easy to read. The writer's message is clear and easy to understand.
1	The writing does not have a clear focus and reader interest. Details are inaccurate showing in-depth knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not presented in a logical and coherent way.	The writing does not have a clear voice and tone. The writer's language is not appropriate for the purpose and audience.	Few appropriate words were chosen to convey the writer's message. Language used is not appropriate for the purpose and audience.	Few sentences are used and have appropriate punctuation. When read aloud, the writing does not flow smoothly and is difficult to read.	Few of the writing has correct punctuation, spelling, and grammar. Sentences are not complete.	The text is not presented in an orderly way, making it difficult to read. The writer's message is not clear and easy to understand.

Week 4 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Character Development
- Analyze Viewpoint
- Compare and Contrast
- Distinguish Fact and Opinion
- Explain Relationships Between Events
- Preview, Predict, Monitor, and Clarify

ASSESSMENTS

Reading Comprehension Test

The History of Pizza

There is nothing quite as delicious as a slice of pizza. The history of pizza is an interesting story about immigration. When most people think of pizza, they think of pepperoni or cheese on a sea of tomato sauce, all on top of a golden brown crust. It might surprise them to learn that pizza has a very long history.

It all started with the tomato, which is one of the main ingredients of pizza. The tomato first came from North and South America. It was probably an explorer who brought the tomato to Italy in the 16th century. The Italians loved tomatoes. They began to put tomato sauce, vegetables, and cheese on a thin, flat bread. The pizza was born! Pizza became very popular in Italy by the 19th century, even the king and queen of Italy ate pizza.

Many Italians immigrated to the United States in the 1900s. Some opened pizza stores in New York City and Chicago. At the time, few customers had enough money to buy a whole pizza, instead, they bought a slice, just as we do today.

In the 1940s, during World War II, soldiers from the United States went to Italy. They ate pizza and loved it. When the soldiers returned home, they still wanted to eat pizza. By the 1950s, pizza restaurants were very popular all over the country.

Pizza are now a big part of American culture. Countless pizza places dot the landscape. Restaurants even deliver to customers' homes. From its simple beginnings over 500 years ago, pizza is still a favorite with many people today. It probably will be for a very long time.

A1.26

Reading Comprehension Test

Which of these is an opinion?

There is nothing quite as delicious as a slice of pizza.

The tomato first came from North and South America.

By the 1900s, even the king and queen of Italy ate pizza.

Few customers had enough money to buy a whole pizza.

How is the way the tomato came to Italy like the way the pizza came to the United States?

Soldiers found them.

Restaurants created them.

Someone brought them here.

King and queen ordered them.

What was the effect of the tomatoes being brought to Italy?

Italians created a dish called pizza.

Italians immigrated to the United States.

Explorers went to North and South America.

Soldiers from the United States went to Italy.

Which of these is a fact?

Pizza are now a big part of American culture.

Some pizza stores opened in Chicago.

The history of pizza is an interesting story.

Restaurants even deliver to customers' homes.

The tomato is one of the main ingredients of pizza.

Which of these is a fact?

Pizza probably will be popular for a very long time.

Countless pizza places dot the landscape.

It was probably an explorer who brought the tomato to Italy.

During World War II, soldiers from the United States went to Italy.

A1.27

Reading Strategy Assessment

Check the reading strategy the student used and ask the student how well the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do with you were reading? How did you use the strategy? How did you use the strategy?*

Part and Member (Skill Focus)	Ask Questions	Determine Importance
1. Identify the main idea and supporting details.	1. Ask questions about the main idea and supporting details.	1. Determine the importance of the main idea and supporting details.
2. Identify the main idea and supporting details.	2. Ask questions about the main idea and supporting details.	2. Determine the importance of the main idea and supporting details.
3. Identify the main idea and supporting details.	3. Ask questions about the main idea and supporting details.	3. Determine the importance of the main idea and supporting details.
4. Identify the main idea and supporting details.	4. Ask questions about the main idea and supporting details.	4. Determine the importance of the main idea and supporting details.

SG1.30

Reading Comprehension Unit Test
A1.26–A1.31

Reading Strategy Assessment
SG1.30–SG1.31

Fluency

- Intonation
- Accuracy and Rate

Oral Reading Assessment

My grandmother grew up in a small town. She was the youngest of five children. Grandpa always says, "Please remind me of my childhood!" Even though she already has plants all over her yard, she insists on getting more and more.

Inside her house, potted tropical houseplants hang on hooks. Some plants live in the bookshelves. The living room has the most plants. My two older brothers call it the Amazon Room because the walls are hidden by plants. When you walk in, you see green leaves curling up from pots. Plants dot the room with color.

One night I slept in a sleeping bag on the floor of Grandpa's living room. There was a "camping out" theme because it would be like sleeping in a real jungle but without the bad ground. Grandpa made a fire in the fireplace that night so I could read marshmallows and read by the light. I read until it was quiet late and the fire was going out.

Next thing I knew, I was dreaming about walking through a tangle of greenery, pushing leaves and vines aside to clear a path. The more vines I pushed away, the more trees seemed to be blocking my path. The vines were beginning to wind around my legs. I was having trouble walking. Then I tripped and began to fall.

When I woke up, I was sitting upright in my sleeping bag. The smell of the fire and the flowers reminded me that I was in the Amazon Room. Everything was quiet, and I smelled of damp soil. I breathed deeply, lay down, and went back to sleep in Grandpa's delicious jungle.

A1.4

Oral Reading Assessment

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
Fluency	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
Comprehension	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%

A1.5

Oral Reading Assessment

Grade	1	2	3	4	5	6	7	8	9	10	11	12
1	4	3	2	1	0	0	0	0	0	0	0	0
2	4	3	2	1	0	0	0	0	0	0	0	0
3	4	3	2	1	0	0	0	0	0	0	0	0
4	4	3	2	1	0	0	0	0	0	0	0	0

A1.6

Oral Reading Assessment
A1.4–A1.6

Use these passages throughout Unit 1. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Consult References: Dictionary and Thesaurus
- Spell Words with Digraphs *ch, th*
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the questions. Use the dictionary entry to choose the best answer.

passage (pa-sij) noun 1 a path by which something passes 2 the action of passing from one place to another 3 an act of traveling by sea or air 4 a short part of a written work

Which meaning of **passage** is used in this sentence?

We followed the tour guide through the narrow **passage**.

Which meaning of **passage** is used in this sentence?

Our principal read a **passage** from a speech by Dr. Martin Luther King, Jr.

A1.32

Vocabulary Test

Directions: Read the questions. Use the thesaurus entries to choose the best answer.

good adj 1 a happy father is a good man who does the right thing. **virtuous**, noble 2 their grapes are really good. **PLEASANT**, tasty, awesome, evil, cruel, mean, harmful

afraid adj 1 I'm not afraid of the dark. **SCARED**, worried 2 I'm afraid I have to leave early. **SORRY**, regretful, **WORRIED**, nervous, relieved, peaceful, confident, contented

Which word from the thesaurus best replaces **good** in this sentence?

I like to read a **good** book at night.

Which word from the thesaurus best replaces **good** in this sentence?

I saw my **afraid** that the test had backfired.

A1.33

Spelling Words

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

Words with Digraphs ch, ck, ck

- besech I beg my parents to try new things, and they **besech** me to remember our traditional ways.
- charter They saved their money to charter a flight to the United States.
- enrich Learning a new language can **enrich** your life.
- glitch My passport didn't arrive because of a **glitch** in the process.
- hunches He **hunches** his shoulders and leans forward.
- merchant The **merchant** also had a store in Lebanon.
- orphaned We sat under the apple trees in the **orchard**.
- reproach You did nothing wrong, so who could blame or **reproach** you?
- squelch Let's maintain our own culture, not **squelch** it.
- itching She's **itching** in every spot for her grandchild's arrival.
- top-notch The newswoman is a **top-notch** student who consistently gets high grades.
- torches The fiery **torches** light up the night.
- trenches When he first came here, he got a job digging **trenches** for pipes.
- wrenched Some people are **wrenched** from their homelands and often leave voluntarily.
- wretched The **wretched** refugees found help across the border.

Watch-Out Words

- medal The hero wore a shiny **medal** he had won.
- meddle I didn't ask because I didn't want to **meddle** in his affairs.
- manner The woman from England acts in a grand **manner**.
- manor She grew up in a very old castle, where her father was lord of the **manor**.

Vocabulary Unit Test
A1.32–A1.34

Spelling Pretest/ Spelling Test
T61i

Grammar and Writing

- Use Complete Sentences
- Use Simple and Compound Subjects/Predicates
- Use Clauses and Phrases
- Use Negative Sentences
- Use Correlative Conjunctions
- Establish Point of View

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

Natalia's parents _____ Natalia was born here, so she is an American citizen. However, _____ her mother and father have to wait to become American citizens.

Natalia's parents have been getting ready to take the United States citizenship test. Tomorrow is the big day. Natalia's mother and father _____, or excited, her mother cooks a special dinner. _____ she will have an American citizen. The next day, Natalia's parents _____ leave to take the test. After they pass the test and attend their citizenship ceremony, there is a big party at Natalia's house.

Choose the answer that goes in Blank 1.

Blank 1

Choose the answer that goes in Blank 2.

Blank 2

A1.35

Writing, Revising, and Editing Test

Choose the answer that goes in Blank 3.

Blank 3

Choose the answer that goes in Blank 4.

Blank 4

Choose the answer that goes in Blank 5.

Blank 5

Choose the answer that goes in Blank 6.

Blank 6

A1.36

Writing Rubric

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Content	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12
Organization	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12
Style	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12
Conventions	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11	4.12

A1.43

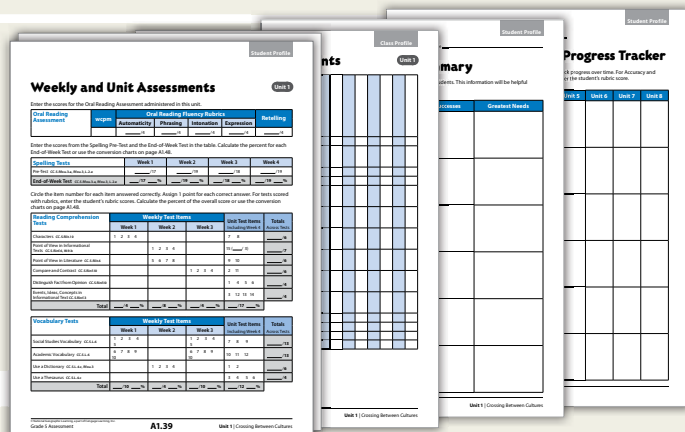
Writing, Revising, and Editing Unit Test
A1.35–A1.38

Writing Rubric
A1.43



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

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

RESOURCES AND ROUTINES

Reading

RETEACH

- Fact and Opinion: Reteaching Master RT1.9**
- Explain Relationships: Reteaching Master RT1.10**
- Plan and Monitor: Reteaching Master RT1.11**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

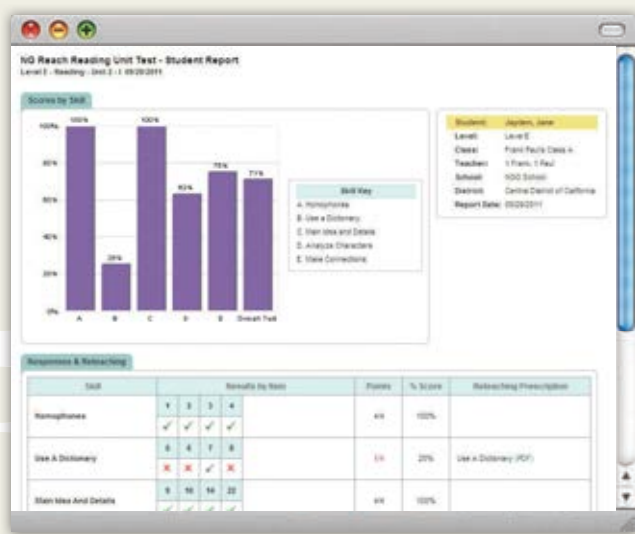
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T61i–T61j

Grammar and Writing

RETEACH

Compound Subjects and Predicates: Anthology Handbook, page 637

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Voice: Reteaching Master RT1.12

ADDITIONAL PRACTICE

More Grammar Practice PM1.32

Daily Writing Skills Practice, pages T61m–T61n

See Weeks 1–3 for additional practice resources.

Unit 1 Wrap-Up

Big Question How can where you are change who you are?

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

What I eat

What I wear

How I speak

How I see myself

Before I wore only dresses and skirts. Now I wear only jeans!

74

Anthology
pages 74–75

OBJECTIVES

Thematic Connection: U.S. Immigration
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM1.1

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks and Purposes CC.5.W.1

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Unit 1 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a Letter

Write a letter or an e-mail to a pen pal in a foreign country. Ask questions to find out what life is like in his or her country. Tell your pen pal about your life in the United States.

Find a pen pal at NGreach.com

Talk About It!

Create a Documentary

Choose a classmate to interview. Ask for information about his or her life. Use the information to sketch a simple story board showing important events. Then use those events to make a documentary about your classmate.

Do It!

Give a Tour

Pretend you and your classmates are tour guides. Make a list of places in your school that newcomers should know about. Write about that place. Then take your classmates on a tour of that place.

Write It!

Make a Collage

Make a collage that shows the different ways one of the people you read about changed and remained the same. Write a caption that names the person and explains why you chose the items.

75

Academic Talk

1 Talk Together Anthology page 74

Display the Big Question. Read aloud the first paragraph on **Anthology** page 74. Have students revisit **Practice Master PM1.1** to remind them of their answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during **Small Group Reading**. Encourage elaboration: *Can you think of other examples? Give details.*

Writing

2 Write a Diary Entry Anthology page 74

Read aloud the instructions. Review that a diary is a record of a person's thoughts, feelings, and experiences. Explain that students' diary entries will give their personal thoughts and feelings about the person they choose.

Have students each select one category of change, such as how a person speaks. Remind students to keep their diary entries focused on the way the person they chose handled this change. Encourage students to refer back to the unit text as often as necessary as they write.

Unit Projects

3 Share Your Ideas **Anthology** page 75

Read aloud the project options. Have students who have chosen the Talk About It and Do It projects work with partners or in small groups. Have the other students work independently.

Write It!



Plan

Model how to write a friendly letter or e-mail. Review the parts of a friendly letter (*salutation, body, closing, signature*) then write a sample on the board:

Dear Omar,
How are you? Will you be celebrating any holidays soon? What do kids do for fun in your country? Kids in the United States like to ride bikes, listen to music, watch TV, and play sports...

Write a Letter

Have students follow the instructions to write their letter. Remind students that the main purpose of their letter is to learn more about what it's like to live in another country.

Use Technology to Collaborate	CC.5.W.6
Write Over Shorter Time for Specific Purpose and Audience	CC.5.W.10

Talk About It!



MATERIALS

video camera (optional)

Plan

Review rules for asking and answering questions (be polite and respectful, stay on topic, do not interrupt). Ask: *What are some questions you could ask to learn about a person's life?*

Create a Documentary

Have students follow the instructions to create their documentaries. If possible, make video recordings of students' documentaries and show them to the class.

Use Technology to Collaborate	CC.5.W.6
Pose and Respond to Questions	CC.5.SL.1.c
Include Multimedia Components in Presentations	CC.5.SL.5

Do It!



Plan

Briefly review that a tour involves showing visitors around a location and narrates interesting facts about it. Discuss how to use both concrete and sensory details to add interest to their tour narratives.

Give a Tour

Have students work in small groups to plan, write about, and conduct their tours. After the activity, ask students to share what new information they learned about their school.

Conduct Research	CC.5.W.7
Gather Information	CC.5.W.8
Report on a Topic; Speak Clearly	CC.5.SL.4

Write It!



PROGRAM RESOURCES & MATERIALS

Digital Library

newspapers • magazines • color printer • tape • glue

Plan

Have students read the instruction. Discuss possible image ideas for a collage. Then encourage students to collect materials, including images from the **Digital Library**.

Make a Collage

As they work, remind students that the unit Big Question, as it relates to their subject, should be the focus of their collages.

Read and Comprehend Informational Texts	CC.5.Rinf.10
Apply Grade 5 Reading Standards	CC.5.W.9.b

Unit 1 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Click links in the Teacher eEdition



Access all resources using the Lesson Planner

Browse the Resource Directory

Display Practice Masters using the Presentation Tool

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



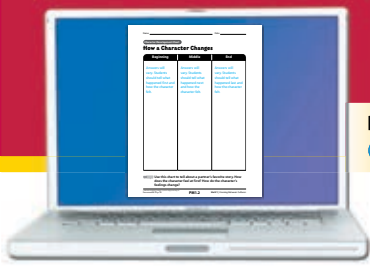
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

Practice Masters		Pages
Family Newsletter 1: English and Spanish		
Week 1	Day 1: Unit Concept Map	PM1.1
	Character Development Chart	PM1.2
	Day 3: Grammar Game	PM1.3
	Day 4: Grammar and Writing	PM1.4
	Day 5: Test-Taking Strategy Practice	PM1.5
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	Fluency Practice	PM1.7
Reteach: Grammar Practice	PM1.8	
Week 2	Day 1: Grammar Game	PM1.9
	Day 2: Grammar Game	PM1.10
	Day 3: Venn Diagram	PM1.11
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Week 4	Day 1: Grammar Game	PM1.24
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	Day 3: Descriptive Language Chart	PM1.26
	Grammar Practice	PM1.27
	Day 4: Mark-Up Reading	PM1.28
	Grammar and Writing	PM1.31
Reteach: Grammar Practice	PM1.32	



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level F | Unit 1

Dear Family Member,

“How can where you are change who you are?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about immigration. 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 where your family is from and where you live now. Do you know any anecdotes, or true stories, about your family’s history? Share them. Try to use some of the New Words in your discussion.
2. Together, choose one anecdote about your family’s history. Write it on the lines below.
3. Remind your student to bring the completed anecdote to class.

What We’re Reading

“My Diary from Here to There”

by Amada Irma Pérez

In this story, a girl keeps a diary to record her thoughts and feelings about moving from Mexico to the United States.

“I Was Dreaming to Come to America”

by Veronica Lawlor

In these oral histories, European immigrants describe their arrival in the United States.

“A Refugee Remembers”

by John Bul Dau

In this autobiography, Explorer John Bul Dau, a Sudanese refugee, describes his journey.

“American Stories”

adapted from the PBS series *In the Mix*

In this documentary, young immigrants from around the world talk about their lives.

And more!

COPY READY



New Words

Weeks 1 and 2

country

immigration

transition

culture

opportunity

translate

education

refuge

employment

symbol

Weeks 3 and 4

adapt

diversity

origin

challenge

ethnic

society

citizenship

foreign

custom

identity

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel F | Unidad 1

Estimado miembro de la familia,

“¿Cómo el lugar donde tú estás puede cambiar quién eres?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de la inmigración. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen del lugar de dónde proviene su familia y de dónde ustedes viven ahora. ¿Conocen algunas anécdotas o historias reales acerca de la historia de su familia? Compártanlas. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Juntos, elijan una anécdota acerca de su historia familiar. Escríbanla en las líneas siguientes.
3. Recuerde a su estudiante traer la anécdota completa a clase.

Qué estamos leyendo

“My Diary from Here to There”

por Amada Irma Pérez

En esta historia, una niña lleva un diario para registrar sus pensamientos y sentimientos acerca de su mudanza de México a Estados Unidos.

“I Was Dreaming to Come to America”

por Veronica Lawlor

En estas historias orales, inmigrantes europeos describen su llegada a Estados Unidos.

“A Refugee Remembers”

por John Bul Dau

En esta autobiografía, el explorador John Bul Dau, un refugiado sudanés, describe su jornada.

“American Stories”

adaptado de la serie PBS *In the Mix*

En este documental, jóvenes inmigrantes de alrededor del mundo hablan de sus vidas.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

craft
artesanía

create
crear

culture
cultura

express
expresar

medium
medio

musical
musical

perform
desempeñar

pottery
cerámica

style
estilo

tradition
tradicción

weave
tejer

Semanas 3 y 4

ancestor
ancestro

belief
creencia

ceremony
ceremonia

custom
costumbre

influence
influenciar

marriage
matrimonio

occasion
ocasión

relationship
relación

ritual
ritual

role
modelo

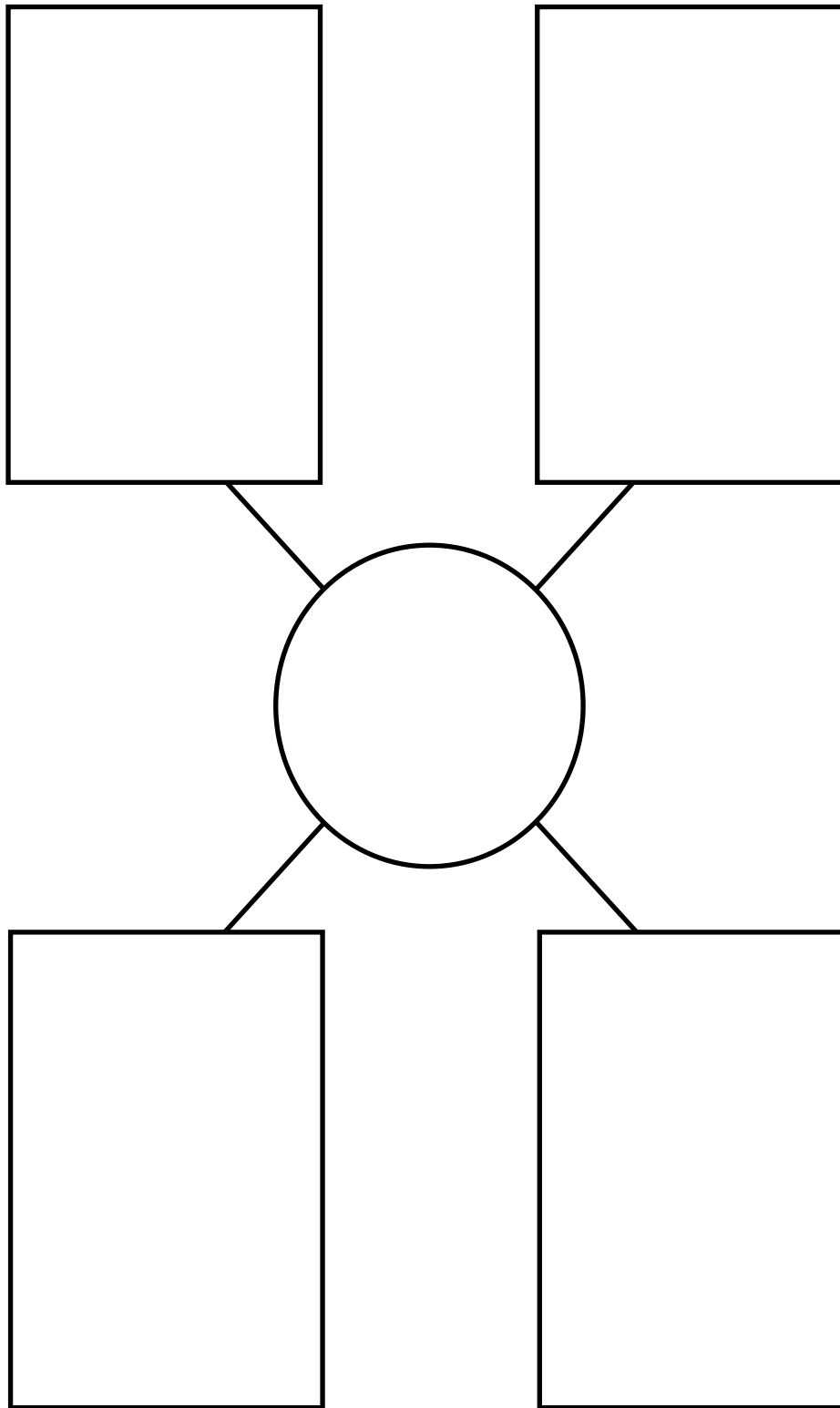
COPY READY

Aprenda y juegue con palabras.  [NGReach.com](https://www.NGReach.com)

Unit Concept Map

Crossing Between Cultures

Make a concept map with the answers to the Big Question:
How can where you are change who you are?



COPY READY

Name _____ Date _____

Character Development Chart

How a Character Changes

Beginning	Middle	End

COPY READY

 Use this chart to tell about a partner's favorite story. How does the character feel at first? How do the character's feelings change?

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For use with TE p. T6

PM1.2

Unit 1 | Crossing Between Cultures

Grammar: Game

Simple Subjects and Predicates

With your partner, take turns choosing and circling the letter above the simple subject in the first part of the sentence and the letter above the simple predicate in the second part of the sentence. Then write the correct letters below to uncover a hidden question.

a b c d e f g h i

1. The kids in my class | love hamburgers and tacos.

a b c d e f g h i j k

2. My new neighbor | taught me how to do a Greek dance.

a b c d e f g h

3. My friends at school | speak Spanish and English.

a b c d e f g h i j

4. Hundreds of people | attended the Swedish Festival in the park.

a b c d e f g h i j k

5. Last night my family | ate dinner at a Middle Eastern restaurant.

a b c d e f g h i j k

6. Juan, my older brother, | sings in a mariachi band every weekend.

___ ee ___, ___ o ___, and ___ r ___ — ___ o th___y m___k___ lunch?

Grammar: Grammar and Writing

Edit and Proofread

Use the Editing and Proofreading Marks to correct the passage.
Look for correct usage of complete sentences.

Editing and Proofreading Marks

^	Add.
↷	Take out.
/	Make lowercase.
^,	Add comma.
⊙	Add period.

My Aunt María) Grew up in Chicago, but her dad was born in Mexico. Every summer the whole family. Traveled back to his home village. For two days the traveled south, down through Missouri, Oklahoma, and Texas, and then over the border into Mexico. To me, it like fun. My did not like it. missed her friends in Chicago. Also, she never got to play sports in the summer or go to camp.

Today, Aunt María glad about their trips to Mexico every year. learned about her Mexican culture. Her grandmother in Mexico her how to make tamales and weave colorful rugs. Best of all, learned to speak Spanish as well as her dad!

Test-Taking Strategy Practice

Know the Test Format

Read the question about “My Diary from Here to There.” Choose the best answer.

Sample


- 1** Who goes to the United States to get the green cards?
- (A) Mamá
 - (B) Amada
 - (C) Papá
 - (D) Victor

Read the question. Then write your answer on the lines provided.

- 2** Why does Michi say that Amada is lucky?

Read the prompt. Then write your answer on the lines provided.

- 3** Write a short paragraph to tell why crossing the border in Tijuana was a crazy experience for Amada’s family.

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

Name _____ Date _____

Character Development Chart

"My Diary from Here to There"

Beginning	Middle	End

COPY READY

 Use this chart to tell about Amada's story. Then use your character development chart to retell the story to a partner.

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For use with TE p. T26a

PM1.6

Unit 1 | Crossing Between Cultures

Fluency Practice

“My Diary from Here to There”

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

Today at breakfast, Mamá explained everything. She said, “Papá 9
 lost his job. There’s no work here, no jobs at all. We know moving will 24
 be hard, but we want the best for all of you. Try to understand.” I thought 40
 the boys would be upset, but instead they got really excited about moving 53
 to the States. 56

Am I the only one who is scared of leaving our home, our beautiful 70
 country, and all the people we might never see again? 80

From “My Diary from Here to There” page 14

COPY READY

Expression

- 1 Does not read with feeling.
- 2 Reads with some feeling, but does not match content.
- 3 Reads with appropriate feeling for most content.
- 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

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

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

Grammar: Reteach

Looking at the Stars**Grammar Rules Sentences**

Every sentence has a subject and a predicate.

- The **complete subject** includes all the words about the subject. The **simple subject** is the most important word in the subject.
- The **complete predicate** includes all the words that tell about the predicate. The **simple predicate** is the **verb**.

The eager young student studies the stars.

The stars form different shapes against the dark sky.

Read each sentence. Write the simple subject and the simple predicate.

1. Several of Misha's books have maps of the constellations.

2. The constellation maps show him what to look for in the sky.

3. Misha uses a telescope to get a closer look.

4. His favorite constellation so far is Scorpius.

 With your partner, use complete sentences to tell what you know or like about the night sky.

Grammar: Game

Phrases, Clauses, and Sentences, Oh My!

With a partner, take turns categorizing each word group as one type of clause or as a phrase.

1. Write each word group below under the correct heading in the chart.
2. For columns one and two, circle the subject and underline the verb in each word group.
 - in a new land
 - The journey lasted two months.
 - because I lost my luggage
 - before she learned English
 - during the first year
 - Grandpa told me about his life in his homeland.

COPY READY

Clause: Complete Sentence	Clause: Not a Complete Sentence	Phrase

Grammar: Game**Make a Sentence****Directions:**

1. Copy each clause on a separate strip of paper. Put the strips face down in two sets—dependent clauses and independent clauses.
2. Take turns drawing a strip from each set. If you can, join the clauses into a sentence that makes sense, read the sentence aloud and score one point. Tell your partner where you would put a period and which letter should be capitalized.
3. If you cannot make a sentence, return one strip face down to the correct set and draw a replacement from that set.
4. Play until all the strips have been joined to form six sentences. The player with the most points wins.

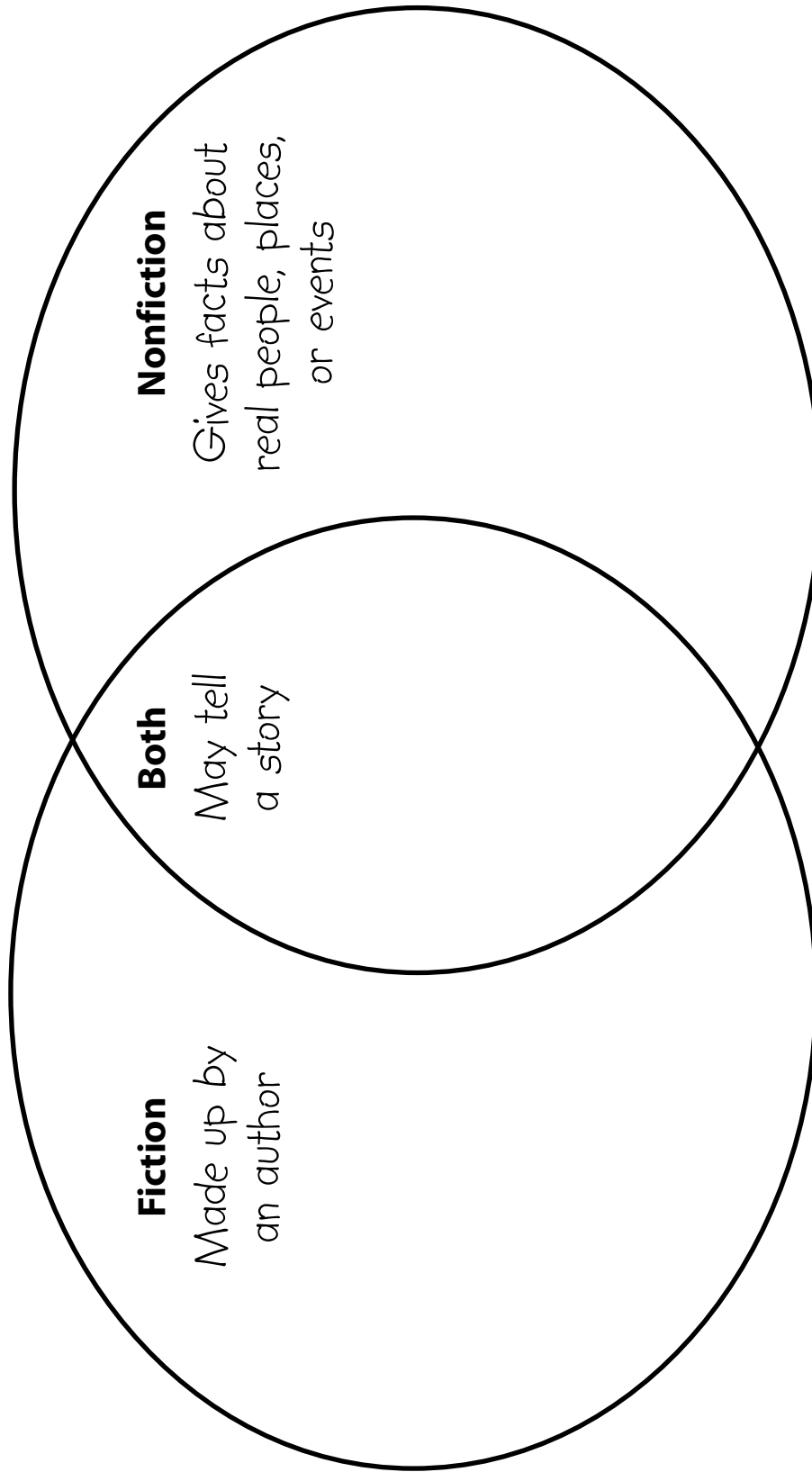
COPY READY

Dependent Clauses	Independent Clauses
before my cousins left for the United States	my Dad and I met them at the airport
because there is so much to see and do here	they haven't seen their families for a year
since they came to America	everything seems strange
since they are new at school	we visit our cousins every week
when my cousins arrived	their friends gave them a going-away party
because we are good friends	they love their new country

Venn Diagram

Compare Genres

Compare fiction and nonfiction.



Take turns with a partner. Ask each other questions about the story and the oral history. Complete the diagram.

COPY READY

Grammar: Practice

Grammar Rules Complete Sentences

1. A sentence must have a subject and a predicate.

His favorite grandmother makes good Korean food.

2. The simple subject is what or whom the sentence is about: *grandmother*. The complete subject tells more about that subject: *His favorite grandmother*.

3. The simple predicate is the verb: *makes*. The complete predicate tells more about the predicate: *makes good Korean food*.


Read each group of words. Add a subject or a predicate to write a complete sentence. Use correct punctuation.

1. came to visit
She came to visit.

2. Greg's whole family

3. entered the harbor

4. everyone on shore

 **Work with a partner. Pick one group of words from above. Think of as many complete sentences as you can and take turns saying them aloud to your partner.**

Mark-Up Reading

Send Save Discard

From: Elena Rojas
Subject: Returning to Chile!
To: Javiera Rojas

Dear Mamá,

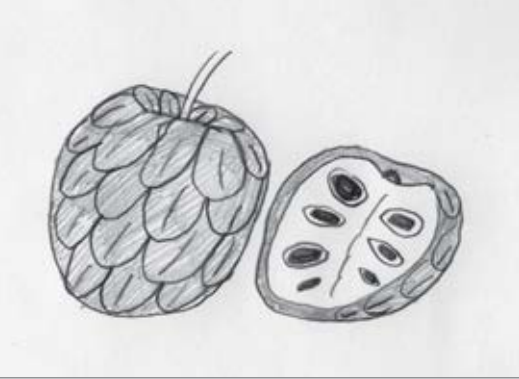
We are thrilled that, after our long stay in the States, we are finally coming home to Chile. In just two days, we will all be together again! You can finally meet your infant granddaughter, Isabela! It has been years since her older sister Catalina was with you, and I know how eager she is to see her beloved grandparents again.

I am glad we have all had the opportunities to go to school in the United States, but our time here has not always been easy. Matias has had to work long hours at many jobs, and speaking English can still be a challenge sometimes. I am glad we have become bilingual, but it will be a relief to use Spanish again—as well as English!

The more I think about returning home, the more excited I get. I miss the ocean, my family, and the taste of cherimoya. You know it has always been my favorite fruit! Remember this picture I drew when I was Catalina's age? I even showed it to Catalina!

I have to go finish packing the last boxes, but I can't wait to see you on Friday!

Love,
Elena



Mark-Up Reading

COPY READY

Send
Save
Discard

From: Catalina Rojas

Subject: Moving Away

To: Leah Fredricks


Mamá has been helping me pack up my things for our move to Chile. She is so excited to be going back to live there, but I am nervous and a little scared.

I'm going to miss you and everyone in our class a lot. It will be so weird to live in a quiet, tiny town instead of the busy, exciting city. What will we do there? Plus, the food will never be as good as your mom's delicious home-made pizza!

I'm also concerned about speaking Spanish. Will people understand me? At least my cousins will be at the same school and can help me.

I know that we will still e-mail each other, but I'm attaching a picture I drew of my family so you won't forget us.

Catalina



Explanation

Choose one e-mail. Explain how the narrator's viewpoint affects how she tells about the events. Give examples from the text.

Grammar: Grammar and Writing

Edit and Proofread

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

- clauses and phrases
- subjects and predicates

Editing and Proofreading Marks

^	Add.
↵	Take out.
/	Make lowercase.
^,	Add comma.
⊙	Add period.

We had a list of places that we wanted to see. When we visited New York last spring. The Ellis Island Immigration Museum and the Statue of Liberty at the top of our list. I was especially interested in visiting these famous landmarks. Because we were studying them in school.

Early on the morning of our visit, we boarded a ferry in Battery Park. in New York We could smell the salt spray as the ferry chugged through the harbor to Liberty Island After we saw Lady Liberty. We got back on the ferry and went to Ellis Island. Was really a thrill to see the brick-and-limestone building loom up as we approached it. I'm glad we got there early. Because there was so much to do and see in the museum.

Grammar: Reteach

In El Salvador**Grammar Rules Clauses**

A **clause** is a group of words that has a **subject** and **verb**.

- An **independent clause** is a complete sentence.
- A **dependent clause** does not express a complete thought. It is not a sentence.

A **dependent clause** can be combined with an **independent clause** to form a sentence.

El Salvador has a coastline.

because the Pacific Ocean forms its southern border

El Salvador has a coastline because the Pacific Ocean forms its southern border.

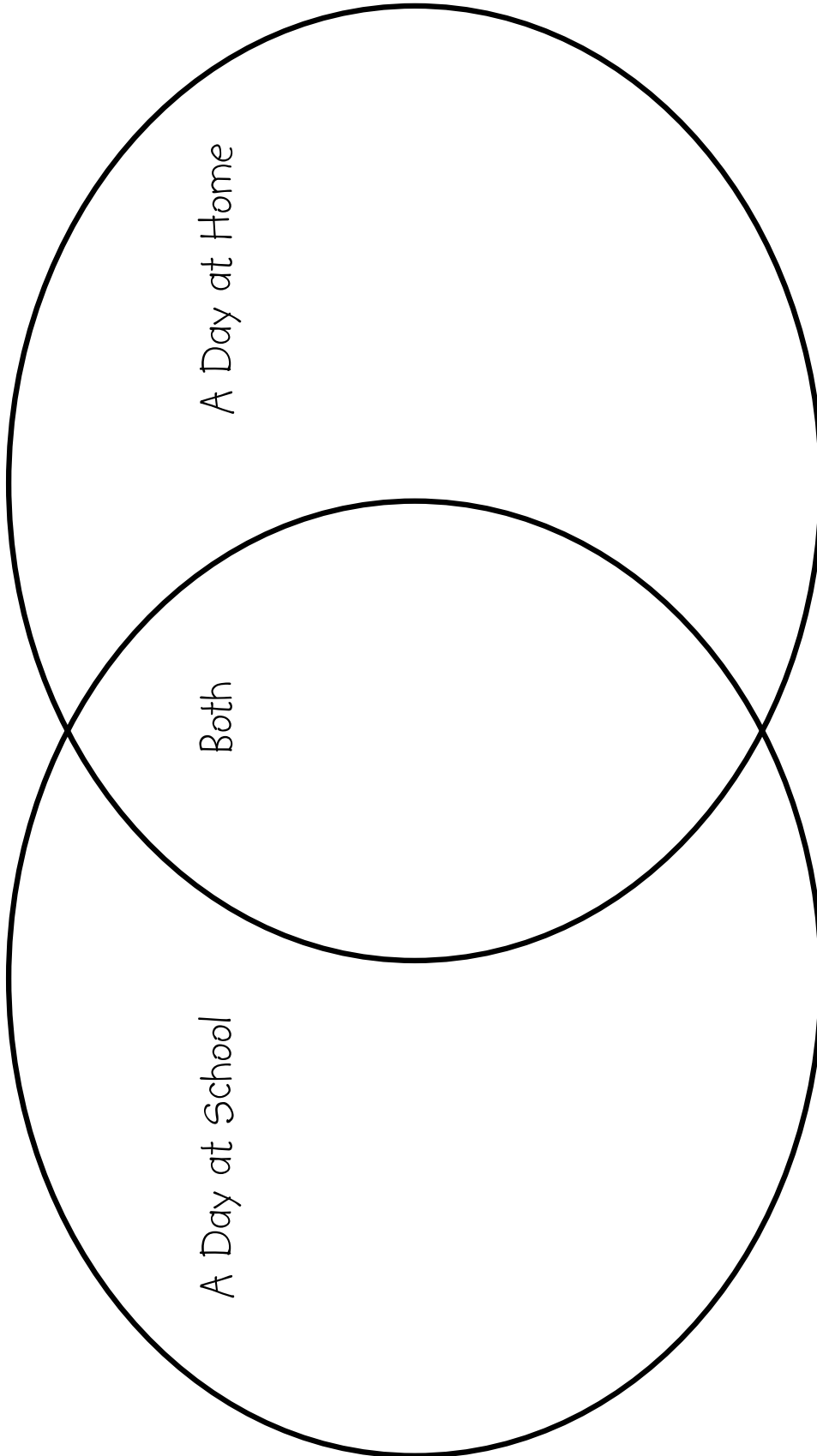
Read each item. Underline dependent clauses. If the sentence is incomplete, add words to complete it.

1. Because the forest in El Salvador is always wet and humid, it is a good habitat for orchids and ferns.
2. If you visit, you may see spider monkeys, porcupines, and toucans in the forest.
3. Many rivers which crocodiles and turtles depend on for survival

With your partner, take turns describing what the U.S. is like or what kinds of plants or animals live here. Use independent clauses that express complete thoughts.

Venn Diagram

Map and Talk



Use this diagram to compare and contrast a day at school with a day at home. Then talk with a partner about it.

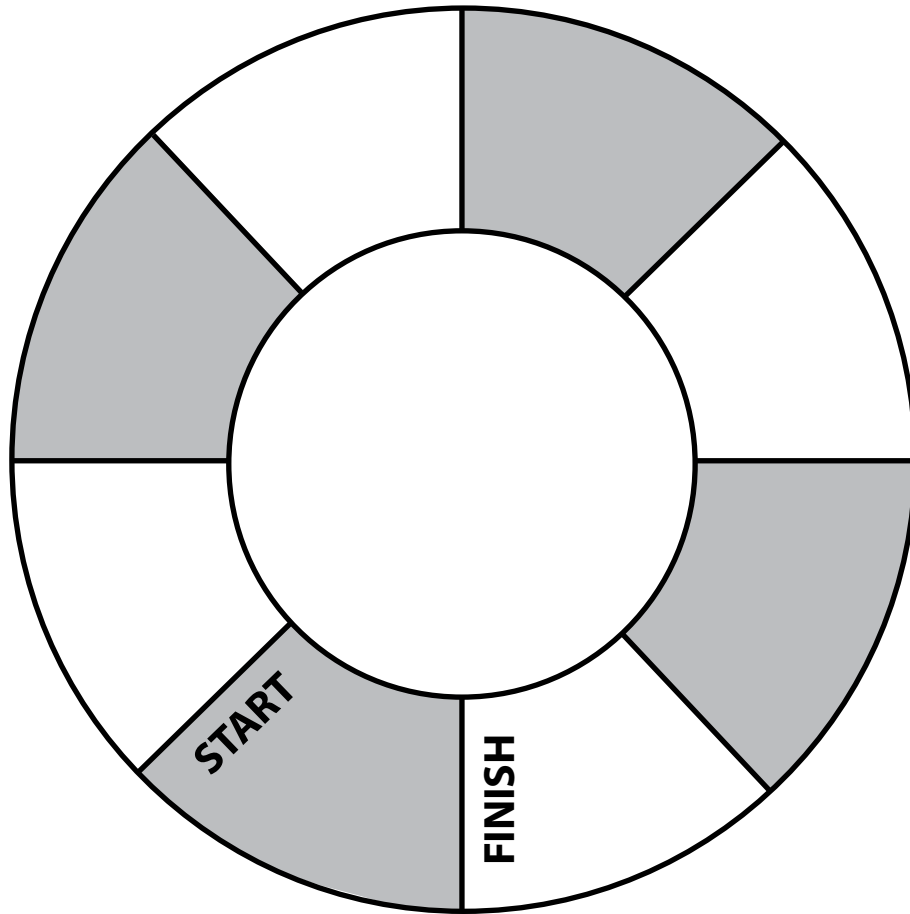
Grammar: Game

No, Not, Nobody!

no	not	never	none
no one	nothing	nobody	nowhere

Directions:

1. Write one negative word from the box above in each space on the game board.
2. Take turns. Flip one coin, and use other coins as game markers. Move your marker forward two spaces for heads. Move back one space for tails.
3. Use the word you land on in a sentence.
4. The first player to land directly on "Finish" after circling the game board at least once wins.



Grammar: Grammar and Writing

Edit and Proofread

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

- negative sentences
- correlative conjunctions

Editing and Proofreading Marks

^	Add.
~	Take out.
⬢ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

Both Uncle Ahmed ^{and} ~~or~~ Aunt Demet are happy that they left their homeland many years ago. Yet it was none an easy decision to make. They love not only their homeland but the family members they left behind. According to Aunt Demet, they did not have no choice. There was neither economic opportunity or political stability in their country.

Today, my aunt and uncle are happy and successful. They not only run a business and also volunteer in the community. They help local organizations whether they are busy and not. They don't want to be nowhere else, although they have no forgotten their origins. They contact family members all the time, and they don't have no hesitation about flying back home often.

COPY READY

Test-Taking Strategy Practice

Know the Test Format

Read the question and choose the best answer.

Sample

- 1** In the phrase “reminding me of my heritage,” what does the word heritage mean?
- background
 - family
 - party
 - relationship

Read the questions. Then write your answer in the space provided.

- 2** What happened to John Bul Dau when he was twelve years old that changed his life?

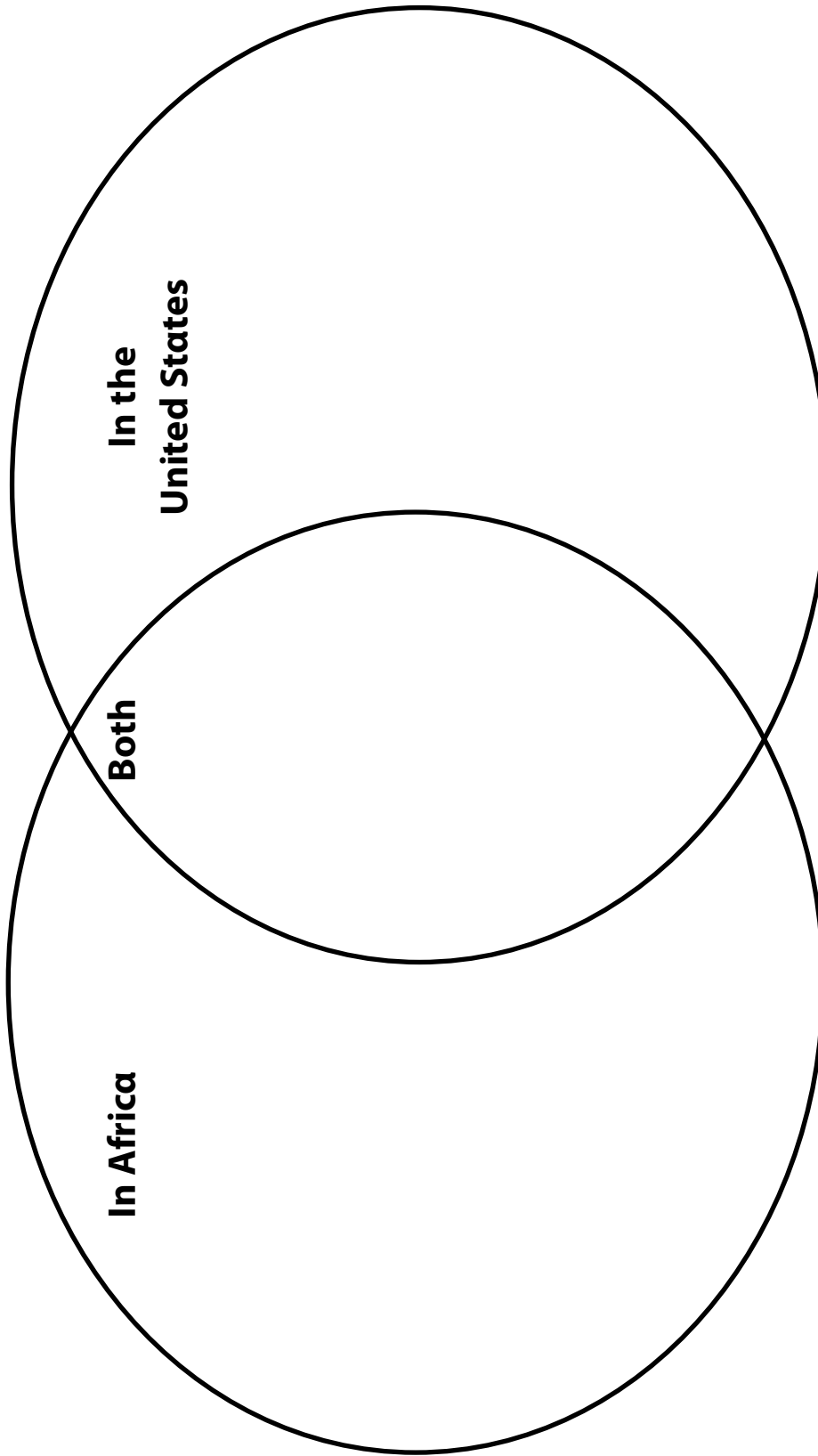
- 3** At the end of his story, John Bul Dau writes, “They call me a Lost Boy, but let me assure you, I am not lost anymore.” Write what you think John means by this statement.

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

Venn Diagram

"A Refugee Remembers"

Use the diagram to tell a partner how life was the same for John Bul Dau in each place.



Use the diagram to tell a partner how life was the same and different for John Bul Dau in each place.

Fluency Practice

"A Refugee Remembers"

When you read with proper expression, you show feeling in your voice as you read. Use this passage from p. 49 to practice reading with expression. Look for words that tell you about the mood or feeling of what you are reading. Then match this feeling with your voice as you read.

COPY READY

All that night, as we waited in the grass for 10
 death or daybreak, I thought the man who pulled me 20
 to safety was my father. When the sun began to rise, 31
 I learned I was wrong. Abraham Deng Niop was 40
 my neighbor. 42

After about two hours the guns fell silent and we 52
 heard no more sounds from the village. Abraham told 61
 me we ought to move. 66

Every time we heard noises coming toward us, 74
 we ducked into the forest or the tall grass. Soldiers kept 85
 passing. When they disappeared, we started running again. 93
 East seemed a good direction; we heard no guns as we 104
 ran toward the rising sun. 109

Expression

- 1 Does not read with feeling. 3 Reads with appropriate feeling for most content.
 2 Reads with some feeling, but does not match content. 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

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

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

Grammar: Reteach

The Soccer Game

Grammar Rules Sequences and Conjunctions

A **negative sentence** uses a **negative word** to say “no.” Use one negative word in a sentence.

The soccer game yesterday was not boring.

Conjunctions connect words or groups of words. **Correlative conjunctions** are used in pairs.

Ian scored not only two goals but also two penalty kicks.

Add a negative word to turn each sentence into a negative sentence. Write the new sentence.

never	no one
nobody	not

- The Bears scored against the Wildcats.


- Their goalie could stop the ball from getting past him.

- The players kicked goals.

Choose conjunctions to complete each sentence.

either	or
not only	but also

- _____ the Bears had a bad day, _____ they didn't practice enough.
- _____ will their team captain ask what went wrong, _____ their coach will.

 Describe a recent sports event to a partner. Did you use negative sentences or correlative conjunctions?

COPY READY

Grammar: Game

Sentence Spinner

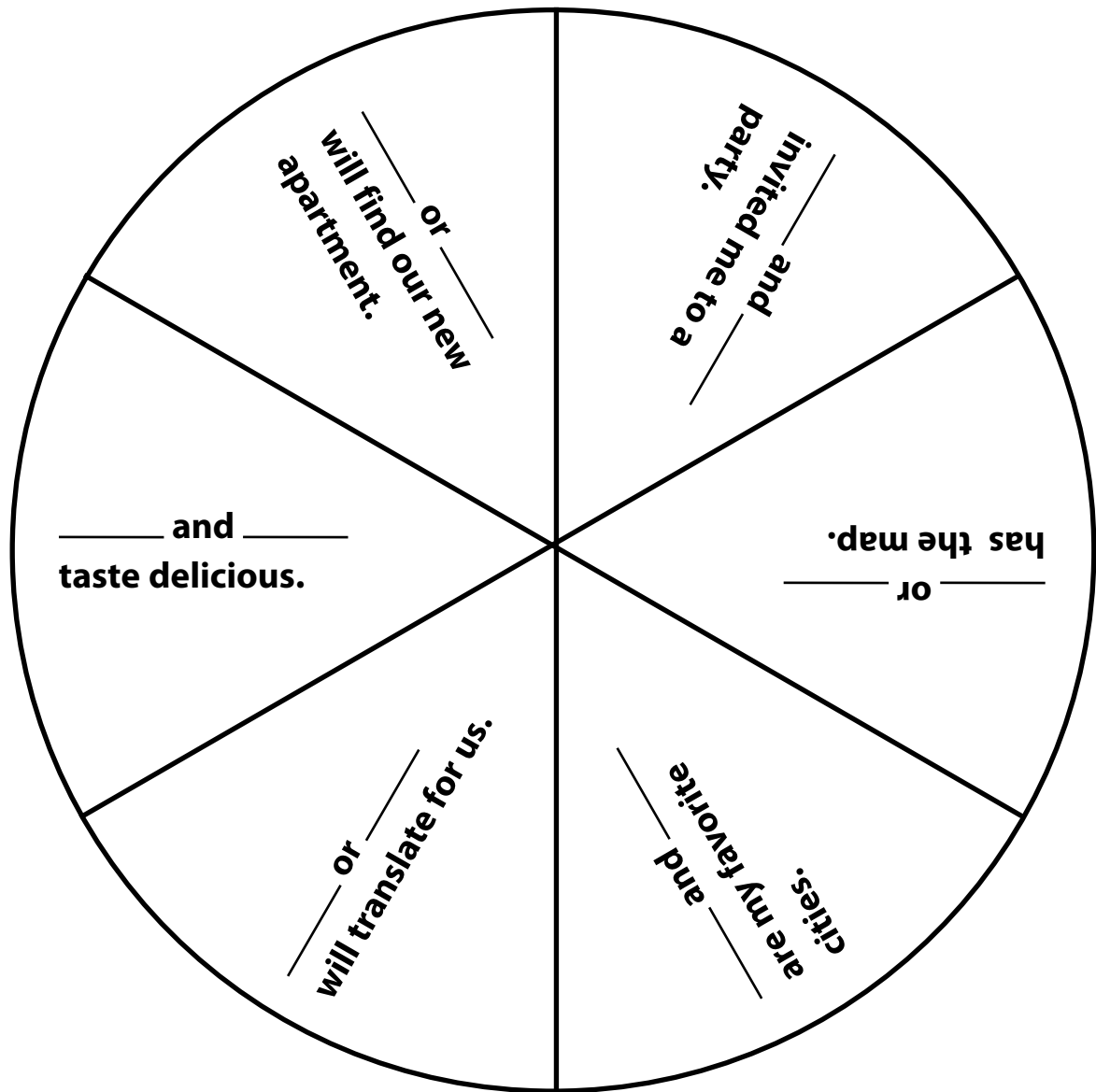
Directions:

1. Take turns spinning the spinner.
2. Complete the sentence with a compound subject.
3. Play until you have completed all the sentences. Then play another round!

Make a Spinner

1. Push a brad through the center of the circle.
2. Open the brad in the back.
3. Hook a paper clip over the top of the brad to make a spinner.

COPY READY



Grammar: Game

Connect the Verbs

1. Cut apart the word cards and spread them out face down.
2. Take turns. Turn over three cards. If you draw *and* or *or* with two verbs, make up a sentence with a compound predicate and keep your white verb cards.
3. If not, replace your cards.
4. Play until all the verb cards are gone. The player with the most cards wins.

and	or	hear	go
study	wait	travel	show
give	run	stand	work
open	see	learn	eat
talk	buy	find	meet

COPY READY

Descriptive Language Chart

Compare Descriptive Language

COPY READY

John Bul Dau	Students in "American Stories"

 Take turns with a partner. Compare the descriptive language used in both selections.

Compound Subjects and Agreement

Grammar Rules Compound Subjects

1. When **and** joins two simple subjects, use a verb that tells about more than one.
2. When **or** joins two subjects, use a verb that agrees with the simple subject closest to it.

Read each pair of sentences. Combine the subjects into a compound subject and write the new sentence. Be sure your subject agrees with the verb.

1. Mom goes to the city. Dad goes to the city.

2. The train brings them downtown. The bus brings them downtown.

3. The grocery store is open. The bakery is open.

4. The vegetables are fresh. The bread is fresh.

Make two sentences with the same subjects. Have your partner combine them into one sentence with a compound subject.

Mark-Up Reading

Journey to Gold Mountain

by Allison Chen

Imagine it is 1848 in southeastern China. You are a teenager listening wide-eyed to a tale spun by an American trader. Gold has been discovered in California. Gold fever grips the world! Tales of fabulous wealth attract many young people in China who make the long, difficult voyage across the Pacific to "Gold Mountain," their name for California.

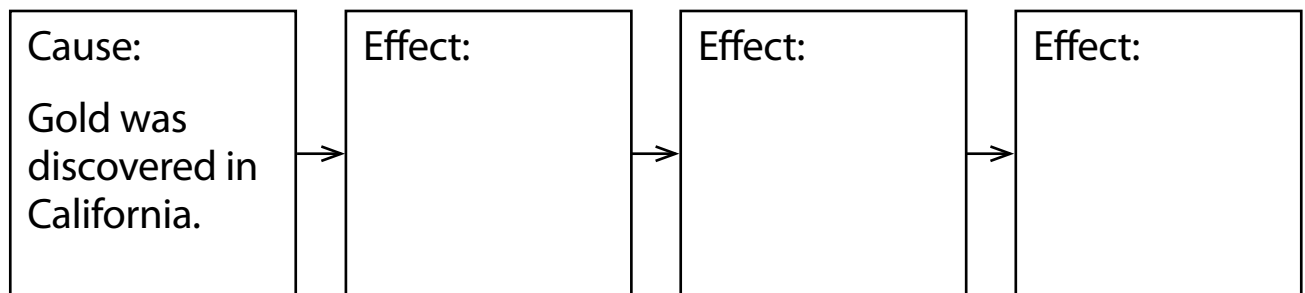
Some immigrants faced their first challenges on their voyages, which they made aboard American or European ships. Everything on these foreign ships seemed strange to these travelers. If you had never even seen a steamship, imagine how



▲ Chinese immigrants called California *Gam Saan*, or Gold Mountain.

its thudding engines might frighten you!

One immigrant, who traveled to the United States as a young man, later recalled that he was afraid to eat the "unusual" food served to the passengers. As a result, he was half-starved when he reached San Francisco.



COPY READY

Mark-Up Reading

Journey to Gold Mountain (continued)

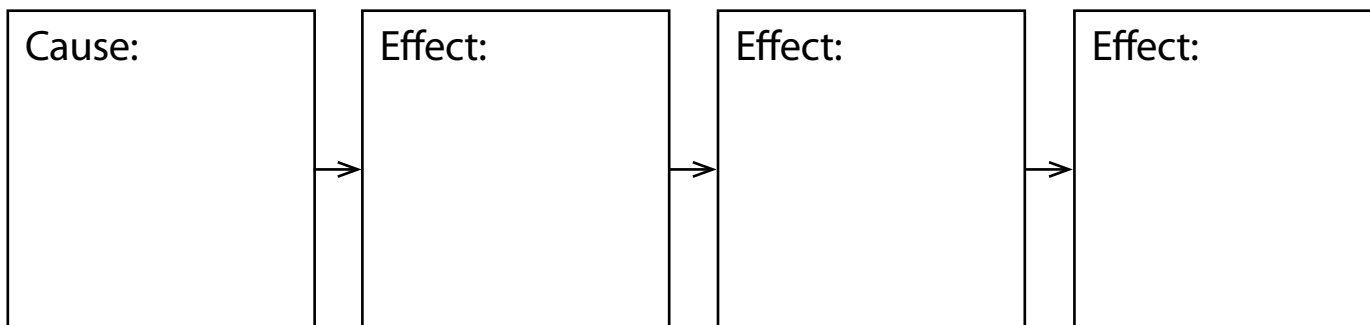
By the 1870s, hard times had fallen upon everyone across the nation. Millions of American workers lost their jobs and some people blamed the Chinese immigrants for high unemployment and low wages. American lawmakers responded by passing the Chinese Exclusion Act of 1882, which prevented almost all Chinese immigrants from entering the United States for ten years.

Soon, the American government had a problem on their hands. Floods of potential Chinese



▲ Chinese immigrants worked to build railroads.

immigrants were eager to enter the U.S., but the Chinese Exclusion Act made the immigration process long and difficult.



COPY READY

Mark-Up Reading

Journey to Gold Mountain (continued)

To provide housing for the immigrants, the government established the Angel Island Immigration Station in 1910 on a small island off the coast of San Francisco. Chinese immigrants were held at Angel Island for weeks or even years. Some expressed their bitterness and regret about the experience in poems that they carved into the wooden walls of their quarters. These verses, often called the “Gold Mountain” poems, became powerful statements of the strength of the immigrants’ Chinese identity.



▲ Angel Island Immigration Station

COPY READY

Effect:	Effect:	Effect:	Effect:
---------	---------	---------	---------

Grammar: Grammar and Writing

Edit and Proofread

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

- compound subjects and predicates
- subject-verb agreement

Editing and Proofreading Marks

^	Add.
~	Take out.
/	Make lowercase.
^,	Add comma.
Ⓜ	Add period.

American football soccer are great sports, but I know many Americans who don't follow soccer. Football or baseball get all their attention. My American cousin and all his friends likes football the best. They discuss their favorite teams know everything about the players. During football season they watch each game on TV go to it. They scream yell wherever they are.

I had to get used to that. Football games or football conversation were the only thing around me. Then picture this scene. One day my cousin and the guys asks me to a real game. The fans the big stadium were exciting. Before I knew it, I was yelling, too! Now I follow football and soccer. The Super Bowl and the World Cup is both important to me.

COPY READY

Grammar: Reteach

Did You Eat Your Vegetables?**Grammar Rules Subject and Predicates**

A **compound subject** has two or more simple subjects joined by a conjunction.

Use a plural verb when two subjects are joined by *and*.

If the subjects are joined by *or*, look at the last subject.

- If it is singular, use a singular verb.
- If it is plural, use a plural verb.

Vegetables and fruits are good for you.

These berries or this peach tastes sweet.

This berry or these peaches taste sweet.

A **compound predicate** has two or more verbs joined by *and* or *or*.

People bake or grill vegetables.

Tell if the sentence has a compound subject or a compound predicate. For each sentence with a compound subject, draw an arrow to show which word(s) in the subject the verb agrees with.

1. Spinach and broccoli are healthy vegetables. _____
2. People boil or steam both of these foods. _____
3. An artichoke or carrots are healthy too. _____
4. A pad of butter or pinches of salt add to the flavor. _____

 Discuss your favorite fruits and vegetables with your partner. Be sure to make your subjects and verbs agree!

Name _____ Date _____

Unit Concept Map
Crossing Between Cultures
 Make a concept map with the answers to the Big Question:
 How can where you are change who you are?

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PM1.1 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Character Development Chart
How a Character Changes

Beginning	Middle	End
Answers will vary. Students should tell what happened first and how the character felt.	Answers will vary. Students should tell what happened next and how the character felt.	Answers will vary. Students should tell what happened last and how the character felt.

Use this chart to tell about a partner's favorite story. How does the character feel at first? How do the character's feelings change?

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PM1.2 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Grammar: Game
Simple Subjects and Predicates

With your partner, take turns choosing and circling the letter above the simple subject in the first part of the sentence and the letter above the simple predicate in the second part of the sentence. Then write the correct letters below to uncover a hidden question.

- a **b** c d e **f** g h i
The kids in my class | love hamburgers and tacos.
- a b **c** **d** e f g h i j k
My new neighbor | taught me how to do a Greek dance.
- a **b** c d **e** f g h
My friends at school | speak Spanish and English.
- a** b c **d** e f g h i j
Hundreds of people | attended the Swedish Festival in the park.
- a b c **d** **e** f g h i j k
Last night my family | ate dinner at a Middle Eastern restaurant.
- a** b c d **e** f g h i j k
Juan, my older brother, | sings in a mariachi band every weekend.

__ ee __, __ o __, and __ r __ __ __ __ o th_y m__k__ lunch?

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PM1.3 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

Use the Editing and Proofreading Marks to correct the passage. Look for correct usage of complete sentences.

Editing and Proofreading Marks

^	Add.
↘	Take out.
/	Make lowercase.
^	Add comma.
⊙	Add period.

My Aunt Maria ^{grew} up in Chicago, but her dad was born in Mexico. Every summer the whole family ^{traveled} back to his home village. For two days ^{the} ^{car} traveled south, down through Missouri, Oklahoma, and Texas, and then over the border into Mexico. To me, ^{sounds} Aunt Maria ^{She} it like fun. My ^{did} not like it, ^{missed} her friends in Chicago. Also, she never got to play sports in the summer or go to camp.

Today, Aunt Maria ^{is} glad about their trips to Mexico every year, ^{taught} (or showed) learned about her Mexican culture. Her grandmother in Mexico ^{her} how to make tamales and weave colorful rugs. Best of all, ^{Aunt Maria} (or she) learned to speak Spanish as well as her dad!

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PM1.4 Unit 1 | Crossing Between Cultures

Test-Taking Strategy Practice

Know the Test Format

Read the question about "My Diary from Here to There." Choose the best answer.

Sample

- 1 Who goes to the United States to get the green cards?
- A Mamá
 - B Amada
 - C Papá
 - D Victor

Read the question. Then write your answer on the lines provided.

- 2 Why does Michi say that Amada is lucky?
Because Amada's family will stay together.
- _____

Read the prompt. Then write your answer on the lines provided.

- 3 Write a short paragraph to tell why crossing the border in Tijuana was a crazy experience for Amada's family.
Everyone was pushing and shoving. There were babies crying, and people were fighting to be first in line. The family was afraid they would lose each other.
- _____

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

Character Development Chart

"My Diary from Here to There"

Beginning	Middle	End
Possible Response: In the beginning of the story, Amada is scared and worried about having to move.	Possible Response: In the middle of the story, Amada is happy to see her aunts, uncles, and cousins. She is still worried, but she says it feels good to laugh.	Possible Response: By the end of the story, Amada still misses Mexico, but she discovers that she can be happy in her new home.

Use this chart to tell about Amada's story. Then use your character development chart to retell the story to a partner.

Fluency Practice

"My Diary from Here to There"

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

Today at breakfast, Mamá explained everything. She said, "Papá 9
 lost his job. There's no work here, no jobs at all. We know moving will 24
 be hard, but we want the best for all of you. Try to understand." I thought 40
 the boys would be upset, but instead they got really excited about moving 53
 to the States. 56

Am I the only one who is scared of leaving our home, our beautiful 70
 country, and all the people we might never see again? 80

From "My Diary from Here to There" page 14

Expression

- 1 Does not read with feeling. 3 Reads with appropriate feeling for most content.
 2 Reads with some feeling, but does not match content. 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

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

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

Grammar: Reteach

Looking at the Stars

Grammar Rules Sentences

Every sentence has a subject and a predicate.

- The **complete subject** includes all the words about the subject. The **simple subject** is the most important word in the subject.
- The **complete predicate** includes all the words that tell about the predicate. The **simple predicate** is the **verb**.

The eager young student studies the stars.

The stars form different shapes against the dark sky.

Read each sentence. Write the simple subject and the simple predicate.

1. Several of Misha's books have maps of the constellations.
books, have
2. The constellation maps show him what to look for in the sky.
maps, show
3. Misha uses a telescope to get a closer look.
Misha, uses
4. His favorite constellation so far is Scorpius.
constellation, is

With your partner, use complete sentences to tell what you know or like about the night sky.

Name _____ Date _____

Phrases, Clauses, and Sentences, Oh My!

With a partner, take turns categorizing each word group as one type of clause or as a phrase.

- Write each word group below under the correct heading in the chart.
- For columns one and two, circle the subject and underline the verb in each word group.
 - in a new land
 - The journey lasted two months.
 - because I lost my luggage
 - before she learned English
 - during the first year
 - Grandpa told me about his life in his homeland.

Clause: Complete Sentence	Clause: Not a Complete Sentence	Phrase
The <u>journey</u> lasted two months. Grandpa <u>told</u> me about his life in his homeland.	because <u>I</u> lost my luggage before <u>she</u> learned English	in a new land during the first year

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PM1.9

Unit 1 | Crossing Between Cultures

Page PM1.9

Name _____ Date _____

Make a Sentence

Directions:

- Copy each clause on a separate strip of paper. Put the strips face down in two sets—dependent clauses and independent clauses.
- Take turns drawing a strip from each set. If you can, join the clauses into a sentence that makes sense, read the sentence aloud and score one point. Tell your partner where you would put a period and which letter should be capitalized.
- If you cannot make a sentence, return one strip face down to the correct set and draw a replacement from that set.
- Play until all the strips have been joined to form six sentences. The player with the most points wins.

Dependent Clauses	Independent Clauses
before my cousins left for the United States	my Dad and I met them at the airport
because there is so much to see and do here	they haven't seen their families for a year
since they came to America	everything seems strange
since they are new at school	we visit our cousins every week
when my cousins arrived	their friends gave them a going-away party
because we are good friends	they love their new country

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PM1.10

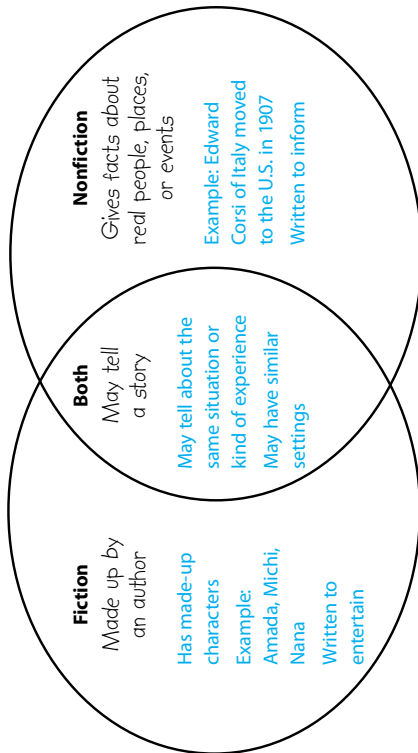
Unit 1 | Crossing Between Cultures

Page PM1.10

Name _____ Date _____

Venn Diagram Compare Genres

Compare fiction and nonfiction.



Take turns with a partner. Ask each other questions about the story and the oral history. Complete the diagram.

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PM1.11

Unit 1 | Crossing Between Cultures

Page PM1.11

Name _____ Date _____

Grammar: Practice

Grammar Rules Complete Sentences

- A sentence must have a subject and a predicate.
His favorite grandmother makes good Korean food.
- The simple subject is what or whom the sentence is about: grandmother. The complete subject tells more about that subject: His favorite grandmother.
- The simple predicate is the verb: makes. The complete predicate tells more about the predicate: makes good Korean food.

Read each group of words. Add a subject or a predicate to write a complete sentence. Use correct punctuation.

- came to visit
She came to visit.
- Greg's whole family
Answers will vary. Sample: Greg's whole family went to the ship.
- entered the harbor
Answers will vary. Sample: The huge ship entered the harbor.
- everyone on shore
Answers will vary. Sample: Everyone on shore waved to the people on the ship.

Work with a partner. Pick one group of words from above. Think of as many complete sentences as you can and take turns saying them aloud to your partner.

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PM1.12

Unit 1 | Crossing Between Cultures

Page PM1.12

Mark-Up Reading

Send Save Discard


From: Elena Rojas
Subject: Returning to Chile!
To: Javiera Rojas

Dear Mamá,

We are thrilled that, after our long stay in the States, we are finally coming home to Chile. In just two days, we will all be together again! You can finally meet your infant granddaughter, Isabela! It has been years since her older sister Catalina was with you, and I know how eager she is to see her beloved grandparents again.

I am glad we have all had the opportunities to go to school in the United States, but our time here has not always been easy. Matias has had to work long hours at many jobs, and speaking English can still be a challenge sometimes. I am glad we have become bilingual, but it will be a relief to use Spanish again—as well as English!

The more I think about returning home, the more excited I get. I miss the ocean, my family, and the taste of cherimoya. You know it has always been my favorite fruit! Remember this picture I drew when I was Catalina's age? I even showed it to Catalina!



I have to go finish packing the last boxes, but I can't wait to see you on Friday!

Love,
Elena


Mark-Up Reading

Send Save Discard

From: Catalina Rojas
Subject: Moving Away
To: Leah Fredricks

Mamá has been helping me pack up my things for our move to Chile. She is so excited to be going back to live there, but I am nervous and a little scared.

I'm going to miss you and everyone in our class a lot. It will be so weird to live in a quiet, tiny town instead of the busy, exciting city. What will we do there? Plus, the food will never be as good as your mom's delicious home-made pizza!



I'm also concerned about speaking Spanish. Will people understand me? At least my cousins will be at the same school and can help me.

I know that we will still e-mail each other, but I'm attaching a picture I drew of my family so you won't forget us.

Catalina

Explanation

Choose one e-mail. Explain how the narrator's viewpoint affects how she tells about the events. Give examples from the text. *Students' explanations should cite specific examples from the text and discuss how the narrator's viewpoint influences her descriptions of events.*

Grammar: Grammar and Writing

Edit and Proofread

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

- clauses and phrases
- subjects and predicates

Editing and Proofreading Marks

^	Add.
↗	Take out.
/	Make lowercase.
^	Add comma.
⊙	Add period.

We had a list of places that we wanted to see. When we visited New York last spring. The Ellis Island Immigration Museum and the Statue of Liberty were at the top of our list. I was especially interested in visiting these famous landmarks. Because we were studying them in school.

Early on the morning of our visit, we boarded a ferry in Battery Park in New York. We could smell the salt spray as the ferry chugged through the harbor to Liberty Island. After we saw Lady Liberty, we got back on the ferry and went to Ellis Island. It was really a thrill to see the brick-and-limestone building loom up as we approached it. I'm glad we got there early. Because there was so much to do and see in the museum.

Grammar: Reteach

In El Salvador

Grammar Rules Clauses

A **clause** is a group of words that has a **subject** and **verb**.

- An **independent clause** is a complete sentence.
- A **dependent clause** does not express a complete thought. It is not a sentence.

A **dependent clause** can be combined with an **independent clause** to form a sentence.

El Salvador has a coastline. because the Pacific Ocean forms its southern border

El Salvador has a coastline because the Pacific Ocean forms its southern border.

Read each item. Underline dependent clauses. If the sentence is incomplete, add words to complete it.

1. Because the forest in El Salvador is always wet and humid, it is a good habitat for orchids and ferns.
2. If you visit, you may see spider monkeys, porcupines, and toucans in the forest.
3. Many rivers which crocodiles and turtles depend on for survival flow through the country.

With your partner, take turns describing what the U.S. is like or what kinds of plants or animals live here. Use independent clauses that express complete thoughts.

Name _____ Date _____

Venn Diagram
Map and Talk

Use this diagram to compare and contrast a day at school with a day at home. Then talk with a partner about it.

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PM1.17 **Unit 1** | Crossing Between Cultures

Name _____ Date _____

Grammar: Game

No, Not, Nobody!

no	not	never	none
no one	nothing	nobody	nowhere

Directions:

- Write one negative word from the box above in each space on the game board.
- Take turns. Flip one coin, and use other coins as game markers. Move your marker forward two spaces for heads. Move back one space for tails.
- Use the word you land on in a sentence.
- The first player to land directly on "Finish" after circling the game board at least once wins.

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PM1.18 **Unit 1** | Crossing Between Cultures

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- negative sentences
- correlative conjunctions

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

Both Uncle Ahmed ^{and} ~~or~~ Aunt Demet are happy that they left their homeland many years ago. Yet it was ^{not} ~~none~~ an easy decision to make. They love not only their homeland ^{also} ~~but~~ the family members they left behind. According to Aunt Demet, they did not have ^a ~~no~~ choice. There was neither economic opportunity ^{nor} ~~or~~ political stability in their country.

Today, my aunt and uncle are happy and successful. They not only run a business ^{but} ~~and~~ also volunteer in the community. They help local organizations whether they are busy ^{or} ~~and~~ not. They don't want to be ^{anywhere} ~~nowhere~~ else, although they have ^{never/not} ~~no~~ forgotten their origins. They contact family members all the time, and they don't have ^{any} ~~no~~ hesitation about flying back home often.

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PM1.19 **Unit 1** | Crossing Between Cultures

Name _____ Date _____

Test-Taking Strategy Practice

Know the Test Format

Read the question and choose the best answer.

Sample

1 In the phrase "reminding me of my heritage," what does the word **heritage** mean?

- background
- Ⓐ family
- Ⓒ party
- Ⓓ relationship

Read the questions. Then write your answer in the space provided.

2 What happened to John Bul Dau when he was twelve years old that changed his life?
Possible response: When John Bul Dau was twelve years old, war changed his life forever. Soldiers attacked his village, and John became a "Lost Boy" on the run.

3 At the end of his story, John Bul Dau writes, "They call me a Lost Boy, but let me assure you, I am not lost anymore." Write what you think John means by this statement.
Possible response: The war in John Bul Dau's homeland forced him to go on a dangerous journey as a "Lost Boy." In the end, however, he found a new life and new hope in the United States.

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

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PM1.20 **Unit 1** | Crossing Between Cultures

Name _____ Date _____

Venn Diagram

"A Refugee Remembers"

Use the diagram to tell a partner how life was the same for John Bul Dau in each place.

In Africa
Possible responses:
has a peaceful and happy childhood
lives in a refugee camp
gets letter of acceptance
takes orientation class
weather is warm

Both
Possible responses:
he studies and learns
learns about cold weather
remembers his heritage

In the United States
Possible responses:
lives in an apartment
attends college
weather is cold
works at a hospital
starts organization to help Lost Boys

Use the diagram to tell a partner how life was the same and different for John Bul Dau in each place.

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PM1.21 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Fluency Practice

"A Refugee Remembers"

When you read with proper expression, you show feeling in your voice as you read. Use this passage from p. 49 to practice reading with expression. Look for words that tell you about the mood or feeling of what you are reading. Then match this feeling with your voice as you read.

All that night, as we waited in the grass for death or daybreak, I thought the man who pulled me to safety was my father. When the sun began to rise, I learned I was wrong. Abraham Deng Niop was my neighbor.

After about two hours the guns fell silent and we heard no more sounds from the village. Abraham told me we ought to move.

Every time we heard noises coming toward us, we ducked into the forest or the tall grass. Soldiers kept passing. When they disappeared, we started running again. East seemed a good direction; we heard no guns as we ran toward the rising sun.

Expression

1 Does not read with feeling. 3 Reads with appropriate feeling for most content.
2 Reads with some feeling, but does not match content. 4 Reads with appropriate feeling for all content.

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

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

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PM1.22 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Grammar: Reteach

The Soccer Game

Grammar Rules Sequences and Conjunctions

A negative sentence uses a negative word to say "no." Use one negative word in a sentence.	The soccer game yesterday was <u>not</u> boring.
Conjunctions connect words or groups of words. Correlative conjunctions are used in pairs.	Ian scored <u>not only</u> two goals <u>but also</u> two penalty kicks.

Add a negative word to turn each sentence into a negative sentence. Write the new sentence.

never **no one**
nobody **not**

- The Bears scored against the Wildcats.
The Bears never scored against the Wildcats.
- Their goalie could stop the ball from getting past him.
Their goalie could not stop the ball from getting past him.
- The players kicked goals.
Nobody kicked goals.

Choose conjunctions to complete each sentence.

either **or**
not only **but also**

- Either the Bears had a bad day, or they didn't practice enough.
- Not only will their team captain ask what went wrong, but also their coach will.

Describe a recent sports event to a partner. Did you use negative sentences or correlative conjunctions?

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PM1.23 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Grammar: Game

Sentence Spinner

Make a Spinner

- Push a brad through the center of the circle.
- Open the brad in the back.
- Hook a paper clip over the top of the brad to make a spinner.

Directions:

- Take turns spinning the spinner.
- Complete the sentence with a compound subject.
- Play until you have completed all the sentences. Then play another round!

and _____
taste delicious.

or _____
has the map.

or _____
will translate for us.

and _____
are my favorite cities.

or _____
will find our new apartment.

or _____
put me to a party.

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PM1.24 Unit 1 | Crossing Between Cultures

Name _____ Date _____

Grammar: Game

Connect the Verbs

1. Cut apart the word cards and spread them out face down.
2. Take turns. Turn over three cards. If you draw *and* or *or* with two verbs, make up a sentence with a compound predicate and keep your white verb cards.
3. If not, replace your cards.
4. Play until all the verb cards are gone. The player with the most cards wins.

and	or	hear	go
study	wait	travel	show
give	run	stand	work
open	see	learn	eat
talk	buy	find	meet

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Name _____ Date _____

Descriptive Language Chart

Compare Descriptive Language

John Bul Dau	Students in "American Stories"

Take turns with a partner. Compare the descriptive language used in both selections.

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Name _____ Date _____

Compound Subjects and Agreement

Grammar Rules Compound Subjects

1. When **and** joins two simple subjects, use a verb that tells about more than one.
2. When **or** joins two subjects, use a verb that agrees with the simple subject closest to it.

Read each pair of sentences. Combine the subjects into a compound subject and write the new sentence. Be sure your subject agrees with the verb.

1. Mom goes to the city. Dad goes to the city.
Mom and Dad go to the city.
2. The train brings them downtown. The bus brings them downtown.
The train or the bus brings them downtown.
3. The grocery store is open. The bakery is open.
The grocery store and the bakery are open.
4. The vegetables are fresh. The bread is fresh.
The vegetables and the bread are fresh.

Make two sentences with the same subjects. Have your partner combine them into one sentence with a compound subject.

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Name _____ Date _____

Mark-Up Reading

Journey to Gold Mountain

by Allison Chen

Imagine it is 1848 in southeastern China. You are a teenager listening wide-eyed to a tale spun by an American trader. Gold has been discovered in California. Gold fever grips the world! Tales of fabulous wealth attract many young people in China who make the long, difficult voyage across the Pacific to "Gold Mountain," their name for California.

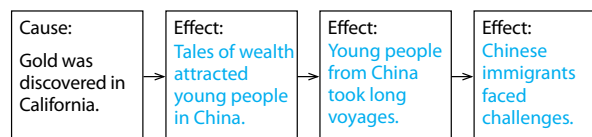


▲ Chinese immigrants called California Gam Saan, or Gold Mountain.

Some immigrants faced their first challenges on their voyages, which they made aboard American or European ships. Everything on these foreign ships seemed strange to these travelers. If you had never even seen a steamship, imagine how

its thudding engines might frighten you!

One immigrant, who traveled to the United States as a young man, later recalled that he was afraid to eat the "unusual" food served to the passengers. As a result, he was half-starved when he reached San Francisco.



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Mark-Up Reading

Journey to Gold Mountain (continued)

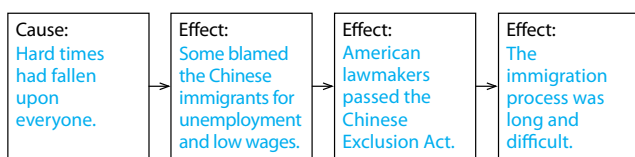
By the 1870s, hard times had fallen upon everyone across the nation. Millions of American workers lost their jobs and some people blamed the Chinese immigrants for high unemployment and low wages. American lawmakers responded by passing the Chinese Exclusion Act of 1882, which prevented almost all Chinese immigrants from entering the United States for ten years.



▲ Chinese immigrants worked to build railroads.

Soon, the American government had a problem on their hands. Floods of potential Chinese

immigrants were eager to enter the U.S., but the Chinese Exclusion Act made the immigration process long and difficult.



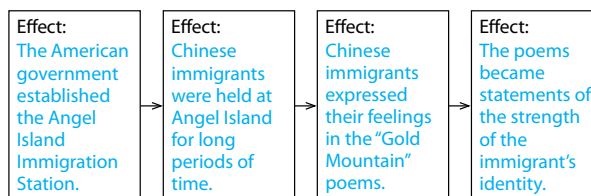
Mark-Up Reading

Journey to Gold Mountain (continued)

To provide housing for the immigrants, the government established the Angel Island Immigration Station in 1910 on a small island off the coast of San Francisco. Chinese immigrants were held at Angel Island for weeks or even years. Some expressed their bitterness and regret about the experience in poems that they carved into the wooden walls of their quarters. These verses, often called the “Gold Mountain” poems, became powerful statements of the strength of the immigrants’ Chinese identity.



▲ Angel Island Immigration Station



Grammar: Grammar and Writing

Edit and Proofread

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

- compound subjects and predicates
- subject-verb agreement

Editing and Proofreading Marks

^	Add.
↘	Take out.
/	Make lowercase.
^,	Add comma.
⊙	Add period.

American football and soccer are great sports, but I know many Americans who don't follow soccer. Football or baseball get all their attention. My American cousin and all his friends likes football the best. They discuss their favorite teams and know everything about the players. During football season they watch each game on TV go to it. They scream and yell wherever they are.

I had to get used to that. Football games or football conversation were the only thing around me. Then picture this scene. One day my cousin and the guys asks me to a real game. The fans at the big stadium were exciting. Before I knew it, I was yelling, too! Now I follow football and soccer. The Super Bowl and the World Cup are both important to me.

Grammar: Reteach

Did You Eat Your Vegetables?

Grammar Rules Subject and Predicates

A **compound subject** has two or more simple subjects joined by a **conjunction**.

Use a plural verb when two subjects are joined by *and*.

If the subjects are joined by *or*, look at the last subject.

- If it is singular, use a singular verb.
- If it is plural, use a plural verb.

Vegetables and fruits are good for you.

These berries or this peach tastes sweet.

This berry or these peaches taste sweet.

A **compound predicate** has two or more verbs joined by *and* or *or*.

People bake or grill vegetables.

Tell if the sentence has a compound subject or a compound predicate. For each sentence with a compound subject, draw an arrow to show which word(s) in the subject the verb agrees with.

- Spinach and broccoli are healthy vegetables. compound subject
- People boil or steam both of these foods. compound predicate
- An artichoke or carrots are healthy too. compound subject
- A pad of butter or pinches of salt add to the flavor. compound subject

Discuss your favorite fruits and vegetables with your partner. Be sure to make your subjects and verbs agree!

Small Group Reading



Small Group Reading Time

TEACHER

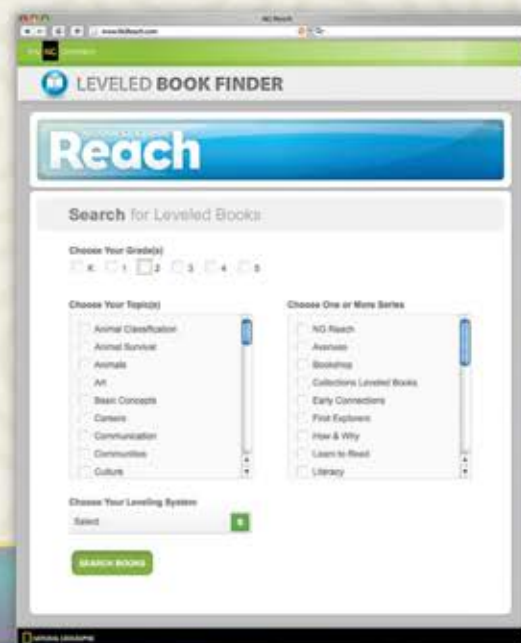
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENTS

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

Contents

	Page
Books at a Glance	SG1
Reading Routines	SG2
Teaching Resources	SG4
Small Group Reading Practice Masters	SG28
Small Group Reading Assessment Masters	SG56
Independent Reading	SG68



Go to NGReach.com for the Levelled Book Finder.

Books at a Glance

Lexile® Key

BL Below Level = 550L–700L

OL On Level = 800L–950L

BL Below Level = 700L–850L

AL Above Level = 850L–1050L

		Level* & Title	Author	Content Connection	Pages
Week 1 Coming to America	DAY 1	Explorer Books, Jamestown BL Pioneer Edition OL Pathfinder Edition	Fran Downey and Lana Costantini	Colonization	SG4–SG5
	DAYS 2–5	BL Isabel's Story: From Guatemala to Georgia	Julie Schaffer	Emigration from Central America	SG6, SG8
		BL Erik's Story: From Sweden to Minnesota	Ann Rossi	Emigration from Europe	SG6, SG8
		PART 1 OL Journey to America	Sonia Levitin	Emigration from Europe	SG7, SG9
		PART 1 AL Flight to Freedom	Ana Veciana-Suarez	Emigration from Cuba	SG7, SG9
Week 2 Coming to America	DAY 1	Explorer Books, Broad Stripes and Bright Stars BL Pioneer Edition OL Pathfinder Edition	Peter Winkler	Symbols of National Identity	SG10–SG11
	DAYS 2–5	BL Famous Immigrants: The 20th Century	Debra Housel	Immigrants' Contributions	SG12, SG14
		BL Immigrants Today	Ann Rossi	Immigration Today	SG12, SG14
		PART 2 OL Journey to America	Sonia Levitin	Emigration from Europe	SG13, SG15
		PART 2 AL Flight to Freedom	Ana Veciana-Suarez	Emigration from Cuba	SG13, SG15
Week 3 Why People Immigrate	DAY 1	Explorer Books, Worlds of Opportunity BL Pioneer Edition OL Pathfinder Edition	Bonnie Brook	Settlement Patterns	SG16–SG17
	DAYS 2–5	BL Ukraine: Immigration Today	Maya Logan	Emigration from Europe	SG18, SG20
		BL Chinese Immigration	Murray Pile	Emigration from Asia	SG18, SG20
		OL German-Jewish Immigration	Murray Pile	Emigration from Europe	SG19, SG21
		AL Escape from Saigon: How a Vietnam War Orphan Became an American Boy	Andrea Warren	Emigration from Asia	SG19, SG21
Week 4 Adjusting to a New Culture	DAY 1	Explorer Books, Symbols of Freedom BL Pioneer Edition OL Pathfinder Edition	Frank Mills and Meg Runyan	U.S. Landmarks and Principles	SG22–SG23
	DAYS 2–5	BL Ellis Island	Elaine Landau	Immigration	SG24, SG26
		BL Ellis Island	Judith Jango-Cohen	Immigration	SG24, SG26
		OL Mexican Immigration	Murray Pile	Emigration from Central America	SG25, SG27
		AL Immigrant Kids	Russell Freedman	Immigration	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 1 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 1 Practice Masters: SG1.1–SG1.28

Unit 1 Assessment Masters: SG1.29–SG1.32

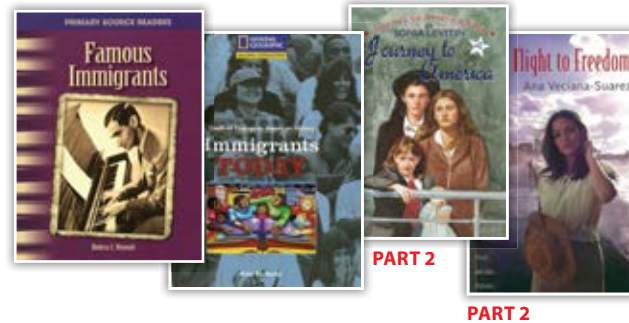
TECHNOLOGY

My Vocabulary Notebook

WEEK 1 Fiction



WEEK 2 Fiction/Nonfiction



WEEK 3 Nonfiction



WEEK 4 Nonfiction



Introduce /

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. 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 can where you are change who you are?*

Introduce vocabulary. Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = very well; 2 = a little; 3 = not at all). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**, for example: *A topic is a subject.*
5. Relate each word to students' knowledge and experience: *The topic of this unit is immigration.* Have students work in pairs to **elaborate**.
6. Have students **record** each word in **My Vocabulary Notebook**.

For **Vocabulary Routine 1**, see page BP46.

Read and Integrate Ideas

Have students read independently. Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said _____. Does that sound right?*

Monitor students' understanding. As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

Form homogeneous discussion groups. Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each group member.

Monitor group discussions. Have students discuss the book they read, using the questions on the Discussion Guide. Use the build comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys on pages SG60–SG67.

Provide writing options. Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

BEFORE READING

Name _____ Date _____

Academic Vocabulary

Story Words

Isabel's Story: From Guatemala to Georgia

chill (chill) adjective
Something that is **chill** is from another place. **Chill** means to become cold or to feel nervous.

endanger (en-dan-jer) verb
To **endanger** yourself means to put yourself in a place where you could get hurt, or to **endanger** somebody means to put them in a dangerous place.

native (nay-tiv) adjective
When something is **native**, it is originally from the area. The people of a place are **native** to the area.

pledge (plij) noun
When you make a **pledge**, you make a promise. **Pledges** are often made in court.

topic (top-ik) noun
A **topic** is the main subject. The **topic** of an article was how to read a book.

Journey to America PART 1

certificate (sah-ti-fih-keit) noun
A **certificate** is an official document. The **certificate** was for the student's good grades.

conquer (kon-kuer) verb
To **conquer** someone means to defeat them in war. **Conquer** means to win a battle.

inspect (in-spek) verb
To **inspect** means to look through something. **Inspect** means to look at something to see if it is good or bad.

native (nay-tiv) adjective
When something is **native**, it is originally from the area. **Native** means to be from a place.

witness (wih-ness) noun
A **witness** is someone who sees something happen. **Witnesses** are people who see what is going on.

Erik's Story: From Sweden to Minnesota

foreign (fey-er-ee) adjective
Something that is **foreign** is from another place. **Foreign** means to be from a different country.

labor (lay-bor) noun
Labor means hard work. **Labor** is what you do to earn money.

plot (plot) noun
A **plot** means to set out a path or course. **Plot** is a plan for something that is going to happen.

property (prop-er-tee) noun
Property is the amount of land or other things a person owns. There is an **amount** of **property**.

series (sair-eez) noun
A **series** is a number of events that happen in order. **Series** are things that happen one after another.

Flight to Freedom PART 1

independence (in-deh-pen-den-see) noun
Independence means being free from another's control. **Independence** is when a country is free to do what it wants.

labor (lay-bor) noun
Labor means to work hard. **Labor** is what you do to earn money.

pledge (plij) noun
When you make a **pledge**, you make a promise. **Pledges** are often made in court.

revolution (ri-voh-lyoo-shun) noun
A **revolution** is a movement to overthrow an existing government. **Revolution** is when a country changes its government.

separation (sai-puh-er-ey-shun) noun
Separation means to keep people apart. **Separation** is when people are kept apart.

SG1.1 Unit 1 | Crossing Between Cultures

NGReach.com Practice Masters
SG1.1, SG1.8, SG1.15, SG1.22

AFTER READING

Speaking and Listening Observation Log

Unit 1

Student Name	1	2	3	4	5	6	7	8	9	10

As you monitor students in their conversations, observe and record their speaking and listening skills.

Speaking and Listening Standards

Communicative Competence

1. The student can understand a range of conversations and texts on familiar topics in standard registers.

2. The student can interact with others in a range of social contexts, negotiating meaning and understanding.

3. The student can use spoken English to provide information, express views, feelings, wishes, opinions and attitudes, and to influence others.

4. The student can understand and use spoken English for social purposes.

5. The student can understand and use spoken English for social purposes.

6. The student can understand and use spoken English for social purposes.

7. The student can understand and use spoken English for social purposes.

8. The student can understand and use spoken English for social purposes.

9. The student can understand and use spoken English for social purposes.

10. The student can understand and use spoken English for social purposes.

SG1.29 Unit 1 | Crossing Between Cultures

NGReach.com
Assessment Master SG1.29

DURING CONFERENCES

Name _____ Date _____

Book Title _____ Page _____

Reading Strategy Assessment

Unit 1

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: What did you do while you were reading? Were there any parts of the book that confused you or were hard to follow? What did you do to understand better? How did it work?

Strategy	Reading Strategy Rubrics		
	Plan and Monitor (Skill Focus)	Ask Questions	Determine Importance
1	4 3 2 1	4 3 2 1	4 3 2 1
2	What did you do before you started reading the book? • When you were reading, did you go back and reread any part of the book for better understanding? • When you didn't understand, what did you do? • How did the meaning become clear to you?	What questions did you have when you were reading? • Did you ask questions to the text? • Can you tell me some examples of these kinds of questions and what you learned?	What is an important idea in the book you read? • Why do you think that is important? • How would you summarize this book for someone who has not read it?
3	Occasionally previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently.	Asks relevant questions and builds answers to clarify confusion or understand the text.	Identifies and summarizes some important ideas from the text using a few parts of the text. Connects related importance.
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently.	Asks only literal questions.	Attempts to identify and summarize important ideas, but is inaccurate.
5	Sometimes previews text and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Does not ask questions or asks irrelevant questions. Does not ask questions or asks irrelevant questions.	Does not identify an important idea.

SG1.30 Unit 1 | Crossing Between Cultures

NGReach.com
Assessment Masters SG1.30–SG1.32

Connect Across Texts

Form heterogeneous groups. Group students who have read different books. Include at least one representative for each book 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 SG1.29** to assess students' participation in discussions.

Conduct Conferences

Assess reading. Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Masters SG1.30–SG1.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG1.32**.

Assess writing. Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*

Plan intervention or acceleration. Ask the student to summarize what he or she has learned. Plan for further instruction:

- If the student needs additional support with planning and monitoring, character development, comparing and contrasting, or comprehending plot, use the Assessment and Reteaching resources provided on pages RT1.1–RT1.13.
- If the student successfully applies the focus skills, use the Recommended Books on page SG68 to guide the student in choosing books for independent reading.

OBJECTIVES

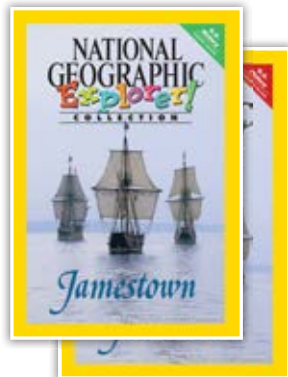
Thematic Connection: Coming to America

- ✔ Read and Comprehend Informational Text
- ✔ Explain Relationships Between Events in a Text

Jamestown

by Fran Downey and Lana Costantini

Summary *Jamestown* presents the early history of the Jamestown colony. “Celebrate Jamestown” explains that Jamestown, settled in 1607, was the first English colony to succeed in North America. Lack of food and clean water, as well as attacks by the Powhatan people, almost caused the colonists to leave. But then supply ships arrived just in time. John Rolfe helped the colony by bringing tobacco that colonists could grow and sell. The colonists also introduced new animals to North America, including pigs, horses, and bees. “What Would You Take to Jamestown?” presents artifacts, such as bowls and fish hooks, that colonists brought with them. “A Trail to Sail” explains how John Smith, a Jamestown colonist, explored the Chesapeake Bay. While looking for gold, he made an accurate map of the region. In 2006, Congress created the Captain John Smith Chesapeake Historic Trail.



Activate Prior Knowledge Display the front cover and ask: *Why might people leave their home to sail to America?* (Possible responses: to live better lives; to find freedom; for adventure; to find treasure)

Build Background Explain that in 1607, people from England founded Jamestown, the first English colony to succeed in America. John Smith and John Rolfe were two important Jamestown colonists. Use the locator globe and map on page 3 to locate Jamestown, Virginia. Have students point to and identify Chesapeake Bay, the ocean, and Powhatan Land on the map.

PROGRAM RESOURCES

PRINT ONLY

Jamestown, Pioneer Edition

Jamestown, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain Relationships Between Events CC.5.Rinf.3
Read and Comprehend Informational Text CC.5.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.5.L.6

Mini Lesson

Explain Relationships Between Events in a Text

Explain: *Historical texts contain descriptions of important events. The author shows the relationship, or connection, between events to explain why things happen.* Point out that good readers find and use connections between events to understand historical information.

Read aloud the following text from page 4 of the Pioneer Edition of *Jamestown* as students listen.

Heading Home?

The colonists’ real problem, though, was water. Little rain had fallen in a long time. Without water, crops did not grow. The colonists were often hungry.

The colonists drank river water. The muddy, salty water made people ill. Many people died from that. Others died from hunger.

[The colonists] prepared to go home.

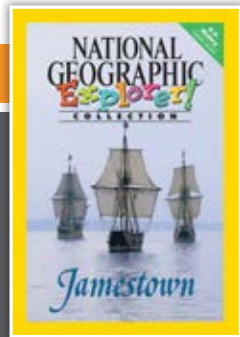
Text from Pioneer Edition

Then, model how to find related events in the text. Say: *The author says the colonists prepared to go home. I will look for events that are related to why they got ready to leave Jamestown:*

- *Little rain fell, so crops did not grow. The people were hungry.*
- *Some people died from hunger.*
- *They drank river water that made them sick; some died.*
- *These events are connected because they explain why the colonists wanted to leave Jamestown.*

Have students identify the relationship between the events above to tell why colonists wanted to leave. (Possible response: Because little rain fell, people had no water to grow crops or to drink. They were dying of hunger and from drinking river water. So, colonists’ lives were miserable and they wanted to go home.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Colonization

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

colonist colony land

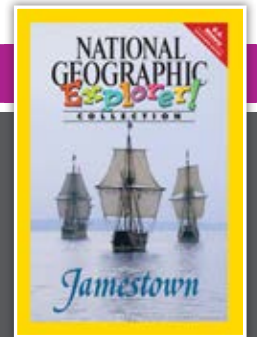
Have students add new words to **My Vocabulary Notebook**.

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 did the colonists build a fort at Jamestown? (They feared attacks from Spain and from Native Americans. They wanted to stay safe.)
- Cause/Effect** After the first two years, life in Jamestown started to get better. What happened? (Rain began to fall. New colonists arrived. There was peace. Colonists also grew a new kind of tobacco. They could sell it to get money.)
- Explain Relationships Between Events** How did the Jamestown colonists change the land? (They brought animals that had not lived in North America before, and they brought worms. The worms caused the forest soil to wash away. So, plants didn't have the soil they needed to grow.)
- Explain** Why was the shore of the Chesapeake Bay a good place to live? (The bay had fish and shellfish. The forests had animals. So there was a lot of food. There was also wood for building and for cooking.)
- Main Idea** What is the Captain John Smith Chesapeake National Historic Trail? (It is a trail that follows the same path that Smith followed around the bay.) What can visitors learn from its "smart buoys"? (The buoys give facts about the bay, including its history, weather, and water quality.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Colonization

Social Studies Vocabulary

Use Wordwise on page 5 to introduce new words:

colonist colony drought settle

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.

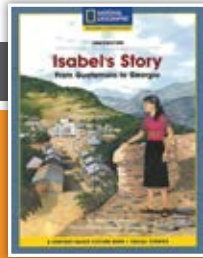
- Main Idea** Why did the Jamestown colonists need to protect themselves? (They feared attacks from Spain and Native Americans.) What did they do? (They built a wooden fort.)
- Cause/Effect** After the first two years, life in Jamestown improved. What happened? (The drought ended. New colonists arrived. There was peace. Colonists grew a new kind of tobacco, which helped raise money for the colony.)
- Explain Relationships Between Events** How did the Jamestown colonists change the land? (They brought animals that had not lived in North America before, and they brought worms. The worms caused the forest soil to wash away. So, plants didn't have the soil they needed to grow.)
- Describe** What did Captain John Smith do on his explorations? (He traveled around the bay. He took notes about the land and water. He made sketches and a map.)
- Main Idea** What is the Captain John Smith Chesapeake National Historic Trail? (It is a trail that follows the same path that Smith followed around the bay.) What can visitors learn from its "smart buoys"? (The buoys give facts about the bay, including its history, weather, and water quality.)

Check & Reteach

OBJECTIVE Explain Relationships Between Events in a Text

Have partners find and explain related events in the section "A Better Life" on page 4 to tell why life improved. (John Rolfe came to Jamestown and married Pocahontas, which brought peace. He also helped colonists grow a kind of tobacco that brought in money.)
For students who cannot explain related events, reteach with page 8 (Pathfinder) / page 9 (Pioneer). Say: *The text tells that Smith and his crew faced hunger, heat, storms, and bug bites; Native Americans attacked them; and Smith was captured and almost killed by the Powhatan people.* List the events. Have students tell how the relationships help them understand the text. (Possible response: These events all made Smith's trips difficult.)

BL BELOW LEVEL 560L

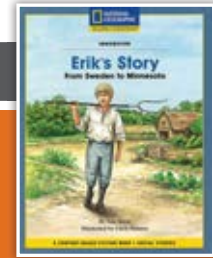


Isabel's Story:
From Guatemala to Georgia
by Julia Schaffer

Content Connection: **Emigration from Central America**

Realistic Fiction | Pages: 64 | Lexile: 560L | GR: N

BL BELOW LEVEL 690L



Erik's Story:
From Sweden to Minnesota
by Ann Rossi

Content Connection: **Emigration from Europe**

Historical Fiction | Pages: 64 | Lexile: 690L | GR: Q

OBJECTIVES

Thematic Connection: Coming to America

Read and Comprehend Literature

- Comprehend Character Development
- Preview & Predict to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG28
- Practice Master SG1.2, page SG29
- Practice Master SG1.3, page SG30
- Practice Master SG1.7, page SG34

TECHNOLOGY ONLY

Digital Library: Photo

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–38
- DAY 3 Read pages 39–64 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Isabel Peralta and her parents have moved to Atlanta, Georgia, from Guatemala. Isabel, a Maya girl who speaks some English, is afraid to let her classmates know that her family came to the U.S. to escape the dangers of war. Fernando, who is also from Guatemala, encourages Isabel to share their country's story. Later, their friends organize a Guatemalan cultural festival to raise money for airfare so that Isabel's sister Gloria can move to the U.S. The Peralta family is finally reunited.

Activate Prior Knowledge Say: *Recall a time when you moved to a new place or classroom. How did it change what you did or how you felt?*

Build Background Display a photo of Guatemala from the **Digital Library**. Explain that in the 1950s, Guatemala was taken over by military leaders. This began a time of great violence—much of which was directed at the Maya people—that lasted for decades, causing many people to emigrate.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- civil, page 13
- endanger, page 44
- native, page 34
- pledge, page 18
- topic, page 25

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG28
- Practice Master SG1.2, page SG29
- Practice Master SG1.4, page SG31
- Practice Master SG1.7, page SG34

TECHNOLOGY ONLY

Digital Library: Photo

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–34
- DAY 3 Read pages 35–64 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Erik Edlund and his family are struggling to survive in Sweden, where bad weather has caused a shortage of crops. The family decides to join relatives in the U.S. After a long journey across the Atlantic Ocean, the Edlunds finally arrive in Minnesota. Erik's father leaves to find work so that he can earn money to buy the family a farm of their own. By the next fall, the family has built a new house on their own land.

Activate Prior Knowledge Say: *Think of a time you had to go to a new place. How did you feel? Tell what happened.*

Build Background Display a photo of a Swedish festival in Minnesota from the **Digital Library**. Explain that starting in the 1800s, large numbers of Swedes began settling in the U.S. Many settled in Minnesota, where they continue to celebrate their culture.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- foreign, page 30
- labor, page 39
- plot, page 23
- property, page 55
- series, page 60

OL ON LEVEL 770L



Journey to America PART 1
by Sonia Levitin

Content Connection:
Emigration from Europe

Realistic Fiction | Pages: 145 | Lexile: 770L | GR: R

AL ABOVE LEVEL 850L



Flight to Freedom PART 1
by Ana Veciana-Suarez

Content Connection:
Emigration from Cuba

Fictional Diary | Pages: 213 | Lexile: 850L | GR: T

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.5.Rlit.10
Describe the Influence of Narrator's Point of View	CC.5.Rlit.6
Summarize	CC.5.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG28
- Practice Master SG1.2, page SG29
- Practice Master SG1.5, page SG32
- Practice Master SG1.7, page SG34

TECHNOLOGY ONLY

Digital Library: World Map

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 3–28
- DAY 3 Read pages 29–53
- DAY 4 Read pages 54–79 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary Lisa Platt lives in Berlin in 1938. The Nazis are persecuting Jewish people, and Lisa and her family must escape. Lisa's father escapes to America, where he will earn enough money to send for the rest of the family. As the situation in Berlin worsens, Lisa, her sisters, and their mother escape to Switzerland, where their hardships continue. The girls are separated from their mother and go to live at a refugee camp. Eventually the family is reunited, and they make their journey to America, where Lisa's father is waiting.

Activate Prior Knowledge Say: *Talk about what the word home means to you. What do you think the word home might mean to someone who has immigrated to the U.S.?*

Build Background Display Germany on a map from the **Digital Library**. Say that in 1938, many people in Germany lived in fear because of laws that threatened Jews.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- | | | |
|-----------------------|-------------------|------------------|
| certificate, page 116 | conquer, page 119 | inspect, page 33 |
| native, page 31 | witness, page 56 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.1, page SG28
- Practice Master SG1.2, page SG29
- Practice Master SG1.6, page SG33
- Practice Master SG1.7, page SG34

TECHNOLOGY ONLY

Digital Library: World Map

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–35
- DAY 3 Read pages 36–75
- DAY 4 Read pages 76–109 and discuss
- DAY 5 Connect across texts

PART 2:

See pages SG12–SG15.

Summary Yara Garcia lives in Cuba in 1967, under the strict rule of Communist leader Fidel Castro. When the Garcias seek asylum in Miami, the freedom of American life appeals to Yara, but her parents hold to Cuban traditions. Yara finally experiences the freedom she longs for when, after much convincing, her parents allow her to go on a road trip around Florida with her friend Jane and Jane's grandparents.

Activate Prior Knowledge Ask: *Have you ever moved to or visited an unfamiliar place? How did you feel before you went there? How did you feel when you arrived there?*

Build Background Display a world map from the **Digital Library**. Point out Cuba and Miami, Florida. Ask: *Why do you think many Cuban immigrants settled in Miami?* Explain that Miami is located near Cuba, and both places have similar climates.

Story Words Use **Practice Master SG1.1** to extend vocabulary.

- | | | |
|-----------------------|----------------------|-----------------|
| independence, page 21 | labor, page 170 | pledge, page 48 |
| revolution, page 3 | separation, page 201 | |

BL > BELOW LEVEL 560L

Isabel's Story: From Guatemala to Georgia

by Julie Schaffer

Build Comprehension

- **Explain** *Why is Isabel afraid to give her presentation on Guatemala to the class?* (Possible response: She is nervous about safety because in Guatemala, it was dangerous to speak out.)
- **Character's Point of View** *How does Isabel's decision to tell her class about Guatemala change the way she feels about her life in Georgia?* (By sharing about her life in Guatemala with her class, Isabel learns that she can now feel safe and trust the people around her.)

Writing Options

- **Presentation Questions** Have students reread pages 28–38. Then, have students write three new questions they would like to ask Isabel and Fernando about their presentation.
- **Friendly Letter** Have students write a letter in which Isabel tells relatives in Guatemala about her new life in Georgia.
- **Journal Entry** Have students write about a time a classmate or friend helped them accomplish a personal goal.

BL > BELOW LEVEL 690L

Erik's Story: From Sweden to Minnesota

by Ann Rossi

Build Comprehension

- **Analyze Problem and Solution** *How does moving to Minnesota lead to new challenges for the Edlund family? Give examples.* (Possible response: They can't afford to buy land, so they live with relatives, and their father must find work far away from them.)
- **Analyze** *How do the members of Erik's family help each other?* (Possible response: Erik's uncle lets Erik's family stay with his family. Erik's father leaves the family to earn money to buy land for the family.)

Writing Options

- **List** Have students list the emotions Erik felt during his journey and explain why he felt the way he did.
- **Interview** Have students write five questions they would like to ask Erik about his journey to America. Then, have partners trade questions and answer them from Erik's point of view.
- **Journal Entry** To reinforce the problem-solution structure, have students write about one of the problems that Erik and his family faced and how they solved it.

Check & Reteach

Ask students to demonstrate understanding of how the main character changes in each book. If students have difficulty, direct them to the character development chart. Ask: *Who is the main character? How does this person change from the beginning to the middle to the end of the story?*

DURING READING

Name _____ Date _____

Character Development Chart

Character Development

Use this chart as you read. Take notes about what the character is like at the beginning, middle, and end of the book.

Beginning:
Middle:
End:

Use your character development chart to tell a partner about the book.

For use with TE pages 556–559 **SG1.2** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Isabel's Story: From Guatemala to Georgia

Review the story words with your group. Then discuss these questions together.

Story Words
civil
endanger
native
pledge
topic

1. **Identify Narrator** Who is the narrator? How does this affect the story?
2. **Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Isabel is like at the beginning of the story and how she changes.
 - **Beginning** What is Isabel like at the beginning of the story? How does she feel?
 - **Middle** What has changed about Isabel?
 - **End** What is Isabel like now? How does she feel about where she lives?
3. **Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?
4. **Close Question: Generalize** How does moving to a new place affect Isabel?

For use with TE pages 556–559 **SG1.3** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Erik's Story: From Sweden to Minnesota

Review the story words with your group. Then discuss these questions together.

Story Words
foreign
labor
plot
property
series

1. **Identify Narrator** Who is the narrator? How does this affect the story?
2. **Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Erik is like at the beginning of the story and how he changes.
 - **Beginning** What is Erik like at the beginning of the story? How does he feel?
 - **Middle** What has changed about Erik?
 - **End** What is Erik like now? How does he feel about where he lives?
3. **Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?
4. **Close Question: Generalize** How does moving to a new place affect Erik?

For use with TE pages 556–559 **SG1.4** Unit 1 | Crossing Between Cultures

OL ON LEVEL 770L

Journey to America PART 1
by Sonia Levitin

Build Comprehension

- **Make Judgments** *What do you think about the choice that Lisa's family made to leave Berlin? Give details to support your answer.* (Possible response: I think they made the right decision because they were in danger and living in fear, and after they left, some of their relatives were killed.)
- **Make Inferences** *How can you tell that Lisa respects her mother? Give an example.* (Possible response: Lisa does exactly as her mother asks. For example, she makes sure to only pack what is allowed, and she questions her sister for disobeying by hiding money in her violin case.)

Writing Options

- **News Brief** Have students write a brief news article telling about an event in Berlin in 1938, based on details from the text.
- **Opinion Statement** Have students write their own opinions about whether Lisa and Ruth should have separated from their mother and sister Annie.
- **Journal Entry** Have students review the story events and write a prediction about whether Lisa, her sisters, and her mother will reunite with her father in America.

AL ABOVE LEVEL 850L

Flight to Freedom PART 1
by Ana Veciana-Suarez

Build Comprehension

- **Explain** *Why does Yara feel out of place, like a "lone mango in a field of mameys"? (Possible responses: Yara does not know English very well. Her mother makes her dress in a traditional way.)*
- **Make Comparisons** *How are Yara and her sister Ileana different from each other? (Possible response: Yara is obedient to their parents, but Ileana argues with them or disregards what they tell her to do.)*

Writing Options

- **Persuasive Sentences** Have students write a few sentences to help Yara try to convince her parents to let her go to Jane's New Year's Eve party.
- **Dialogue** Have students write a dialogue between Yara and her sister about their new experiences in America.
- **Journal Entry** Have students write a few sentences to tell about a time when they felt like they didn't belong.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG1.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Journey to America PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
certificate
conquer
inspect
native
witness

1. **Identify Narrator** Who is the narrator? How does this affect the story?
2. **Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Lisa is like at the beginning of the story and how she changes.
 - **Beginning** What is Lisa like at the beginning of the story? How does she feel?
 - **Middle** What has changed for Lisa?
 - **End** What is Lisa like now? How does she feel about where she lives?
3. **Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?
4. **Write Question Generalize** How does moving to a new place affect Lisa?

For use with TE pages 556–569 **SG1.5** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Flight to Freedom PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
independence
labor
pledge
revolution
separation

1. **Identify Narrator** Who is the narrator? How does this affect the story?
2. **Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Yara is like at the beginning of the story and how she changes.
 - **Beginning** What is Yara like at the beginning of the story? How does she feel?
 - **Middle** What has changed for Yara?
 - **End** What is Yara like now? How does she feel about where she lives?
3. **Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?
4. **Write Question Generalize** How does moving to a new place affect Yara?

For use with TE pages 556–569 **SG1.6** Unit 1 | Crossing Between Cultures

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.

Isabel's Story: From Guatemala to Georgia
Erik's Story: From Sweden to Minnesota
Journey to America, Part 1
Flight to Freedom, Part 1

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

1. How do the characters in these books change as they move to a new place? What do all of these books show?
2. What are some adjectives that you would use to describe the main characters? Give examples from the books.
3. **Write Question** How does each book show how where you are can affect who you are?

For use with TE pages 556–569 **SG1.7** Unit 1 | Crossing Between Cultures

OBJECTIVES

Thematic Connection: Coming to America

- Read and Comprehend Informational Text
- Use Quotes to Explain Text

Broad Stripes and Bright Stars by Peter Winkler

Summary *Broad Stripes and Bright Stars* explores why the flag is an important American symbol. It describes the flag's history and discusses the flag's connection to the national anthem. "Broad Stripes and Bright Stars" examines the powerful effect the flag has on Americans. The flag was first designed by the Continental Congress in 1777, but over the years, it changed as the nation grew. In "The Star-Spangled Banner," students learn about the battle at Fort McHenry that inspired the national anthem. It took place during the War of 1812 between the British and Americans. Francis Scott Key watched the battle and wrote a poem about it to celebrate America's victory. The poem later was set to music. "Saving the Stars and Stripes" describes how people have saved the flag that flew over Fort McHenry during the battle. Instead of making it look new again, they cleaned and strengthened it to last for many years to come.



Activate Prior Knowledge Display the front cover, read the title aloud, and point to the American flag. Ask: *What does the American flag mean to you?* (Possible responses: America; freedom; Pledge of Allegiance; hope)

Build Background Display pages 4–5. Ask: *Why do people wave flags and paint their cars to look like flags?* (Possible response: to show love for America) Explain that the flag is a strong symbol, or sign, of America; though its design has changed, its meaning remains the same.

PROGRAM RESOURCES

PRINT ONLY

- Broad Stripes and Bright Stars*, Pioneer Edition
- Broad Stripes and Bright Stars*, Pathfinder Edition

TECHNOLOGY ONLY

- My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

- Quote When Explaining Text CC.5.Rinf.1
- Read and Comprehend Informational Text CC.4.Rinf.10

Language

- Acquire and Use Domain-Specific Words CC.5.L.6

Mini Lesson

Use Quotes to Explain Text

Explain: *To explain what a text says, use evidence from the text, such as information, ideas, or facts. Be sure to quote, or repeat, the evidence accurately.* Point out that good readers know how to use evidence and quote accurately when explaining what a text says.

Read aloud the following text from page 4 of the Pioneer Edition of *Broad Stripes and Bright Stars* as students listen.

RED, WHITE, AND WHO?

Americans love their flag. It has always been the nation's most powerful symbol. Yet many people know little about its history.

For example, do you know who designed the first flag? Most people think Betsy Ross did. But she did not. In fact, no one knows for sure who designed it.

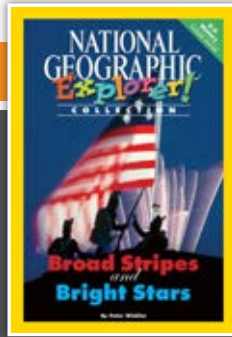
Text from Pioneer Edition

Then, model how to find text evidence. Say: *I want to explain the section "Red, White, and Who?" It says that people don't know who designed the flag. I will use the following evidence to explain the text and make sure to quote it accurately:*

- *Most people think Betsy Ross did. But she did not.*
- *In fact, no one knows for sure who designed it.*
- *I will introduce this evidence with phrases such as "The text says that..." or "The author explains that..."*

Have students use the evidence identified above and quote accurately to explain this statement: Most people don't know who designed the flag. (Students should begin each sentence with "The text says that..." or "The author explains that...")

BL BELOW LEVEL 460L



PIONEER EDITION

Lexile: 460L | GR: P

Content Connection:
Symbols of National Identity

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

Congress Continental Congress Old Glory symbol

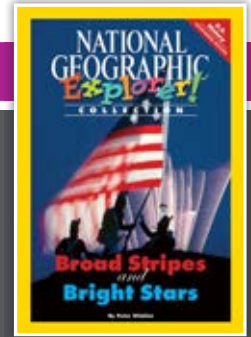
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why did people in Arizona make a “human flag”? (They wanted to show their love for the United States right after it had been attacked. They also wanted to raise money for families of those killed in the attacks.)
- Use Quotes to Explain Text** What did the Continental Congress decide about the flag? (The Continental Congress decided how the flag should look. The author explains, “Members said the flag should have 13 red and white stripes.” The text also says, “It should have 13 stars. Each star and stripe stood for a state.”)
- Explain** Why has the number of stars on the flag changed? (The number changed as the country changed and more states came along.)
- Details** What event does the national anthem describe? (The anthem describes the battle between the U.S. and England at Fort McHenry during the War of 1812.)
- Describe** How have people saved the Star-Spangled Banner? (They have saved the flag by cleaning it and making it stronger by sewing material onto the back of it.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection:
Symbols of National Identity

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

Old Glory Red, White, and Blue Stars and Stripes Star-Spangled Banner

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

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

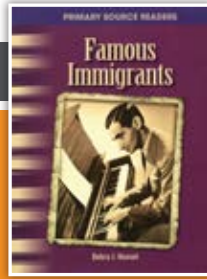
- Explain** Why did people in Tucson, Arizona, form a “human flag”? (They wanted to show their love for the United States after it had been attacked. They also wanted to raise money for families of those killed on September 11.)
- Details** What did the Continental Congress decide about our nation’s flag? (It decided that the first flag should have 13 red and white stripes and 13 stars. Each star and stripe would represent one of the original states.)
- Explain** Why has the number of stars on the flag changed over time? (The number has changed as the country evolved and more states came along.)
- Use Quotes to Explain Text** Why does the national anthem make people feel patriotic? (The author explains that the flag makes people “think about what it means to be an American.” The text says, “Its words are powerful.”)
- Analyze** Why is the Fort McHenry flag being preserved rather than restored? (It is being preserved because its holes and rips tell an important story.) What’s the difference between preserving it and restoring it? (Preserving the flag is cleaning and strengthening it. Restoring it is making it look new again.)

Check & Reteach

OBJECTIVE Use Quotes to Explain Text

Have partners take turns quoting evidence from the section “The Dawn’s Early Light” on page 9 to explain the creation of the national anthem. (Students should accurately quote evidence such as, “Key wrote a poem about the battle” and “Later, it was set to music.”) For students who cannot use evidence to explain a text, reteach with the section “A Banner Project” on page 10. Say: *The text says that people wanted to save the flag, but didn’t want to make it look new. What evidence can you use to explain this statement?* Have students skim the text. Make a class list of evidence they identify. Be sure they quote accurately. (Evidence: “Instead, they cleaned it and made it stronger”; “They wanted the flag to last a long time.”) Help students use this evidence to explain how the flag was restored.

BL BELOW LEVEL 590L



**Famous Immigrants:
The 20th Century**

by Debra Housel

Content Connection: **Immigrants' Contributions**

Expository Nonfiction | Pages: 32 | Lexile: 590L | GR: O

BL BELOW LEVEL 700L



Immigrants Today

by Ann Rossi

Content Connection:
Immigration Today

Expository Nonfiction | Pages: 32 | Lexile: 700L | GR: Q

OBJECTIVES

Thematic Connection: Coming to America

Read and Comprehend Literature

Cite Evidence

Preview and Predict to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.8, page SG35

Practice Master SG1.9, page SG36

Practice Master SG1.10, page SG37

Practice Master SG1.14, page SG41

SUGGESTED PACING

DAY 2 Introduce and read pages 4–15

DAY 3 Read pages 16–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary The immigrants who came to America in the 20th century brought their culture and traditions with them. Many immigrants used their skills and talents to help shape American culture, traditions, architecture, politics, and science, and became famous as a result.

Activate Prior Knowledge Ask: *What are some characteristics that make America special?* (Possible response: The country is made up of people from many different cultures; it has a democratic government; people have many freedoms.)

Build Background Discuss with students what they know about blue jeans, lawn sprinklers, the Rock and Roll Hall of Fame, the Academy Awards, or the song “God Bless America.” Explain that they will be reading about the immigrant Americans who are responsible for such contributions.

Story Words Use **Practice Master SG1.8** to extend vocabulary.

determined, page 17

exclude, page 29

poverty, page 10

success, page 13

value, page 28

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.8, page SG35

Practice Master SG1.9, page SG36

Practice Master SG1.11, page SG38

Practice Master SG1.14, page SG41

TECHNOLOGY ONLY

Digital Library: World Map

SUGGESTED PACING

DAY 2 Introduce and read pages 4–18

DAY 3 Read pages 19–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary From the mid-1800s to the mid-1900s, most American immigrants came from Europe. Since then, most have come from Asia, Mexico, Central America, the Caribbean, and Africa. Many came in search of a better life, freedom from oppression and war, and an escape from poverty. They had to adjust to a new language and find new jobs and homes. Through food, festivals, music, movies, and literature, they preserved their culture. Immigrants have contributed to American life through business, politics, science, education, sports, and the arts.

Activate Prior Knowledge Ask: *What are some cultural events where you live? What cultures do they celebrate?*

Build Background Display a world map from the **Digital Library**. Point out Asia, Mexico, Central America, the Caribbean, and Africa. After pointing to each location, elicit and share a few facts about each place.

Story Words Use **Practice Master SG1.8** to extend vocabulary.

brutal, page 8

familiar, page 22

permit, page 7

population, page 12

structure, page 21

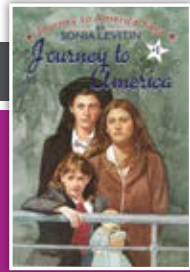
OL ON LEVEL 770L

Journey to America PART 2

by Sonia Levitin

Content Connection:
Emigration from Europe

Realistic Fiction | Pages: 66 | Lexile: 770L | GR: R



AL ABOVE LEVEL 850L

Flight to Freedom PART 2

by Ana Veciana-Suarez

Content Connection:
Emigration from Cuba

Fictional Diary | Pages: 104 | Lexile: 850L | GR: T



COMMON CORE STANDARDS

Reading

- Read and Comprehend Literature and Text CC.5.Rlit.10
- Analyze Multiple Accounts CC.5.Rinf.6
- Quote When Explaining Text CC.5.Rinf.1
- Quote When Drawing Inferences CC.5.Rlit.1
- Summarize CC.5.Rlit.2

Writing

- Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

- Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

- Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.8, page SG35
- Practice Master SG1.9, page SG36
- Practice Master SG1.12, page SG39
- Practice Master SG1.14, page SG41

TECHNOLOGY ONLY

Digital Library: The Statue of Liberty and Ellis Island

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 80–94
- DAY 3 Read pages 95–123
- DAY 4 Read pages 124–145 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Journey to America*, see page SG7. Remind students they can use story events to identify elements of character development. To review character, ask: *What challenges has Lisa had to face in the first half of the story?* (Possible response: Lisa must leave her home and friends and stay in a refugee camp. She is hungry and misses her family.) *How do these challenges affect her?* (Possible response: Because Lisa is on her own, she must be strong. She thinks about the future, and that gives her strength.)

Activate Prior Knowledge Say: *Tell about when you had to wait a long time for something important. What was the experience like?*

Build Background Display a photo of the Statue of Liberty and Ellis Island from the **Digital Library**. Explain that the Statue of Liberty was the first view of the United States that many immigrants had as they arrived in ships. Ellis Island was the gateway through which immigrants came into the country.

Story Words Use **Practice Master SG1.8** to extend vocabulary.

- certificate, page 116
- conquer, page 119
- inspect, page 33
- native, page 31
- witness, page 56

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.8, page SG35
- Practice Master SG1.9, page SG36
- Practice Master SG1.13, page SG40
- Practice Master SG1.14, page SG41

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 110–147
- DAY 3 Read pages 148–183
- DAY 4 Read pages 184–213 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Flight to Freedom*, see page SG7. Remind students that they can use story events to identify elements of character development. To review elements of character, ask: *What challenges has Yara had to face in the first half of the story?* (Yara has to work at a work camp. Then, she moves from Cuba to America. She doesn't know English.) *How do these challenges affect her?* (Possible response: Yara is determined to learn English and do well in school. She becomes more American, but stays connected with her Cuban culture.)

Activate Prior Knowledge Say: *Think about a time when you disagreed with your parents about something you wanted to do. Did you and your parents finally agree? Explain what happened.*

Build Background Explain that some Cuban exiles wanted to overthrow Fidel Castro's regime. Some people wanted to return and fight or stop countries from trading goods with Cuba.

Story Words Use **Practice Master SG1.8** to extend vocabulary.

- independence, page 21
- labor, page 170
- pledge, page 48
- revolution, page 3
- separation, page 201

BL BELOW LEVEL 590L

Famous Immigrants: The 20th Century

by Debra Housel

Build Comprehension

- **Explain** *How have the contributions of American immigrants in the 20th century changed life in America today?* (Possible responses: Blue jeans are common clothing; lawn sprinklers are used everywhere, such as in yards and on golf courses.)
- **Draw Conclusions** *Why did the contributions of the immigrants in the book make them famous?* (Possible response: Their contributions are important to American culture and society today.)

Writing Options

- **List** Have students make a list of all the places the immigrants mentioned in the book came from. Then, display the world map from the **Digital Library** and have students point to each place on the map.
- **Interview Questions** Have students write three questions they would like to ask an immigrant from the book. Then, have partners trade questions and take turns answering from the immigrant's point of view.
- **Journal Entry** Have students choose one of the immigrant contributions discussed in the book and write about why it is important.

BL BELOW LEVEL 700L

Immigrants Today

by Ann Rossi

Build Comprehension

- **Make Comparisons** *How do immigrants find life in America to be different from life in their home countries?* (Possible response: In America, immigrants are free and have the opportunity to earn money and be safe.)
- **Form Opinions** *What do you think are some of the most important contributions immigrants have made to America?* (Possible response: They have helped American culture to grow by introducing new food, music, and celebrations.)

Writing Options

- **Summary** Have students choose one of the immigrant groups mentioned in the book and write a brief summary of their experience in America based on the information in the book. Ask them to include information about challenges this group has faced and how they keep their cultural traditions alive.
- **Friendly Letter** Have students write a friendly letter to welcome someone who has immigrated to America, telling about some of the things that are special about living in America.
- **Journal Entry** Reinforce the theme by having students write about what they think it would be like to move to a new country.

Check & Reteach

Ask students to state a fact and evidence for the fact for each book.

If students have difficulty, direct them to the T-chart. Ask: *What is a fact you learned from the book? What in the book helps you to understand that this is a fact?*

DURING READING

Name _____ Date _____

Facts and Evidence T-Chart

Cite Evidence

Use this T-chart as you read to keep track of facts and evidence in the book.

Facts	Evidence

Use your facts and evidence T-chart to tell a partner about the book.

For use with TE pages SG12-SG15 **SG1.9** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Famous Immigrants: The 20th Century

Review the story words with your group. Then discuss these questions together.

1. Summarize What is this book mostly about?

2. Cite Evidence Use these questions and the notes on your T-chart to help you identify important parts of the selection.

- **Facts** What are three important facts that you read about American immigrants?
- **Evidence** What evidence in the text supports each fact?

3. Plan and Monitor: Preview and Predict Even before you had read the whole book, what are some of the ways that you could tell what it was about?

4. Critical Thinking: Generalize Give an example of how the contributions of a famous immigrant "added to what America is today."

Story Words

determined
exclude
poverty
success
value

For use with TE pages SG12-SG15 **SG1.10** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Immigrants Today

Review the story words with your group. Then discuss these questions together.

1. Summarize What is this book mostly about?

2. Cite Evidence Use these questions and the notes on your T-chart to help you identify important parts of the selection.

- **Facts** What are three important facts that you read about American immigrants?
- **Evidence** What evidence in the text supports each fact?

3. Plan and Monitor: Preview and Predict Even before you had read the whole book, what are some of the ways that you could tell what it was about?

4. Critical Thinking: Generalize How do immigrants adjust, or change, after moving to the U.S.? How do they preserve who they are?

Story Words

brutal
familiar
permit
population
structure

For use with TE pages SG12-SG15 **SG1.11** Unit 1 | Crossing Between Cultures

OL ON LEVEL 770L

Journey to America PART 2
by Sonia Levitin

Build Comprehension

- **Identify Problem and Solution** *What problems does Lisa's mother's illness cause?* (Possible responses: Lisa's father plans to leave America to be with her. He would not be able to return to the U.S., so the family would not be able to escape. Lisa's mother has to send a telegram to stop him before he leaves the U.S.)
- **Evaluate** *What do the Pratt family's challenges say about how each person values family?* Explain. (Possible response: Each person has a different challenge. For example, Lisa's mother has to make the difficult decision to send two of her daughters to a refugee camp. But, each person knows that the final goal is to be reunited. This gives them strength to continue.)

Writing Options

- **Final Chapter** Have students write a paragraph telling what happens to the Pratt family after the story ends.
- **Dialogue** Have students choose two characters from the story and write a dialogue for them. Then, have partners act out the scene.
- **Journal Entry** Have students write a journal entry telling what they think about Lisa's character.

AL ABOVE LEVEL 850L

Flight to Freedom PART 2
by Ana Veciana-Suarez

Build Comprehension

- **Draw Conclusions** *What happens in the story to show that Yara's family is settling into a more American way of life? Explain.* (Possible response: Yara's family finally buys a car, and Yara's mother learns to drive it. Yara's parents allow her to go on the road trip with Jane.)
- **Analyze** *What clues help you understand that Yara is becoming more American?* (Possible responses: Yara dresses in a more American way and speaks English well. She begins to doubt that her family will return to Cuba, even though her father still believes they will.)

Writing Options

- **Sequel** Have students write a paragraph telling about the Garcia family a year after the story ends.
- **Thank You Note** Have students write a thank you note to Jane's grandparents in which Yara thanks them for taking her on the road trip around Florida.
- **Journal Entry** Have students write about an event that was important to them and their families.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG1.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Journey to America PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
certificate
conquer
inspect
native
witness

1. **Summarize** Give a brief summary to tell what Lisa's life is like at the beginning, middle, and end of the story.
2. **Cite Evidence** Use these questions and the notes on your T-chart to help you identify important parts of the selection.
 - **Facts** As you read about Lisa and her family, what is one new fact that you learned about the immigrant experience?
 - **Evidence** What evidence in the text supports that fact?
3. **Plan and Monitor: Preview and Predict** Recall what you read in Part 1. What did you think might happen in Part 2? What did happen?
4. **Write Question Generalize** How does moving to a new place affect Lisa's family? How does it help them preserve who they are?

For use with TE pages SG2-3G15 **SG1.12** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Flight to Freedom PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
independence
labor
pledge
revolution
separation

1. **Summarize** Give a brief summary to tell why Yara's family leaves Cuba, how Yara adjusts to Miami, and what Yara's life is like at the end of the story.
2. **Cite Evidence** Use these questions and the notes on your T-chart to help you identify important parts of the selection.
 - **Facts** As you read about Yara and her family, what is one new fact that you learned about the immigrant experience?
 - **Evidence** What evidence in the text supports that fact?
3. **Plan and Monitor: Preview and Predict** As you read the story, what happened the way you expected? What happened differently than you predicted?
4. **Write Question Generalize** What has changed about Yara's family life since she moved to Miami? What has stayed the same for Yara and her family?

For use with TE pages SG2-3G15 **SG1.13** Unit 1 | Crossing Between Cultures

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.

Famous Immigrants: The 20th Century
Immigration Today
Journey to America, Part 2
Flight to Freedom, Part 2

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

1. What are some of the reasons that the people or characters you read about immigrated to America?
2. How did previewing and making predictions help you get more out of your reading?
3. **Write Question** How does each book show the ways that where you are affects who you are?

For use with TE pages SG2-3G15 **SG1.14** Unit 1 | Crossing Between Cultures

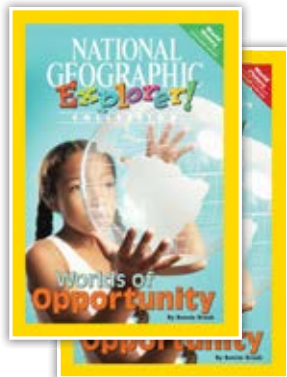
OBJECTIVES

Thematic Connection: Why People Migrate

- ✔ Read and Comprehend Informational Text
- ✔ Explain Relationships Between Events in a Text

Worlds of Opportunity by Bonnie Brook

Summary *Worlds of Opportunity* explores global migration, or the movement of people worldwide from place to place. In “Kakenya’s Dream,” Bonnie Brook highlights the life of Kakenya Ntaiya. Born in Kenya, she left home to get an education in the U.S., then returned home to build a school for girls in her village. Kakenya’s school gives girls a chance to get a good education, gain confidence, and become community leaders. The map “On the Move!” focuses on the gateway cities of Miami, Dubai, and Toronto, and provides data that reveal the diversity of these cities. “A Sinking Nation” describes the Pacific nation of Kiribati, which seems to be sinking as the sea rises. Kiribati’s president has set up a program to help citizens migrate easily to new locations, like Australia. Some islanders worry about loss of their national identity.



Activate Prior Knowledge Display the front cover and ask: *What kinds of opportunities around the world might this young person dream about?* (Possible response: to get a good education and job, to have adventure, to live peacefully)

Build Background Explain that today, more than 200 million people worldwide live outside their country of birth. Point out that people move to new places to find opportunities to live better lives. Use pages 8–9 to show that many immigrants go to cities. Have students identify and point to cities on the map and use the statistics to discuss their populations.

PROGRAM RESOURCES

PRINT ONLY

- Worlds of Opportunity, Pioneer Edition*
- Worlds of Opportunity, Pathfinder Edition*

TECHNOLOGY ONLY

- My Vocabulary Notebook*

COMMON CORE STANDARDS

Reading

- | | |
|--|--------------|
| Explain Relationships Between Events | CC.5.Rinf.3 |
| Read and Comprehend Informational Text | CC.5.Rinf.10 |

Language

- | | |
|---------------------------------------|----------|
| Acquire and Use Domain-Specific Words | CC.5.L.6 |
|---------------------------------------|----------|

Mini Lesson

Explain Relationships Between Events in a Text

Explain: *Historical texts contain descriptions of important events. The author shows the relationship, or connection, between events to explain why things happen.* Point out that good readers find and use connections between events to understand historical information.

Read aloud the following text from page 3 of the Pioneer Edition of *Worlds of Opportunity* as students listen.

Today, more than 3 percent of the world’s population lives outside their country of birth. Many people move to earn money. Some people are forced to move by damage to the environment or by human conflict. Some people move to find opportunities.

Text from Pioneer Edition

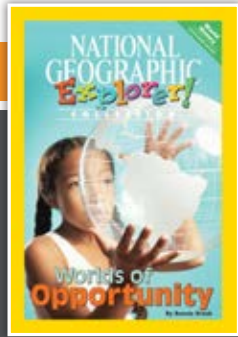
Then, model how to find related events in the text. Say: *The author says more than 3 percent of the world’s population lives outside their country of birth. I am going to look for events that are related to the fact that many people leave their country of birth:*

- *Many people move to earn money.*
- *Some people are forced to move because of damage to their environment or human conflict.*
- *Some people move to find opportunities.*

These events are connected because they explain why so many people leave the country where they were born.

Have students explain the relationship between the events above to tell why people leave their country of birth. (Possible response: People need money or are forced to move because of conflicts or damage to the environment. People want to find new opportunities. So, people leave in order to live better lives.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Settlement Patterns

Social Studies Vocabulary

Use Wordwise on pages 7 to introduce new words:

refugee scholarship voluntary

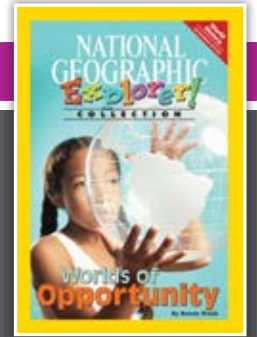
Have students add new words to **My Vocabulary Notebook**.

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 did Kakenya want to leave home? (She wanted to go to the U.S. for education and then help the people in her village by building a school for girls there.)
- Details** What steps did Kakenya take to migrate? List them in order. (She decided to go to college in the U.S. She convinced her parents to allow her to go. She got support from the village elders and money for her trip.)
- Explain** How is Kakenya helping her community with her knowledge? (She educates girls, builds their confidence, and teaches them to be leaders. She also teaches about village traditions and ways to improve farming.)
- Explain Relationships Between Events** Why do some people want to leave Kiribati? (The islands may be sinking.) What is President Tong doing to help? (He has a plan that helps people adapt slowly, over time, to homes in a new location.)
- Compare/Contrast** How are Kakenya's and Tibeas stories similar? (Both have left their homes to pursue opportunities for education and to help their communities.) How are they different? (Kakenya has returned home to share her knowledge. Tibeas will stay in Australia to help establish a new home for her people.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Settlement Patterns

Social Studies Vocabulary

Use Wordwise on pages 7 to introduce new words:

migration refugee scholarship voluntary

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

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** What was Kakenya's dream? (She wanted to go to the U.S. for education and then help the people in her village by building a school for girls.)
- Details** In order, list the steps Kakenya took to be able to migrate. (She was accepted to college in the U.S. She convinced her parents to allow her to go. She got support from the village elders and money for her trip.)
- Evaluate** Kakenya wants to enroll 150 students by 2013 in grades four through eight. Will she achieve this goal? Tell why or why not. (Possible response: Yes; Kakenya is dedicated and hard working, and the village supports her.)
- Explain Relationships Between Events** Why might people have to leave Kiribati? (The islands may be sinking.) What is President Tong's plan for this migration? (He wants to find a way for people to adapt slowly to homes in a new location.)
- Compare/Contrast** How are Kakenya's and Tibeas experiences similar? (Both have left their homes to pursue opportunities for education and to help their communities.) How are they different? (Kakenya has returned home to share her knowledge. Tibeas will stay in Australia to help establish a new home for her people.)

Check & Reteach

OBJECTIVE Explain Relationships Between Events in a Text

Have partners find and explain related events in the section "Preservation of Culture" on page 7 to tell why families feel immediate benefits from the school. (Girls learn cultural values and life skills, such as farming. Girls can use these skills to help their families.)

For students who cannot explain related events, reteach with "A Girl Will Never Forget Her Home" on page 4. Say: *The text says that Kakenya promised to come back to build a school. She got a scholarship, but needed more money. The village collected money for her.* List the events. Have students tell how the relationships help them understand the text. (Possible response: The events explain why she has strong ties to her village.)

BL BELOW LEVEL 630L



Ukraine: Immigration Today

by Maya Logan

Content Connection:
Emigration from Europe

Expository Nonfiction | Pages: 32 | Lexile: 630L | GR: O

BL BELOW LEVEL 730L



Chinese Immigration

by Murray Pile

Content Connection:
Emigration from Asia

Expository Nonfiction | Pages: 32 | Lexile: 730L | GR: Q

OBJECTIVES

Thematic Connection: Why People Migrate

Read and Comprehend Text

Compare and Contrast to Comprehend Text

Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.15, page SG42

Practice Master SG1.16, page SG43

Practice Master SG1.17, page SG44

Practice Master SG1.21, page SG48

TECHNOLOGY ONLY

Digital Library: Photo of Ukraine

SUGGESTED PACING

DAY 2 Introduce and read pages 4–13

DAY 3 Read pages 14–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Many Ukrainian people have immigrated to the U.S.

They have come for many reasons, including to escape poverty or to find religious freedom. Ukrainian immigrants face many challenges, including learning English, finding jobs, and getting used to a new way of life. Ukrainian immigrants also contribute to the life and culture of the U.S. through their dance, food, music, and crafts.

Activate Prior Knowledge Ask: *What are some reasons people might want to move to the U.S.?* (Possible response: The U.S. offers freedoms that not all other countries have.)

Build Background Draw attention to the map of Ukraine on page 21. Explain that Ukraine was once a part of the Soviet Union and had a Communist government. This meant that everything people had belonged to the government.

Story Words Use **Practice Master SG1.15** to extend vocabulary.

agriculture, page 24

blend, page 15

capital, page 22

independent, page 7

population, page 22

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.15, page SG42

Practice Master SG1.16, page SG43

Practice Master SG1.18, page SG45

Practice Master SG1.21, page SG48

TECHNOLOGY ONLY

Digital Library: Illustration of the Gold Rush

SUGGESTED PACING

DAY 2 Introduce and read pages 1–13

DAY 3 Read pages 14–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary In the mid-1800s, droughts, famine, and civil war

forced many Chinese people to immigrate to the U.S. Many young Chinese men came in search of gold in California. These immigrants faced many challenges because of their different language and appearance. Although they were not widely accepted by Americans at the time and did not have legal rights, Chinese immigrants made important contributions by working hard and sharing their culture.

Activate Prior Knowledge Say: *Think of a time you felt different from the people around you. How did you respond to the situation?*

Build Background Display an image of the California Gold Rush from the **Digital Library**. Explain that in the mid-1800s, gold was discovered in California. More than half a million people from all over the world moved to California in hopes of finding gold.

Story Words Use **Practice Master SG1.15** to extend vocabulary.

accept, page 11

celebration, page 15

civil, page 8

protection, page 12

success, page 11

OL ON LEVEL 870L



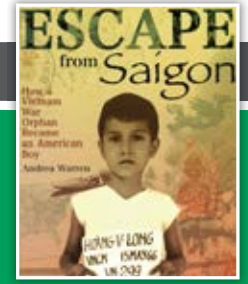
German-Jewish Immigration

by Murray Pile

Content Connection:
Emigration from Europe

Expository Nonfiction | Pages: 32 | Lexile: 870L | GR: T

AL ABOVE LEVEL 930L



Escape from Saigon

by Andrea Warren

Content Connection:
Emigration from Asia

Biographical Nonfiction | Pages: 98 | Lexile: 930L | GR: U

COMMON CORE STANDARDS

Reading

Read and Comprehend Text	CC.5.Rlit.10
Quote When Explaining Text	CC.5.Rlit.1
Summarize	CC.5.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.15, page SG42
- Practice Master SG1.16, page SG43
- Practice Master SG1.19, page SG46
- Practice Master SG1.21, page SG48

TECHNOLOGY ONLY

Digital Library: Map of Germany

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–13
- DAY 3 Read pages 14–32
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary In the 1930s, many German-Jewish people immigrated to the U.S. to escape persecution. Hitler blamed the Jews for all of Germany’s problems and began a movement of anti-Semitism, sending Jews to concentration camps, where many of them died. German-Jewish immigrants faced many challenges, including that of finding a country that would welcome them. Those who came to the U.S. had to learn a new language, find work, and get used to a new way of life. German-Jewish immigrants contributed to the life and culture of the U.S. through science, politics, philosophy, and the arts.

Activate Prior Knowledge Say: *Think of a time you experienced unfairness. What happened? How did it make you feel?*

Build Background Display a map of Germany from the **Digital Library**. Explain that in the 1930s, Jews in Germany lived in fear for their lives because of persecution by Hitler and the Nazis.

Story Words Use **Practice Master SG1.15** to extend vocabulary.

<i>civil</i> , page 9	<i>flee</i> , page 10	<i>inferior</i> , page 8
<i>property</i> , page 6	<i>victim</i> , page 15	

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.15, page SG42
- Practice Master SG1.16, page SG43
- Practice Master SG1.20, page SG47
- Practice Master SG1.21, page SG48

TECHNOLOGY ONLY

Digital Library: Map of Vietnam

SUGGESTED PACING

- DAY 2 Introduce and read Introduction–page 33
- DAY 3 Read pages 34–64
- DAY 4 Read pages 65–98 and discuss
- DAY 5 Connect across texts

Summary During the Vietnam War, Long lived with his grandmother, Ba, in Saigon. As Communists took over South Vietnam, negative feelings toward Amerasian children put Long in danger. To protect him, Ba took Long to an orphanage, and he was adopted by the Steiners. Long then moved to the U.S. and began his life as Matt Steiner. Years later, as a doctor, Matt visited Vietnam to better understand his past.

Activate Prior Knowledge Say: *Tell about something important that your family or friends did for you. Why do you think this was important?*

Build Background Have students look at the map of Vietnam that follows the Prologue in their books. Explain that during the Vietnam War, the north and south wanted to unify but disagreed over a communist or free government. Explain that the city called Saigon in the book is now called Ho Chi Minh City.

Story Words Use **Practice Master SG1.15** to extend vocabulary.

<i>accepted</i> , page 97	<i>establish</i> , prologue	<i>expel</i> , prologue
<i>flee</i> , page 26	<i>official</i> , page 46	

BL > BELOW LEVEL 630L

Ukraine: Immigration Today

by Maya Logan

Build Comprehension

- **Explain** *Why did people want to move from Ukraine to the U.S.?* (Possible responses: Some people moved to flee poverty and to find jobs. Some people moved to find religious freedom.)
- **Make Inferences** *How can you tell that making life better is not an easy thing for immigrants to do?* (Students should give examples from the text of the challenges that immigrants face and the changes they must make.)

Writing Options

- **List** Have students make a list of ways Ukrainian immigrants have contributed to life in the U.S. Have students discuss their lists with a partner.
- **Email** Have students write an email to a friend in which they tell what they learned about Ukrainian immigrants and their culture.
- **Journal Entry** Have students write about what they think it would be like to move to a new country.

BL > BELOW LEVEL 730L

Chinese Immigration

by Murray Pile

Build Comprehension

- **Problem and Solution** *What problems did Chinese immigrants face in China in the 1850s? What new problems did they face in the U.S.?* (Possible response: In China, people faced poverty, hunger, and war. In the U.S., Chinese immigrants faced discrimination.)
- **Explain** *How did the hard work of Chinese immigrants change American society?* (Possible response: Immigrants built the transcontinental railroad and shared their knowledge of farming.)

Writing Options

- **Interview Questions** Have students write questions to ask Yee Fung Cheung about his life. Then, have partners trade questions and write answers based on the book.
- **Personal Account** Have students write a personal account from the point of view of a Chinese immigrant in the 1850s, based on what they learned from the book.
- **Journal Entry** Have students write about a time when they were treated unfairly or helped stand up for fairness.

Check & Reteach

Ask students to compare and contrast immigrants' lives in their home countries and their lives in the U.S. in each book. If students have difficulty, point out the sections on the Venn diagram. Ask: *What is life like for immigrants before they move? What is life like for them in the U.S.? What is the same for them in both places?*

DURING READING

Name _____ Date _____

Venn Diagram

Compare and Contrast

Use the Venn diagram to take notes about your book as you read. Use facts in the book to compare and contrast where people lived and where they immigrated.

Use your Venn diagram to tell a partner about the book.

For use with TE pages SG16-SG21 **SG1.16** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Ukraine: Immigration Today

Review the story words with your group. Then discuss these questions together.

Story Words
agriculture
blend
capital
independent
population

1. **Evaluate** Why do you think that some Ukrainian people feel "pushed" or "pulled" to move to the U.S.? Give examples from the text to support your answer.
2. **Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast life in Ukraine with life in the U.S.
 - **Ukraine** What does the book say life is like in Ukraine?
 - **U.S.** What is life like for Ukrainian immigrants in the U.S.?
 - **Both** How is life the same in both places?
3. **Plan and Monitor: Monitor and Clarify** What is one question you had as you read? What did you learn by rereading or reading on?
4. **Life Question: Generalize** In what ways did Ukrainian immigrants change or stay the same after they moved to the U.S.? What does this help you understand about people in general?

For use with TE pages SG16-SG21 **SG1.17** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Chinese Immigration

Review the story words with your group. Then discuss these questions together.

Story Words
accept
celebration
civil
protection
success

1. **Evaluate** What do you think is one of the most important ways that Chinese immigrants have contributed to life in the U.S.? Quote text from the book to support your answer.
2. **Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast life in China with life in the U.S.
 - **China** What was life like in China in the 1850s?
 - **U.S.** What was life like for Chinese immigrants in the U.S.?
 - **Both** How was life the same in both places?
3. **Plan and Monitor: Monitor and Clarify** What is one question you had as you read, and what did you learn by rereading or reading on?
4. **Life Question: Generalize** In what ways did Chinese immigrants change or stay the same after they moved to the U.S.? What does this help you understand about people in general?

For use with TE pages SG26-SG31 **SG1.18** Unit 1 | Crossing Between Cultures

OL ON LEVEL 870L

German-Jewish Immigration
by Murray Pile

Build Comprehension

- **Evaluate** *What is the biggest challenge that German-Jewish immigrants face when immigrating to the U.S.? Explain.* (Possible responses: finding a job and place to live, dealing with prejudice; this makes it hard for them to feel like they fit in.)
- **Visualize** *Review pages 6–13. Imagine you are a German-Jewish refugee. What things do you see, hear, smell, taste, and feel as you attempt to flee Germany?* (Encourage students to use descriptive words in the text to help them visualize.)

Writing Options

- **News Report** Extend content by having students research information about the persecution of Jews in Germany in the 1930s. Have them write a brief news report to share what they learned about that time period.
- **Speech** Have students review what they learned about the lives of German-Jewish immigrants in the 1930s. Then, have them write a speech from the point of view of a German-Jewish immigrant telling about his or her experiences. Then, have students present their speeches.
- **Journal Entry** Have students write about a time when they were frightened. Have them explain how they faced their fears.

AL ABOVE LEVEL 930L

Escape from Saigon
by Andrea Warren

Build Comprehension

- **Make Judgements** *What do you think is the biggest challenge Long must face? Give an example from the book.* (Possible responses: Long, now Matt, struggles to fit in as an American; he is called a racial slur by a friend, which reminds him of his differences.)
- **Goal and Outcome** *What are the goal and outcome of Operation Baby Lift?* (Possible response: The goal is to fly thousands of Vietnamese children out of Vietnam. The outcome is a success, but the first plane crashes, killing many children.)

Writing Options

- **Interview Questions** Have students write two questions they would like to ask Long and two more questions they would like to ask Long after he becomes Matt. Then, have them share their questions with a partner.
- **Friendly Letter** Have students write a letter from Long to his grandmother telling her about his life in the U.S.
- **Journal Entry** Have students write about a time when they felt like an outsider. Have them tell how they dealt with the situation.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG1.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

German-Jewish Immigration

Review the story words with your group. Then discuss these questions together.

Story Words
civil
flee
inferior
property
victim

1. **Evaluate** What do you think is one of the most important ways that Jewish immigrants have contributed to life in the U.S.? Quote text from the book to support your answer.
2. **Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast life in Germany with life in the U.S.
 - **Germany** What was life like for Jewish people in Germany in the 1930s?
 - **U.S.** What was life like for German-Jewish immigrants in the U.S.?
 - **Both** How was life the same in both places?
3. **Plan and Monitor: Monitor and Clarify** What is one question you had as you read, and what did you learn by rereading or reading on?
4. **Close Question: Generalize** In what ways did German-Jewish immigrants change or stay the same after they moved to the U.S.? What does this help you understand about people in general?

For use with TE pages SG18–SG21 **SG1.19** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Escape from Saigon

Review the story words with your group. Then discuss these questions together.

Story Words
accepted
establish
expel
flee
official

1. **Evaluate** Why is Long's return visit to Vietnam as an adult as important as his escape to the U.S. as a child? Quote text from the book to support your answer.
2. **Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast Long's life in Vietnam with his life in the U.S.
 - **Vietnam** What is Long's life like in Vietnam?
 - **U.S.** What is Long's life like in the U.S.?
 - **Both** How is Long's life the same in both places?
3. **Plan and Monitor: Monitor and Clarify** What is one question you had as you read, and what did you learn by rereading or reading on?
4. **Close Question: Generalize** How does Long change or stay the same after he moves to the U.S.? What does this help you understand about people in general?

For use with TE pages SG18–SG21 **SG1.20** Unit 1 | Crossing Between Cultures

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.

Ukraine: Immigration Today
Chinese Immigration
German-Jewish Immigration
Escape from Saigon: How a Vietnam War Orphan Became an American Boy

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

1. What is one example of how an immigrant had a better life in the U.S.? Quote an example from your book.
2. How were immigrants' lives in their home countries similar to and different from their lives in the U.S.?
3. **Close Question** How are people affected when they move to a new place?

For use with TE pages SG18–SG21 **SG1.21** Unit 1 | Crossing Between Cultures

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

- Read and Comprehend Informational Text
- Determine Word Meanings

Symbols of Freedom

by Frank Mills and Meg Runyan

Summary *Symbols of Freedom* explores the Statue of Liberty and the nation's capital, Washington, D.C. In "The Face of Freedom," Frank Mills, Deputy Superintendent of the Statue of Liberty National Monument, takes students on a tour of Liberty Island. Here, rising 46 meters (151 feet) high, the Statue of Liberty stands proud. Mills explains that the French gave the statue to the U.S. in 1886 as a gift of friendship. With her torch, a crown with seven sun-like rays, and a broken chain at her feet, Lady Liberty represents Americans' right to be free. Immigrants see the statue as a symbol of hope, while people visiting after disasters see her as proof that America remains free. In "Exploring Washington, D.C.," kid explorer Meg Runyan visits the nation's capital to better understand the country. She describes the Capitol, the home of Congress. She also visits monuments, such as the Jefferson Memorial, built to remember U.S. Presidents.



Activate Prior Knowledge Display the front cover and ask: *What do you think of when you see the Statue of Liberty?* (Possible response: U.S., freedom, rights)

Build Background Explain that both the Statue of Liberty and Washington, D.C., stand for the freedoms that the colonists fought for in 1776. Use the locator map on page 7 to show the location of both the statue and the capital. Then have volunteers point to and identify key sites in Washington, D.C., on the city map on pages 6–7.

PROGRAM RESOURCES

PRINT ONLY

- Symbols of Freedom*, Pioneer Edition
- Symbols of Freedom*, Pathfinder Edition

TECHNOLOGY ONLY

- My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

- Determine Meanings of Domain-Specific Words CC.5.Rinf.4
- Read and Comprehend Informational Text CC.5.Rinf.10

Language

- Acquire and Use Domain-Specific Words CC.5.L.6

Mini Lesson

Determine Word Meanings

Explain: *In a text, an author often gives clues to the meaning of unfamiliar words. Clues include definitions, synonyms, examples, and descriptions.* Point out that good readers know how to determine word meanings by using clues in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Symbols of Freedom* as students listen.

Meet Lady Liberty

Look at [Lady Liberty's] left hand. It holds a tablet. On it is a date: July 4, 1776. That is the birthday of the United States. Her right arm holds up a flame. It **represents**, or stands for, the light of freedom.

Text from Pioneer Edition

Then, model how to determine word meanings in a text. Say: *As I read this article about the Statue of Liberty, I come across the word represents. I'm not sure what it means, but as I read on, I see that the words or stands for follow the word represents. I know that the word or is a clue that the author has included a definition of the unfamiliar word.* Point out that the words *means* and *called* are also clues that the author has included a definition.

Have students explain how to determine the meaning of the word *represents* in the above text. (Possible response: The words *or stands for* follow the word *represents*. The author includes a definition right after he uses the unfamiliar word. The word *or* gives me a clue that the unfamiliar word is defined. So, I know that *represents* means "stands for.")

BL BELOW LEVEL



PIONEER EDITION
GR: P

Content Connection:
U.S. Landmarks and Principles

Social Studies Vocabulary

Use Wordwise on pages 5 and 11 to introduce new words:

bill inspire liberty monument proud represent veto

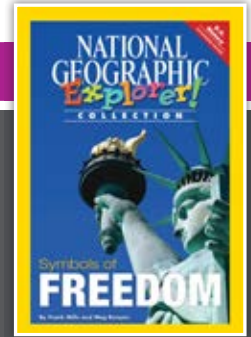
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** How did the United States get the Statue of Liberty? (The French gave the statue to the U.S. as a gift of friendship.) What does her crown represent? (The crown stands for freedom that shines on the world's seven continents.)
- Main Idea** Describe two meanings people attach to the Statue of Liberty. (She meant hope to immigrants. After disasters, people found comfort in her because she represented the fact that the U.S. was still free.)
- Determine Word Meanings** The President of the United States can veto laws. What does *veto* mean? (*Veto* means "reject" or "not pass.")
- Explain** What does Meg Runyan learn from her visit to Washington, D.C.? (She understands more about her country's government and feels proud to be an American.)
- Compare/Contrast** How are the Statue of Liberty and Washington, D.C., similar? (Possible response: They both stand for democracy and freedom.) How are they different? (The Statue of Liberty is a symbol of democracy, while Washington, D.C., is a place where people practice democracy.)

OL ON LEVEL



PATHFINDER EDITION
GR: R

Content Connection:
U.S. Landmarks and Principles

Social Studies Vocabulary

Use Wordwise on pages 5 and 11 to introduce new words:

attraction bill democracy enlighten inspire monument proud represent tyranny veto

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

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** How did the United States get the Statue of Liberty? (The French gave her to the U.S. as a gift of friendship.) What do her torch and crown represent? (The torch stands for the light of freedom. The crown stands for liberty shining on the world's seven continents.)
- Main Idea** Name two ways that the Statue of Liberty has inspired people? (She has given hope to immigrants, and after disasters, people found comfort in her because she represented the fact that the U.S. was still free.)
- Determine Word Meanings** The President of the United States can veto laws. What does *veto* mean? (*Veto* means "reject" or "not pass.")
- Evaluate** How is Meg Runyan changed by her visit to Washington, D.C.? (She understands more about government and feels proud.)
- Compare/Contrast** How are the Statue of Liberty and Washington, D.C., similar? (Possible response: They both stand for democracy.) How are they different? (The statue symbolizes democracy; Washington, D.C., is where people practice democracy.)

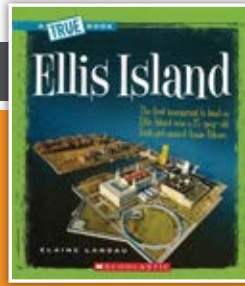
Check & Reteach

OBJECTIVE Determine Word Meanings

Have partners determine the meaning of the word *rotunda* on page 8. (A rotunda is large circular room with a dome. The word *called* is a clue that the author has included a definition.)

For students who cannot determine word meanings, reteach with *monuments* on page 10. Say: *The section says that monuments help people remember the Presidents. What clues in the text help you understand the word monuments?* Show students that the author has provided examples of monuments. Then have students define *monuments*. (Possible response: structures that people build to remember important people)

BL BELOW LEVEL 600L



Ellis Island
by Elaine Landau

Content Connection:
Immigration

History | Pages: 64 | Lexile: 600L | GR: O

BL BELOW LEVEL 750L



Ellis Island
(Cornerstone of Freedom series)
by Judith Jango-Cohen

Content Connection: **Immigration**

History | Pages: 48 | Lexile: 750L | GR: R

OBJECTIVES

Thematic Connection: Adjusting to a New Culture

Read to Comprehend Text

- Compare and Contrast to Comprehend Text
- Monitor and Clarify to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.22, page SG49
- Practice Master SG1.23, page SG50
- Practice Master SG1.24, page SG51
- Practice Master SG1.28, page SG55

TECHNOLOGY ONLY

Digital Library: Photo of Immigrants on a Ship in New York Harbor, Early 1900s

SUGGESTED PACING

- DAY 2 Introduce and read pages 3–23
- DAY 3 Read pages 24–64 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Immigrants come to the United States for many reasons. Most are looking for a better life. In the first half of the 1900s, immigrants entering the U.S. on the East Coast passed through Ellis Island at New York Harbor. There they received medical exams and legal inspections. In the 1920s, quotas were set that limited the number of people who could enter the U.S. The doors at Ellis Island were closed in 1954, and it later became a national monument.

Activate Prior Knowledge Say: *Recall a time you were getting ready to take a test. How did you feel about the test and why?*

Build Background Display a photo of immigrants arriving at New York Harbor from the **Digital Library** and explain that immigrants entering the U.S. had often made long and difficult voyages on cramped ships. Sometimes people died on the way.

Story Words Use **Practice Master SG1.22** to extend vocabulary.

- inspection, page 26
- limit, page 38
- oppose, page 8
- passage, page 14
- separation, page 34

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG1.22, page SG49
- Practice Master SG1.23, page SG50
- Practice Master SG1.25, page SG52
- Practice Master SG1.28, page SG55

SUGGESTED PACING

- DAY 2 Introduce and read pages 3–20
- DAY 3 Read pages 21–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Many of the immigrants who came to the U.S. in the late 1800s and early 1900s were escaping poverty and seeking freedom. After making the often treacherous journey across the ocean, they arrived at Ellis Island. All immigrants had to submit to medical and legal inspections before being allowed to enter the U.S. Over time, quotas were set to limit the number of immigrants allowed to enter. In 1954, Ellis Island was closed and later became the Ellis Island Immigration Museum.

Activate Prior Knowledge Say: *Think of a time you had to travel a long way to get somewhere. What was the experience like?*

Build Background Have students discuss what it feels like to wait in a long line. Ask them to imagine what it would feel like to wait in a line with thousands of other people in hopes of starting a new life in a new place.

Story Words Use **Practice Master SG1.22** to extend vocabulary.

- admission, page 12
- flee, page 5
- hardship, page 9
- inspect, page 12
- voyage, page 15

OL ON LEVEL 870L



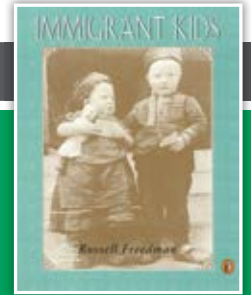
Mexican Immigration

by Murray Pile

Content Connection:
Emigration from Central America

Expository Nonfiction | Pages: 32 | Lexile: 870L | GR: T

AL ABOVE LEVEL 1050L



Immigrant Kids

by Russell Freedman

Content Connection:
Immigration

History | Pages: 72 | Lexile: 1050L | GR: Y

COMMON CORE STANDARDS

Reading

Read and Comprehend Text CC.5.Rlit.10
Quote When Explaining Text CC.5.Rinf.1
Summarize CC.5.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.5.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.5.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.5.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.22, page SG49

Practice Master SG1.23, page SG50

Practice Master SG1.26, page SG53

Practice Master SG1.28, page SG55

SUGGESTED PACING

DAY 2 Introduce and read pages 4–13
DAY 3 Read pages 14–32
DAY 4 Reread and discuss
DAY 5 Connect across texts

Summary In the 1940s and 1950s, many Mexican people immigrated to the U.S. hoping to find better jobs and homes. The Bracero Program, an agreement between the U.S. and Mexico, allows Mexican workers to enter the U.S. to fill jobs left empty during World War II. Learning a new language, difficult working conditions, and discrimination are some of the challenges that Mexican immigrants face in the U.S. Mexican immigrants contribute to the life and culture of the U.S. through celebrations, food, music, and dance.

Activate Prior Knowledge Say: *Think of a time when you moved to or visited a new place. What was that like?*

Build Background Explain that after the Mexican Revolution began in 1910, the number of Mexicans crossing into the U.S. increased. This led to the passing of immigration acts that outlined changes in border laws. Mexican immigration continues to be a political issue today.

Story Words Use **Practice Master SG1.22** to extend vocabulary.

accomplish, page 16 increase, page 16 labor, page 14
official, page 10 revolution, page 8

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG1.22, page SG49

Practice Master SG1.23, page SG50

Practice Master SG1.27, page SG54

Practice Master SG1.28, page SG55

SUGGESTED PACING

DAY 2 Introduce and read pages 1–20
DAY 3 Read pages 21–39
DAY 4 Read pages 40–72 and discuss
DAY 5 Connect across texts

Summary In the late 1800s, many families immigrated to the U.S. They often lived in densely populated areas in small apartments. Immigrant children went to schools, where they learned English and got used to a new way of life. Often, every member of the family worked many hours to earn enough money to survive. Even children had to find jobs, such as shining shoes, selling newspapers, or working long hours in factories. But children did find time to play, usually meeting with friends in the streets.

Activate Prior Knowledge Say: *Recall what you have learned about immigration. What are some ways that life changes for people when they immigrate to the U.S.?*

Build Background Ask students to list things that their families use every day, such as telephones, computers, cars, video games, and so on. Point out that in the late 1800s, people did not have the comforts and conveniences that we have today.

Story Words Use **Practice Master SG1.22** to extend vocabulary.

fanatic, page 56 labor, page 42 luxury, page 21
native, page 15 transform, page 36

BL > BELOW LEVEL 600L

Ellis Island

by Elaine Landau

Build Comprehension

- **Explain** *What steps did an immigrant take with the hope of being allowed entry into the U.S.?* (Possible response: earned money to buy a ticket for the steamship, got a visa, took the difficult trip, arrived at Ellis Island, had medical and legal inspections)
- **Form Opinions** *What do you think was the most difficult challenge for immigrants arriving at Ellis Island?* (Possible responses: surviving the uncomfortable journey on a crowded ship; not speaking the language; having to be inspected)

Writing Options

- **Friendly Letter** Have students write a letter in which a new immigrant to the U.S. tells family at home about his or her experiences at Ellis Island.
- **Interview Questions** Have students write five questions they would like to ask an immigrant who passed through Ellis Island. Then, have partners share and discuss their questions.
- **Journal Entry** Have students write about a time they took a risk. Have them compare the risk they took to the risks that immigrants took in coming to the U.S. in the late 1800s.

BL > BELOW LEVEL 750L

Ellis Island (Cornerstone of Freedom series)

by Judith Jango-Cohen

Build Comprehension

- **Visualize** *Imagine you are arriving at Ellis Island in the late 1800s. What things do you see, hear, smell, taste, and feel?* (Encourage students to use descriptive details in the text that can help them visualize the experience.)
- **Make Inferences** *Why was it important for immigrants to pass certain tests before they were allowed to enter the U.S.?* (Possible response: The immigrants had to be healthy so they wouldn't bring disease into the country. They had to prove they would go on to contribute to American society.)

Writing Options

- **Tourist Guide** Have students create a guide for tourists who are visiting the Ellis Island Immigration Museum. Have them include information about the history and significance of the place, based on information in the book.
- **Dialogue** Have students write a dialogue between an immigrant arriving at Ellis Island and a legal inspector. Then, have students present their dialogues to the class.
- **Journal Entry** Have students think about what they would bring with them if they were moving to a new country, explaining why they would bring each item.

Check & Reteach

Ask students to describe the experience of the immigrants in each book. If students have difficulty, point out the sections on the idea web. Ask: *What are some of the things that happen to the immigrants you read about? What challenges do they face?*

DURING READING

Name _____ Date _____

Idea Web

Story Theme

Use the idea web to take notes about the experience of immigrants to the U.S. as you read. Add circles to your web if necessary.

Use your idea web to tell a partner about the book.

For use with TE pages SG24-SG27 **SG1.23** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Ellis Island

Review the story words with your group. Then discuss these questions together.

Story Words

inspection
limit
oppose
passage
separation

1. **Analyze Fact and Opinion** What are two facts you learned about the immigrants' experiences on Ellis Island? How do you know that these are facts and not opinions?
2. **Compare and Contrast** Use the notes on the idea web and in your books to help you compare and contrast the life immigrants expect to have in the U.S. with the life that awaits them.
3. **Plan and Monitor: Monitor and Clarify** Why was it necessary for immigrants to pass through Ellis Island before entering the U.S.?
4. **Make a Connection: Generalize** How did Ellis Island change the people who arrived there as immigrants?

For use with TE pages SG24-SG27 **SG1.24** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Ellis Island (Cornerstone of Freedom series)

Review the story words with your group. Then discuss these questions together.

Story Words

admission
file
hardship
inspect
voyage

1. **Analyze Fact and Opinion** What are two facts you learned about the immigrants' experiences on Ellis Island? How do you know that these are facts and not opinions?
2. **Compare and Contrast** Use the notes on the idea web and in your books to help you compare and contrast the life immigrants expected to have in the U.S. with the life that awaited them.
3. **Plan and Monitor: Monitor and Clarify** Why was the experience of going through Ellis Island frightening for some immigrants?
4. **Make a Connection: Generalize** How did Ellis Island change the people who arrived there as immigrants?

For use with TE pages SG24-SG27 **SG1.25** Unit 1 | Crossing Between Cultures

OL ON LEVEL 870L

Mexican Immigration
by Murray Pile

Build Comprehension

- **Draw Conclusions** *What in Antonia Hernandez's life led her on her career path? Explain.* (Possible response: Being from an immigrant family, she understands the challenges immigrants face. As a lawyer, she fights for the rights of immigrants.)
- **Identify Problem and Solution** *How does the Bracero Program help both the U.S. and Mexico?* (Possible response: The program provides Mexican workers with jobs so they can earn money for their families. It also fills the need for workers in the U.S. during World War II, when many American workers are fighting the war.)

Writing Options

- **Speech** Have students write a speech in which they explain what life was like for Mexican immigrants in the U.S. in the 1940s. Then, have them present their speeches to the class.
- **Interview Questions** Have students write five questions they would like to ask Antonia Hernandez. Then, have partners work to find answers for their questions in the book.
- **Journal Entry** Have students write about a cultural celebration that is important to their family.

AL ABOVE LEVEL 1050L

Immigrant Kids
by Russell Freedman

Build Comprehension

- **Form Generalizations** *What was life like for immigrant kids in the late 1800s? Explain.* (Possible response: Life was difficult for them. They had to work to earn money for their families.)
- **Make Comparisons** *How are the lives of the children in the book similar to and different from the lives of the adults?* (Possible responses: Both the children and adults have to go to work to earn money for the family, but the children also have to go to school. It is harder for immigrant adults to become Americanized than it is for their children.)

Writing Options

- **Photo Caption** Have students choose one of the photos in the book and write a few sentences explaining the significance of the photo, using information from the book.
- **Short Story** Have students think about the life of an immigrant kid described in the book. Then, have them write a short historical fiction story about this person using the information in the book.
- **Journal Entry** Reinforce the Big Question by having students write about how where they are growing up affects who they are.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG1.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Mexican Immigration

Review the story words with your group. Then discuss these questions together.

Story Words
accomplish
increase
labor
official
revolution

1. **Analyze Fact and Opinion** What are three facts you learned about the experiences of Mexican immigrants in the 1940s and 1950s? How do you know that these are facts and not opinions?
2. **Compare and Contrast** Use the notes on the idea web and in your books to help you compare and contrast the life Mexican immigrants had in Mexico with their lives in the U.S.
3. **Plan and Monitor and Clarify** What was a major contribution of Mexican immigrants to the U.S. in the 1940s and 1950s?
4. **Discussion Generalize** In the 1940s and 1950s, how did Mexican immigrants change after they moved to the U.S.?

For use with TE pages SG24-SG27 **SG1.26** Unit 1 | Crossing Between Cultures

AFTER READING

Name _____ Date _____

Discussion Guide

Immigrant Kids

Review the story words with your group. Then discuss these questions together.

Story Words
fanatic
labor
luxury
native
transform

1. **Analyze Fact and Opinion** What are three facts you learned about immigrant kids in the U.S. in the late 1800s and early 1900s? How do you know that these are facts and not opinions?
2. **Compare and Contrast** Use the notes on the idea web to help you compare and contrast your life with the lives of the kids in the book in the areas of home, school, work, and play.
3. **Plan and Monitor: Monitor and Clarify** What does it mean to work in a "sweatshop"?
4. **Discussion Generalize** How did immigrant kids change when they moved to the U.S.?

For use with TE pages SG24-SG27 **SG1.27** Unit 1 | Crossing Between Cultures

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.

Ellis Island
Ellis Island (Cornerstone of Freedom series)
Mexican Immigration
Immigrant Kids

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

1. What are two facts about the experiences of all immigrants you read about?
2. How are the lives of the immigrants you read about the same as, and different from, the lives of immigrants in the other students' books?
3. **Discussion** How did the immigrants change as they adjusted to life in the U.S.? What does this tell you about the way places affect who we are?

For use with TE pages SG24-SG27 **SG1.28** Unit 1 | Crossing Between Cultures

Academic Vocabulary

Story Words

Isabel's Story: From Guatemala to Georgia

civil (si-vul) *adjective*

Civil means within the same country. *The Civil War took place in the United States between the North and the South.*

endanger (in-dān-jur) *verb*

To **endanger** yourself means to put yourself in a place where you could get hurt. *I will not endanger myself by walking too close to the cliff's edge.*

native (nā-tiv) *adjective*

When something is **native**, it is originally from the area. *The guide showed us which plants are native to the island.*

pledge (plej) *noun*

When you make a **pledge**, you make a promise. *I made a pledge to obey the laws of my country.*

topic (tah-pik) *noun*

A **topic** is the main subject. *The topic of the article was how to eat healthfully.*

Erik's Story: From Sweden to Minnesota

foreign (for-un) *adjective*

Something that is **foreign** is from another place. *Because she spoke a foreign language, I could not understand her.*

labor (lā-buhr) *noun*

Labor means hard work. *I paint houses and do other labor.*

plot (plaht) *verb*

To **plot** means to set out a path or course. *Before we leave on a cross-country journey, we should plot the way on a map.*

property (prah-pur-tē) *noun*

Property is the amount of land or other things a person owns. *There is an oak tree on each corner of our property.*

series (sir-ēz) *noun*

A **series** is a number of events that happen in order. *After a series of storms, it was difficult to drive on the flooded roads.*

Journey to America PART 1

certificate (sur-ti-fi-ket) *noun*

A **certificate** is an official document. *The certificate said that the student had completed the cooking course.*

conquer (kahn-ker) *verb*

To **conquer** countries means to defeat them in war. *The Nazis tried to conquer much of Europe.*

inspect (in-spekt) *verb*

To **inspect** means to look through something. *Before the border guards would let us into the country, they had to inspect our passports.*

native (nā-tiv) *adjective*

When something is **native**, it is originally from the area. *Bananas are native to tropical areas.*

witness (wit-nus) *noun*

A **witness** is someone who sees something happen. *The witness was able to describe who stole the bike.*

Flight to Freedom PART 1

independence (in-du-pen-duns) *noun*

Independence means being free from another's control. *Americans celebrate their country's independence from Great Britain on July 4.*

labor (lā-bur) *verb*

Labor means to work hard. *Some farmers labor in the fields all day.*

pledge (plej) *noun*

When you make a **pledge**, you make a promise. *She made a pledge to exercise every day.*

revolution (re-vu-lü-shun) *noun*

A **revolution** is a movement to overthrow an existing government. *The leaders of the revolution fight to put their group in charge.*

separation (se-pu-rā-shun) *noun*

Separation means to keep people apart. *On my first day of school, the separation from my family was hard.*

COPY READY

Character Development Chart

Character Development

Use this chart as you read. Take notes about what the character is like at the beginning, middle, and end of the book.

Beginning:

Middle:

End:

COPY READY

 Use your character development chart to tell a partner about the book.

Discussion Guide

Isabel's Story: From Guatemala to Georgia

Review the story words with your group. Then discuss these questions together.

Story Words


civil

endanger

native

pledge

topic

- 1. Identify Narrator** Who is the narrator? How does this affect the story?
- 2. Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Isabel is like at the beginning of the story and how she changes.
 - **Beginning** What is Isabel like at the beginning of the story? How does she feel?
 - **Middle** What has changed about Isabel?
 - **End** What is Isabel like now? How does she feel about where she lives?
- 3. Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?
- 4.  Big Question Generalize** How does moving to a new place affect Isabel?

Discussion Guide

Erik's Story: From Sweden to Minnesota

Review the story words with your group. Then discuss these questions together.

Story Words

foreign

labor

plot

property

series

COPY READY

1. **Identify Narrator** Who is the narrator? How does this affect the story?

2. **Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Erik is like at the beginning of the story and how he changes.
 - **Beginning** What is Erik like at the beginning of the story? How does he feel?
 - **Middle** What has changed about Erik?
 - **End** What is Erik like now? How does he feel about where he lives?

3. **Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?

4. **BIG Question** **Generalize** How does moving to a new place affect Erik?

Discussion Guide

Journey to America PART 1

Review the story words with your group. Then discuss these questions together.

Story Words


certificate

conquer

inspect

native

witness

- 1. Identify Narrator** Who is the narrator? How does this affect the story?
- 2. Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Lisa is like at the beginning of the story and how she changes.
 - **Beginning** What is Lisa like at the beginning of the story? How does she feel?
 - **Middle** What has changed for Lisa?
 - **End** What is Lisa like now? How does she feel about where she lives?
- 3. Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?
- 4.  BIG Question Generalize** How does moving to a new place affect Lisa?

Discussion Guide

Flight to Freedom PART 1

Review the story words with your group. Then discuss these questions together.

Story Words

independence

labor

pledge

revolution

separation

COPY READY

1. **Identify Narrator** Who is the narrator? How does this affect the story?

2. **Analyze Character** Use the questions and the notes on the chart to help you identify important parts of the story. Think about how they give clues about what Yara is like at the beginning of the story and how she changes.
 - **Beginning** What is Yara like at the beginning of the story? How does she feel?
 - **Middle** What has changed for Yara?
 - **End** What is Yara like now? How does she feel about where she lives?

3. **Plan and Monitor: Preview and Predict** As you read the story, what happens the way you expected? What happens differently than you predicted?

4. **Big Question** **Generalize** How does moving to a new place affect Yara?

Discussion Guide

Connect Across Texts

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

Isabel's Story: From Guatemala to Georgia
Erik's Story: From Sweden to Minnesota
Journey to America, Part 1
Flight to Freedom, Part 1

COPY READY

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

1. How do the characters in these books change as they move to a new place? What do all of these books show?
2. What are some adjectives that you would use to describe the main characters? Give examples from the books.
3. **Big Question** How does each book show how where you are can affect who you are?

Academic Vocabulary

Story Words

Famous Immigrants:

The 20th Century

determined (dē-tur-mund) *adjective*When you are **determined**, you won't give up. *The team that lost two games was **determined** to win the third.***exclude** (iks-klüd) *verb*To **exclude** people or things means to leave them out. *I will not **exclude** any classmates from my party.***poverty** (pah-vur-tē) *noun***Poverty** means you don't have what you need. *People who live in **poverty** don't get enough food.***success** (suk-ses) *noun*When you have **success**, you have a good outcome. *The climbers had **success** in reaching the top of the mountain.***value** (val-yū) *noun*When something has **value**, it is important and special. *Your friendship has a **value** greater than gold.*

Immigrants Today

brutal (brü-tul) *adjective*Something that is **brutal** is cruel and hurtful. *They were arrested for the **brutal** attack.***familiar** (fu-mil-yur) *adjective*Something that is **familiar** is well known and comfortable. *After traveling in another country, it was nice to return home to a **familiar** place.***permit** (pur-mit) *noun*A **permit** is a document that allows you to do something. *His older brother just got his driver's **permit**.***population** (pah-pyū-lā-shun) *noun*A **population** is the number of living things in an area. *The **population** of birds on the island is greater than the number of people.***structure** (struk-chur) *noun*A **structure** is the way that something is organized. *We understand our family **structure** and know that our parents make the final decisions.*

Journey to America PART 2

certificate (sur-ti-fi-ket) *noun*A **certificate** is an official document. *The **certificate** said that he completed the cooking course.***conquer** (kahn-ker) *verb*To **conquer** countries means to defeat them in war. *The Nazis tried to **conquer** much of Europe.***inspect** (in-spekt) *verb*To **inspect** means to look through something. *Before the border guards would let us into the country, they had to **inspect** our passports.***native** (nā-tiv) *adjective*When something is **native**, it is originally from the area. *Bananas are **native** to tropical areas.***witness** (wit-nus) *noun*A **witness** is someone who sees something happen. *The **witness** was able to identify the thief.*

Flight to Freedom PART 2

independence (in-du-pen-duns) *noun***Independence** means being free from another's control. *Americans celebrate their country's **independence** from Great Britain on July 4.***labor** (lā-bur) *verb***Labor** means to work hard. *Some farmers **labor** in the fields all day.***pledge** (plej) *noun*When you make a **pledge**, you make a promise. *She made a **pledge** to exercise every day.***revolution** (re-vu-lü-shun) *noun*A **revolution** is a movement to overthrow an existing government. *The leaders of the **revolution** fight to put their group in charge.***separation** (se-pu-rā-shun) *noun***Separation** means to keep people apart. *After a **separation** of ten years, the family reunited.*

Facts and Evidence T-Chart

Cite Evidence

Use this T-chart as you read to keep track of facts and evidence in the book.

Facts	Evidence

COPY READY

 Use your facts and evidence T-chart to tell a partner about the book.

Discussion Guide

Famous Immigrants: The 20th Century

Review the story words with your group. Then discuss these questions together.

Story Words

determined

exclude

poverty

success

value

COPY READY

- 1. Summarize** What is this book mostly about?
- 2. Cite Evidence** Use these questions and the notes on your T-chart to help you identify important parts of the selection.
 - **Facts** What are three important facts you read about American immigrants?
 - **Evidence** What evidence in the text supports each fact?
- 3. Plan and Monitor: Preview and Predict** Even before you had read the whole book, what are some of the ways that you could tell what it was about?
- 4. ? BIG Question Generalize** Give an example of how the contributions of a famous immigrant “added to what America is today.”

Discussion Guide

Immigrants Today

Review the story words with your group. Then discuss these questions together.

Story Words

brutal

familiar

permit

population

structure

- 1. Summarize** What is this book mostly about?
- 2. Cite Evidence** Use these questions and the notes on your T-chart to help you identify important parts of the selection.
 - **Facts** What are three important facts you read about American immigrants?
 - **Evidence** What evidence in the text supports each fact?
- 3. Plan and Monitor: Preview and Predict** Even before you had read the whole book, what are some of the ways that you could tell what it was about?
- 4. BIG Question Generalize** How do immigrants adjust, or change, after moving to the U.S.? How do they preserve who they are?

COPY READY

Discussion Guide

Journey to America PART 2

Review the story words with your group. Then discuss these questions together.

Story Words

certificate

conquer

native

inspect

witness

1. **Summarize** Give a brief summary to tell what Lisa's life is like at the beginning, middle, and end of the story.
2. **Cite Evidence** Use these questions and the notes on your T-chart to help you identify important parts of the selection.
 - **Facts** As you read about Lisa and her family, what is one new fact that you learned about the immigrant experience?
 - **Evidence** What evidence in the text supports that fact?
3. **Plan and Monitor: Preview and Predict** Recall what you read in Part 1. What did you think might happen in Part 2? What did happen?
4. **BIG Question** **Generalize** How does moving to a new place affect Lisa's family? How does it help them preserve who they are?

Discussion Guide

Flight to Freedom PART 2

Review the story words with your group. Then discuss these questions together.

Story Words


independence

labor

pledge

revolution

separation

- 1. Summarize** Give a brief summary to tell why Yara's family leaves Cuba, how Yara adjusts to Miami, and what Yara's life is like at the end of the story.
- 2. Analyze Character** Use the questions and the notes on your T chart to help you identify important parts of the story. Think about how they give clues about what Yara is like at the beginning of the story and how she changes.
 - **Beginning** What is Yara like at the beginning of the story? How does she feel?
 - **Middle** What has changed for Yara?
 - **End** What is Yara like now? How does she feel about where she lives?
- 3. Plan and Monitor: Preview and Predict** As you read the story, what happened the way you expected? What happened differently than you predicted?
- 4.  BIG Question Generalize** What has changed about Yara's family life since she moved to Miami? What has stayed the same for Yara and her family?

Discussion Guide

Connect Across Texts

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

Famous Immigrants: The 20th Century

Immigration Today

Journey to America, Part 2

Flight to Freedom, Part 2

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

1. What are some of the reasons that the people or characters you read about immigrated to America?
2. How did previewing and making predictions help you get more out of your reading?
3. **BIG Question** How does each book show the ways that where you are affects who you are?

Academic Vocabulary

Story Words

Ukraine: Immigration Today

agriculture (a-gri-kul-chur) *noun*

Agriculture is the business of growing plants and raising animals for food. *People in cities depend on agriculture.*

blend (blend) *verb*

To **blend** means to mix together or become a part of something. *He wore green and brown clothes to blend in with the forest.*

capital (ka-pu-tul) *noun*

The **capital** is the city where a country has its main office. *The capital of the U.S. is Washington, D.C.*

independent (in-du-pen-dunt) *adjective*

If you are **independent**, you are free from another's control. *The U.S. became independent of Great Britain in 1776.*

population (pah-pyū-lā-shun) *noun*

A **population** is the number of living things in an area. *The population of the town grew as many families moved there.*

German-Jewish Immigration

civil (si-vul) *adjective*

Civil means established by law. *The freedom of speech is one of our civil rights.*

flee (flē) *verb*

To **flee** means to run away or escape. *When the fire started, we had to flee from our home out into the street.*

inferior (in-fir-ē-ur) *adjective*

To be **inferior** means to be of a poor quality. *The plastic pipes burst because they were inferior to the metal ones.*

property (prah-pur-tē) *noun*

Property means land or other things you own. *That house is my family's property, but this library book is not.*

victim (vik-tum) *noun*

A **victim** is a person who is hurt by someone or something. *Victims of the tornado lost their homes, or even their lives.*

Chinese Immigration

accept (ik-sept) *verb*

To **accept** something means to take it willingly. *We will happily accept your generous gift.*

celebration (se-lu-brā-shun) *noun*

A **celebration** is a festival or party. *We had a family celebration for my father's birthday.*

civil (si-vul) *adjective*

Civil means within the same country. *The civil war went on for many years.*

protection (pru-tek-shun) *noun*

Protection is the act of keeping something or someone safe. *The old barn gave us protection from the rain.*

success (suk-ses) *noun*

When you have **success**, you have a good outcome. *We worked every day, so our class project was a success.*

Escape from Saigon

accepted (ak-sept-ed) *adjective*

Something that is **accepted** is approved of or used. *After two weeks at the new school, they finally felt accepted.*

establish (i-sta-blish) *verb*

When you **establish** something, you make it permanently true. *The school plans to establish a dress code.*

expel (ik-spel) *verb*

When you **expel** something, you force it out. *When you breathe out, you expel air from your lungs.*

flee (flē) *verb*

To **flee** means to run away or escape. *If the river floods, we will flee from the low land to the top of a hill.*

official (u-fi-shul) *noun*

An **official** is an important worker in the government who makes sure people obey the law. *We could not use our passports until they were signed by a government official.*

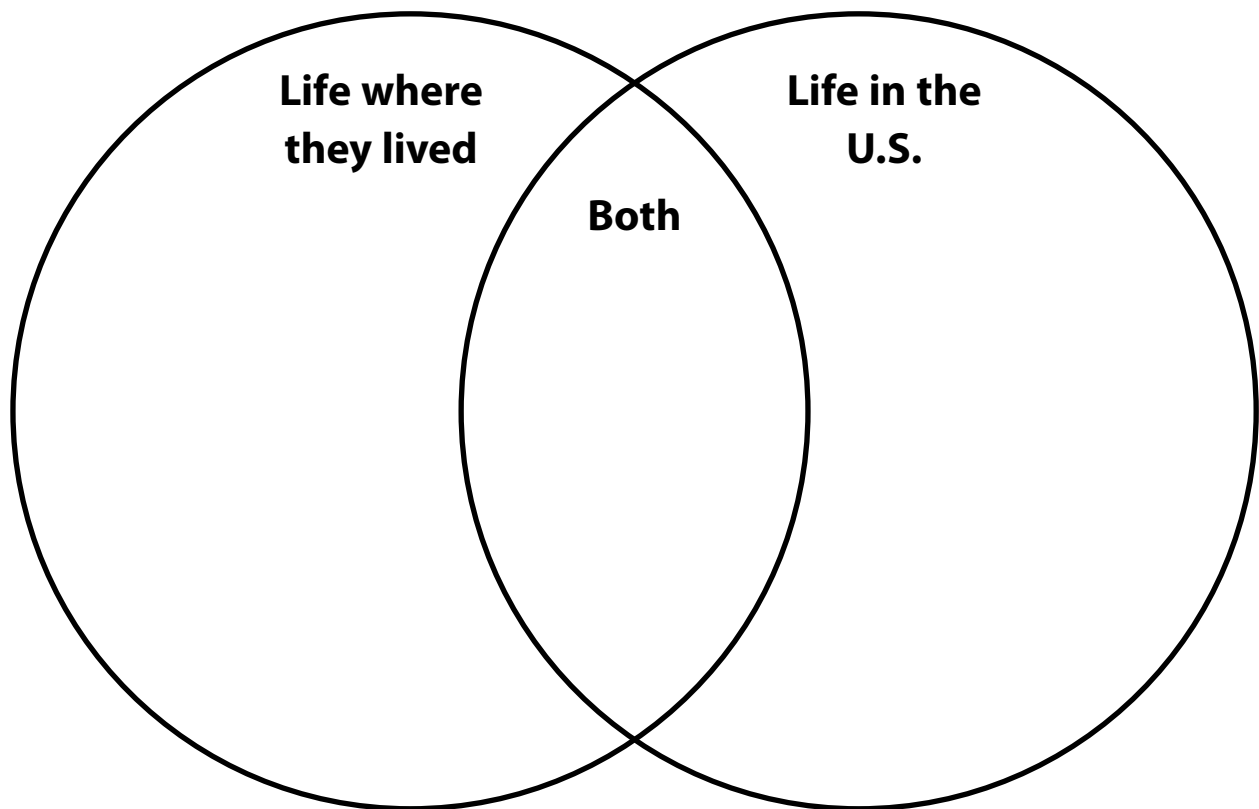
COPY READY

Venn diagram

Story Theme

Use the Venn diagram to take notes about your book as you read. Use facts in the book to compare and contrast where people lived and where they immigrated.

COPY READY



 Use your Venn diagram to tell a partner about the book.

Discussion Guide

Ukraine: Immigration Today

Review the story words with your group. Then discuss these questions together.

Story Words

agriculture

blend

capital

independent

population

- 1. Explain** Why do you think that some Ukrainian people feel “pushed” or “pulled” to move to the U.S.? Give examples from the text to support your answer.
- 2. Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast life in Ukraine with life in the U.S.
 - **Ukraine** What does the book say life is like in Ukraine?
 - **U.S.** What is life like for Ukrainian immigrants in the U.S.?
 - **Both** How is life the same in both places?
- 3. Plan and Monitor: Preview and Predict** What is one question you had as you read? What did you learn by rereading or reading on?
- 4. BIG Question Generalize** In what ways did Ukrainian immigrants change or stay the same after they moved to the U.S.? What does this help you understand about people in general?

Discussion Guide

Chinese Immigration

Review the story words with your group. Then discuss these questions together.

Story Words

accept

celebration

civil

protection

success

COPY READY

1. **Evaluate** What do you think is one of the most important ways that Chinese immigrants have contributed to life in the U.S.? Quote text from the book to support your answer.

2. **Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast life in China with life in the U.S.
 - **China** What was life like in China in the 1850s?
 - **U.S.** What was life like for Chinese immigrants in the U.S.?
 - **Both** How was life the same in both places?

3. **Plan and Monitor: Monitor and Clarify** What is one question you had as you read, and what did you learn by rereading or reading on?

4. **BIG Question** **Generalize** In what ways did Chinese immigrants change or stay the same after they moved to the U.S.? What does this help you understand about people in general?

Discussion Guide

German-Jewish Immigration

Review the story words with your group. Then discuss these questions together.

Story Words

civil

flee

inferior

property

victim

- 1. Evaluate** What do you think is one of the most important ways that Jewish immigrants have contributed to life in the U.S.? Quote text from the book to support your answer.
- 2. Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast life in Germany with life in the U.S.
 - **Germany** What was life like for Jewish people in Germany in the 1930s?
 - **U.S.** What was life like for German-Jewish immigrants in the U.S.?
 - **Both** How was life the same in both places?
- 3. Plan and Monitor: Monitor and Clarify** What is one question you had as you read, and what did you learn by rereading or reading on?
- 4. ? BIG Question Generalize** In what ways did German-Jewish immigrants change or stay the same after they moved to the U.S.? What does this help you understand about people in general?

Discussion Guide

Escape from Saigon

Review the story words with your group. Then discuss these questions together.

Story Words

accepted

establish

expel

flee

official

COPY READY

1. **Explain** Why is Long's return visit to Vietnam as an adult as important as his escape to the U.S. as a child? Quote text from the book to support your answer.
2. **Compare and Contrast** Use these questions and the notes on the Venn diagram to help you compare and contrast Long's life in Vietnam with his life in the U.S.
 - **Vietnam** What is Long's life like in Vietnam?
 - **U.S.** What is Long's life like in the U.S.?
 - **Both** How is Long's life the same in both places?
3. **Plan and Monitor: Monitor and Clarify** What is one question you had as you read, and what did you learn by reading on?
4. **BIG Question** **Generalize** How does Long change or stay the same after he moves to the U.S.? What does this help you understand about people in general?

Discussion Guide

Connect Across Texts

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

Ukraine: Immigration Today
Chinese Immigration
German-Jewish Immigration
Escape from Saigon

COPY READY

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

1. What is one example of how an immigrant had a better life in the U.S.? Quote an example from your book.
2. How were immigrants' lives in their home countries similar to and different from their lives in the U.S.?
3. **Big Question** How are people affected when they move to a new place?

Academic Vocabulary

Story Words

*Ellis Island***inspection** (in-spek-shun) *noun*

An **inspection** is the act of looking carefully at something. *Before we could get on the airplane, we had to wait for an **inspection** of our bags.*

limit (li-mut) *verb*

To **limit** something means to restrict it. *Our lack of supplies will **limit** how far we can hike.*

oppose (u-pōz) *verb*

To **oppose** something means to be against it. *Our teachers **oppose** chewing gum in school.*

passage (pa-sij) *noun*

A **passage** is the action of moving from one place to another. *We paid a high price for **passage** across the river.*

separation (se-pu-rā-shun) *noun*

Separation is the act of keeping things or people apart. *When she was at college, she found the **separation** from her family very difficult.*

*Ellis Island (Cornerstone of Freedom series)***admission** (ud-mi-shun) *noun*

Admission is the process of being allowed into a place. *When we showed our tickets, we were given **admission** into the movie theater.*

flee (flē) *verb*

To **flee** means to run away or escape. *The families had to **flee** their homes when the hurricane hit.*

hardship (hard-ship) *noun*

A **hardship** is something that is difficult to overcome. *Not having enough food to eat is a **hardship**.*

inspect (in-spekt) *verb*

To **inspect** means to look through or at something. *When our dog scratches too much, we **inspect** him for fleas and ticks.*

voyage (voi-ij) *noun*

A **voyage** is a trip. *She always dreamed of taking a **voyage** across the Atlantic Ocean.*

*Mexican Immigration***accomplish** (u-kahm-plish) *verb*

To **accomplish** something means to make it happen. *We will **accomplish** our goal of raising \$100 through our club's bake sale.*

increase (in-krēs) *verb*

To **increase** means to grow larger in size or number. *If we **increase** the number of players on our team, we will have enough for two teams!*

labor (lā-bur) *noun*

Labor means hard work. *The builders were tired after many hours of **labor**.*

official (uh-fi-shul) *adjective*

Official means having to do with an office or process. *Before we could sell our house, we had to fill out all the **official** forms.*

revolution (re-vu-lū-shun) *noun*

A **revolution** is a movement to overthrow an existing government. *They won the **revolution** and now had a new government for the people.*

*Immigrant Kids***fanatic** (fu-na-tik) *noun*

A **fanatic** is someone who really likes something. *The football **fanatic** wore his favorite team's colors every day.*

labor (lā-bur) *noun*

Labor means hard work. *The builders looked at the finished house as a symbol of their **labor**.*

luxury (luk-shu-rē) *noun*

A **luxury** is something that adds pleasure or comfort but is not needed. *A fancy pair of shoes is a **luxury** I can't afford.*

native (nā-tiv) *adjective*

When something is **native**, it is originally from that area. *They used **native** cactus plants in their desert garden.*

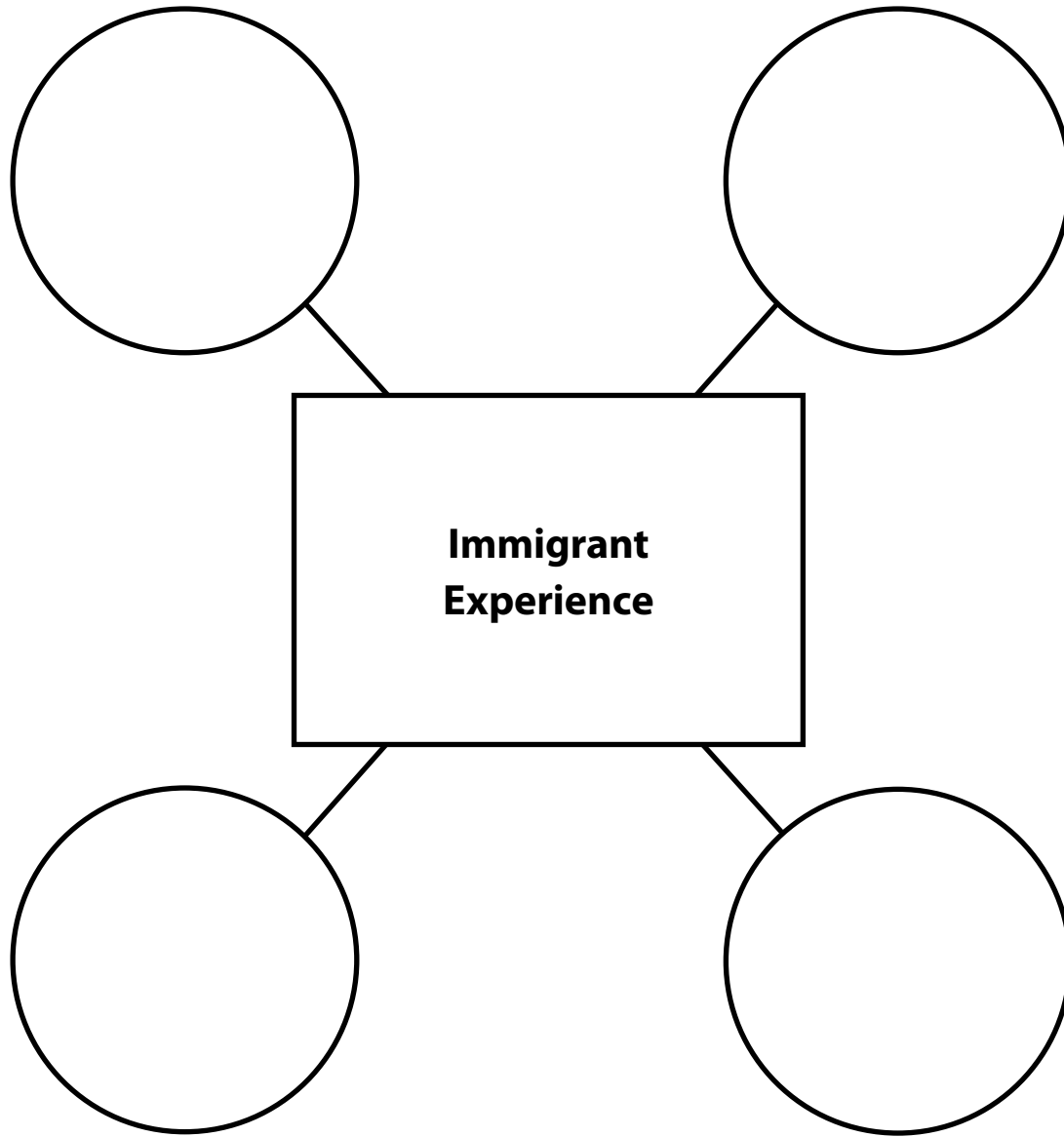
transform (trans-form) *verb*

To **transform** means to change into something else. *Soon the caterpillar will **transform** into a butterfly.*

Idea Web

Story Theme

Use the idea web to take notes about the experience of immigrants to the U.S. as you read. Add circles to your web if necessary.



COPY READY

 Use your idea web to tell a partner about the book.

Discussion Guide

Ellis Island

Review the story words with your group. Then discuss these questions together.

Story Words

inspection


limit

oppose

passage

separation

COPY READY

- 1. Analyze Fact and Opinion** What are two facts you learned about the immigrants' experiences on Ellis Island? How do you know that these are facts and not opinions?
- 2. Compare and Contrast** Use the notes on the idea map and in your books to help you compare and contrast the life immigrants expect to have in the U.S. with the life that awaits them.
- 3. Monitor and Clarify** Why was it necessary for immigrants to pass through Ellis Island before entering the U.S.?
- 4.  BIG Question Generalize** How did Ellis Island change the people who arrived there as immigrants?

Discussion Guide

Ellis Island (Cornerstone of Freedom series)

Review the story words with your group. Then discuss these questions together.

Story Words


admission

flee

hardship

inspect

voyage

- 1. Analyze Fact and Opinion** What are two facts you learned about the immigrants' experiences on Ellis Island? How do you know that these are facts and not opinions?
- 2. Compare and Contrast** Use the notes on the idea map and in your books to help you compare and contrast the life immigrants expected to have in the U.S. with the life that awaited them.
- 3. Monitor and Clarify** Why was the experience of going through Ellis Island frightening for some immigrants?
- 4.  BIG Question Generalize** How did Ellis Island change the people who arrived there as immigrants?

Discussion Guide

Mexican Immigration

Review the story words with your group. Then discuss these questions together.

Story Words

accomplish


increase

labor

official

revolution

COPY READY

- 1. Analyze Fact and Opinion** What are three facts you learned about the experiences of Mexican immigrants in the 1940s and 1950s? How do you know that these are facts and not opinions?
- 2. Compare and Contrast** Use the notes on the idea map and in your books to help you compare and contrast the life Mexican immigrants had in Mexico with their lives in the U.S.
- 3. Monitor and Clarify** What was a major contribution of Mexican immigrants to the U.S. in the 1940s and 1950s?
- 4.  BIG Question Generalize** In the 1940s and 1950s, how did Mexican immigrants change after they moved to the U.S.?

Discussion Guide

Immigrant Kids

Review the story words with your group. Then discuss these questions together.

Story Words


fanatic

labor

luxury

native

transform

- 1. Analyze Fact and Opinion** What are three facts you learned about immigrant kids in the U.S. in the late 1800s and early 1900s? How do you know that these are facts and not opinions?
- 2. Compare and Contrast** Use the notes on the idea map to help you compare and contrast your life with the lives of the kids in the book in the areas of home, school, work, and play.
- 3. Monitor and Clarify** What does it mean to work in a “sweatshop”?
- 4.  BIG Question Generalize** How did immigrant kids change when they moved to the U.S.?

COPY READY

Discussion Guide**Connect Across Texts**

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

Ellis Island

Ellis Island (Cornerstone of Freedom series)

Mexican Immigration

Immigrant Kids

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

1. What are two facts about the experiences of all the immigrants you read about?
2. How are the lives of the immigrants you read about the same as, and different from, the lives of immigrants in the other students' books?
3. **BIG Question** How did the immigrants change as they adjusted to life in the U.S.? What does this tell you about the way places affect who we are?

Speaking and Listening Observation Log

Unit 1

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Speaking and Listening Standards

Student Name					
Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. CC.5.SL.1	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC.5.SL.1.a				
	b. Follow agreed-upon rules for discussions and carry out assigned roles. CC.5.SL.1.b				
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CC.5.SL.1.c				
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CC.5.SL.1.d				
	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.5.SL.2				
	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.5.SL.3				

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 1

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategy Rubrics			
Plan and Monitor (Unit Focus) 4 3 2 1	Ask Questions 4 3 2 1	Determine Importance 4 3 2 1	
<ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> 	<ul style="list-style-type: none"> • <i>What questions did you have when you were reading?</i> • <i>Did you find answers to the questions?</i> • <i>Can you tell me some examples of these kinds of questions and what you learned?</i> 	<ul style="list-style-type: none"> • <i>What is an important idea in the book you chose?</i> • <i>Why do you think that is important?</i> • <i>How would you summarize this book for someone who has not read it?</i> 	
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.	Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	Asks relevant questions and looks for answers to clarify confusion or understand the text.	Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Asks only literal questions.	Attempts to identify and summarize important ideas, but is inaccurate.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not ask questions or asks irrelevant questions.	Cannot identify an important idea.

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 Grade 5 Assessment

SG1.30

Unit 1 | Crossing Between Cultures

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 1

COPY READY

Reading Strategy Rubrics			
Make Inferences 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1	Synthesize 4 3 2 1
<ul style="list-style-type: none"> • Did you infer, or figure out, something in the book that was not stated directly? • Were there details in the book that helped you figure this out? • What did you already know about those details that helped you make this inference? 	<ul style="list-style-type: none"> • Did you read anything in the book that connects to your life? What was that, and how does it connect? • Did you read anything that reminded you of something else you read? What was that, and how does it connect? • Did you read anything you already knew about in the world around you? What was that, and how does it connect? 	<ul style="list-style-type: none"> • Was there a part of the book that made you visualize (see pictures in your mind)? • How did this help you understand what you were reading? • Are there particular words that helped you visualize? 	<ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)?
4 Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.	Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.	Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3 Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.	Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.	Describes multi-sensory mental images and goes beyond the literal text.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2 Makes inferences that are inaccurate or unsubstantiated.	Attempts to make connections, but the connections are not relevant to understanding the text.	Describes few mental images directly related to text descriptions or pictures.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1 Does not attempt to make inferences.	Does not make connections with the text.	Does not describe mental images related to the text.	Does not draw a conclusion or make a generalization about the text.

Reader Reflection

Date	Title of Book	Author

Check all that apply.

1. Before I read this book,

- I read the title.
- I looked at the pictures.
- I 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.
- I read it again.
- other (describe): _____

3. If I didn't understand a word while reading,

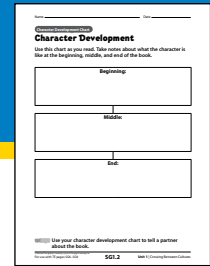
- I stopped to think about its meaning.
- I looked for clues to its meaning.
- I checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

4. This book reminded me of something I know or read already. It reminded me of:

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: about this topic by this author



Practice Master SG1.2

Character Development Chart

Practice Master SG1.2

BL Isabel's Story

Beginning:
Possible response: Isabel loves Guatemala, but she no longer feels safe there. She is shy about speaking English. She feels afraid of the police because of her experiences in Guatemala.

Middle:
Possible response: Isabel is afraid to give a class presentation about Guatemala because it is dangerous to speak out in her homeland. Isabel learns to overcome her fears with the help of her friend Fernando.

End:
Possible response: Isabel is now more confident and feels safe. She feels happy that she shared her story with her class. She is proud of her Guatemalan culture.

BL Erik's Story

Beginning:
Possible response: Erik is unsure about his family's future. His family doesn't have enough to eat, and the family's farm is not producing crops.

Middle:
Possible response: Erik is excited about his family's plan to move to America, but he is also sad to leave his home. When his family arrives in America, Erik feels overwhelmed by the new sights and sounds. He misses having a home and neighbors.

End:
Possible response: Erik's outlook has changed for the better. He feels hopeful about the future. He writes a letter to his grandparents to tell how his family's life has improved. He and his family now have a home to live in and friendly neighbors.

OL Journey to America*

Beginning:
Possible response: Lisa is worried because of the growing danger in Germany in 1938. She is afraid for the safety of her Jewish family and is unhappy that her father is leaving the family to go to America.

Middle:
Possible response: Lisa must go to a refugee camp with her sister. She feels sad to be separated from her mother and younger sister, but she acts with courage.

End:
Possible response: Lisa finally feels joy and relief when she, her mother, and her sisters are reunited with her father in America. She now feels safe and at home.

* Possible responses for Part 1 and Part 2 of the book are shown.

AL Flight to Freedom*

Beginning:
Possible response: Yara is frustrated by the harsh rules that her family must obey in Cuba. She is looking forward to the freedoms that are promised, but she is sad to leave behind her life in Cuba.

Middle:
Possible response: Yara feels hurt by a classmate's comment about Cuban kids. She becomes determined to learn English and fit in. She tries to convince her parents to give her more freedom.

End:
Possible response: Yara becomes confident as her English improves and she makes friends. She gets to experience more independence when her parents allow her to visit Florida with Jane and Jane's grandparents.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL Isabel's Story

Practice Master SG1.3

- Identify Narrator** The story is told by a voice describing the events. This voice affects the story by telling it from Isabel's point of view.
- Analyze Character** Isabel changes from fearful to trusting as she moves from Guatemala to Georgia.
 - **Beginning** Isabel's home in Guatemala is a beautiful place, but she no longer feels safe. Her home in Georgia feels strange at first.
 - **Middle** Two important events happen to Isabel that affect her character in positive ways. She is encouraged to give a presentation to her class that teaches them about Guatemala. Then, Isabel's friends work together to create a festival that celebrates Guatemalan culture.
 - **End** At the end of the story, Isabel has become more trusting and feels safer and happier. She feels proud of her Guatemalan heritage.
- Plan and Monitor: Preview and Predict** (Students should compare what they thought might happen next in the story to what happened.)
- Generalize** (Students should give examples of how Isabel changes or stays the same. For example, she starts to feel at home in Georgia, and she chooses to sleep on a sleeping mat as she did in Guatemala.)

OL Journey to America PART 1

Practice Master SG1.5

- Identify Narrator** Lisa tells the story. This affects the story by showing what she feels and thinks about the events.
- Analyze Character** Lisa changes from feeling afraid to feeling happy because her hopes have come true.
 - **Beginning** Lisa is worried about the growing danger to her family in Germany in 1938. She is unhappy to be separated from her father.
 - **Middle** Lisa has to leave her friends behind. She also has to sleep in a crib at the refugee camp. She bravely faces these challenges and feels hopeful of seeing her father again one day.
 - **End** Lisa is happy because her family is together again. She feels safe in her new home in America.
- Plan and Monitor: Preview and Predict** (Students should compare what they thought might happen next in the story to what happened.)
- Generalize** (Students should give examples of how Lisa changes or stays the same. For example, she acts brave in each place, even when she is worried.)

Connect Across Texts Practice Master SG1.7

- Isabel learns to feel safe and at home in a strange place; Erik becomes hopeful for the future; Lisa feels happy just to be with her family; Yara experiences the freedom that she longs for. These books show readers what it feels like to immigrate to a new place.
- (Students should give examples from their book. Possible responses: hopeful, hardworking)
- Each book compares the familiarity of the character's first home with the unfamiliarity of a new home in a new place.

BL Erik's Story

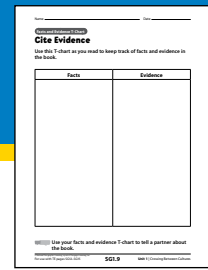
Practice Master SG1.4

- Identify Narrator** The story is told by a voice describing the events. This voice affects the story by telling it from Erik's point of view.
- Analyze Character** Erik changes from being worried to hopeful as he moves from Sweden to Minnesota.
 - **Beginning** Erik is worried about the future of his family's farm in Sweden. He is often hungry because there is not enough to eat
 - **Middle** In Minnesota, Erik feels overwhelmed by the changes, and he misses having a home and neighbors.
 - **End** Erik has become hopeful about his family's new life.
- Plan and Monitor: Preview and Predict** (Students should compare what they thought might happen next in the story to what happened.)
- Generalize** (Students should give examples of how Erik changes or stays the same. For example, he continues to farm as he did in Sweden, but he feels more hopeful in the U.S.)

AL Flight to Freedom PART 1

Practice Master SG1.6

- Identify Narrator** Yara tells the story. This affects the story by showing what she feels and thinks about the events.
- Analyze Character** Yara changes from feeling scared and having to work hard to feeling happy and at home as she moves from Cuba to Miami.
 - **Beginning** Yara feels frustrated by the harsh rules that her family must obey in Cuba in 1967.
 - **Middle** At first, Yara hates school and feels hurt by a classmate's comment about Cuban kids. She wants to fit in and become more independent, like American kids.
 - **End** By the end of the story, Yara is starting to enjoy school, and her parents have allowed her to go on a vacation with her friend's family.
- Plan and Monitor: Preview and Predict** (Students should compare what they thought might happen next in the story to what happened.)
- Generalize** Students should give examples of how Yara changes or stays the same. For example, she no longer goes to a work camp, but she works hard at school.



Practice Master SG1.9

Facts and Evidence T-Chart Practice Master SG1.9

BL Famous Immigrants

Facts	Evidence
<p>Possible responses:</p> <ol style="list-style-type: none"> Immigrants came to the United States from Russia in search of better lives. Immigrants to the U.S. made it the country it is today. 	<p>Possible responses:</p> <ol style="list-style-type: none"> Irving Berlin's family came to the U.S. because Jewish people in Europe were being threatened and killed. Rose Schneiderman, a Polish immigrant, fought to improve the working conditions of others.

BL Immigrants Today

Facts	Evidence
<p>Possible responses:</p> <ol style="list-style-type: none"> Many immigrants came to America to escape war, starvation, torture, and death. American culture supports immigrant traditions. 	<p>Possible responses:</p> <ol style="list-style-type: none"> Vietnamese and Cambodian immigrants came to escape the communist governments that imprisoned and killed people. Many cities have tours, festivals, and museums that celebrate immigrant cultures.

OL Journey to America*

Facts	Evidence
<p>Possible responses:</p> <ol style="list-style-type: none"> Jews in Berlin were persecuted. The situation in Berlin became more and more dangerous. 	<p>Possible responses:</p> <ol style="list-style-type: none"> Lisa receives a letter from her friend Rosemarie, who says that she saw an old man being beaten because he was Jewish. Lisa's aunt and uncle, who are Jewish like her, have been killed by the Nazis.

AL Flight to Freedom*

Facts	Evidence
<p>Possible responses:</p> <ol style="list-style-type: none"> Some Cuban exiles wanted to fight against the Cuban government. Many Cuban exiles settled in Miami in the 1960s. 	<p>Possible responses:</p> <ol style="list-style-type: none"> Yara's father is part of a group of citizens who decide to fight for change in Cuba. Some members of the group, called a militia, were arrested for trying to go back to Cuba. Yara and her family live in a Cuban community in Miami.

* Possible responses for Part 1 and Part 2 of the book are shown.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL Famous Immigrants

Practice Master SG1.10

1. **Summarize** (Students should tell what the book is mostly about and give examples from the text.)
2. **Cite Evidence** (Responses will vary. Students should recall three facts, or statements that can be proved, and locate details in the text that support them.)
3. **Plan and Monitor: Preview and Predict** (Students should recall how they previewed the book by reading the title, looking at images, and gathering information from text features.)
4. **Generalize** (Students should identify the contributions of an immigrant named in the book and show how, as stated on page 28, he or she “added to what America is today.”)

BL Immigrants Today

Practice Master SG1.11

1. **Summarize** (Students should tell what the book is mostly about and give examples from the text.)
2. **Cite Evidence** (Responses will vary. Students should recall three facts, or statements that can be proved, and locate details in the text that support them.)
3. **Plan and Monitor: Preview and Predict** (Students should recall how they previewed the book by reading the title, looking at images, and gathering information from text features.)
4. **Generalize** (Students should give specific examples from the book of how immigrants adapt to the U.S., such as by learning English, and also how they preserve who they are, such as by continuing and sharing their traditions.)

OL Journey to America PART 2

Practice Master SG1.12

1. **Summarize** (Students should tell what happens at the beginning, the middle, and the end of the story.)
2. **Cite Evidence** (Responses will vary. Using the text, students should identify a fact and relate it to the story events. For example, although Lisa and her family are fictional characters, it is a fact that many Jews left Germany for other countries in 1938.)
3. **Plan and Monitor: Preview and Predict** (Students should compare their predictions about Part 2 of the story to what actually happened in Part 2.)
4. **Generalize** (Students should use details from the story to support their ideas. For example, by moving to a new place, the Pratt family had to be brave. But, moving to a new place would help them preserve their Jewish identity.)

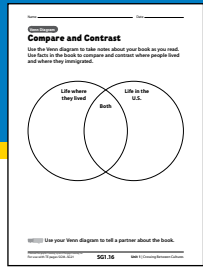
AL Flight to Freedom PART 2

Practice Master SG1.13

1. **Summarize** (Students should tell what happens at the beginning, the middle, and the end of the story.)
2. **Cite Evidence** (Responses will vary. Using the text, students should identify a fact and relate it to the story events. For example, although Yara and her family are fictional characters, it is a fact that many people left Cuba for Miami in the 1960s.)
3. **Plan and Monitor: Preview and Predict** (Students should compare their predictions about Part 2 of the story to what actually happened in Part 2.)
4. **Generalize** (Students should use details from the story to support their ideas. For example, Yara’s parents allow her more independence than they did in Cuba. The family still respects their traditions.)

Connect Across Texts Practice Master SG1.14

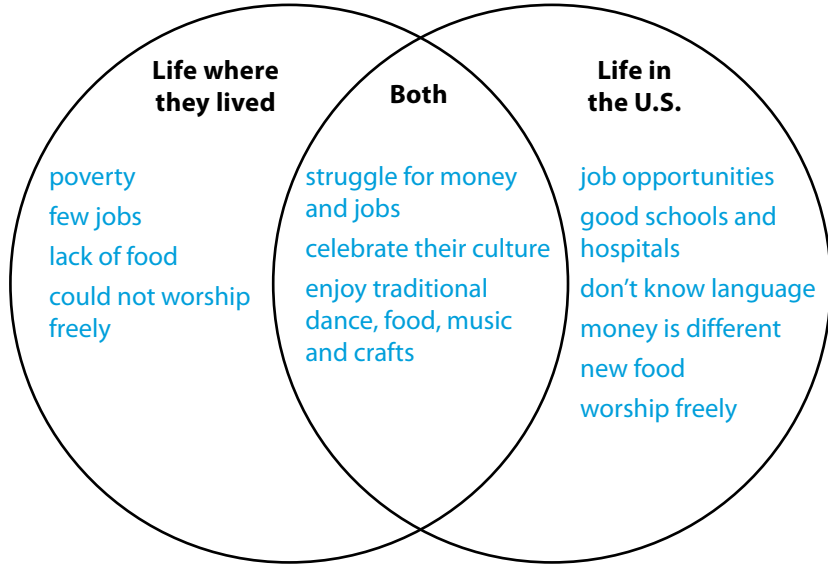
1. The people described in the nonfiction books immigrated to escape war, other dangers, hunger, and poverty, and also to find freedom, education, and jobs. Lisa and Yara’s family came to escape from harsh laws and to find freedom.
2. (Students should think aloud about how they applied the reading strategy, such as predicting what might happen next in the fiction or figuring out what the nonfiction was mostly about.)
3. Each book shows that where people are affects their feelings, safety, and future. When people immigrate to a new place, they may adjust to a new language and customs and still continue their traditions.



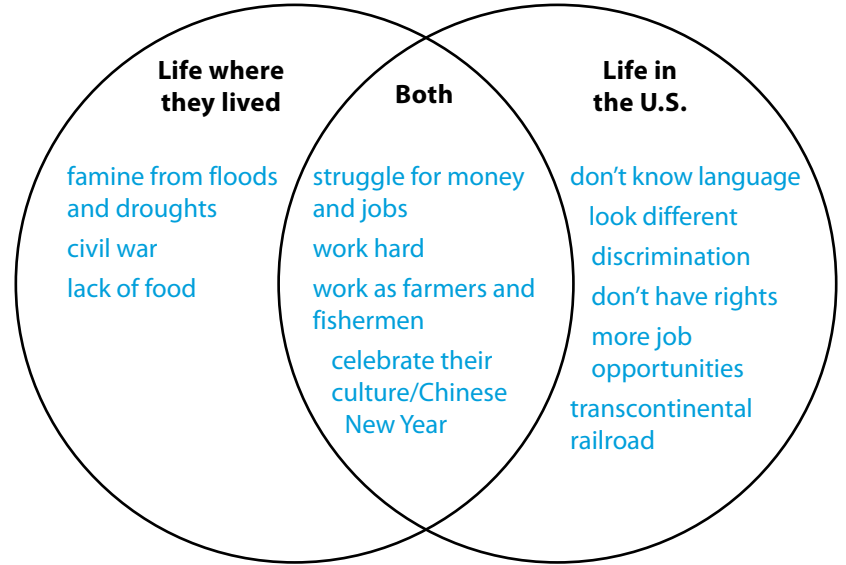
Practice Master SG1.16

Venn Diagram Practice Master SG1.16

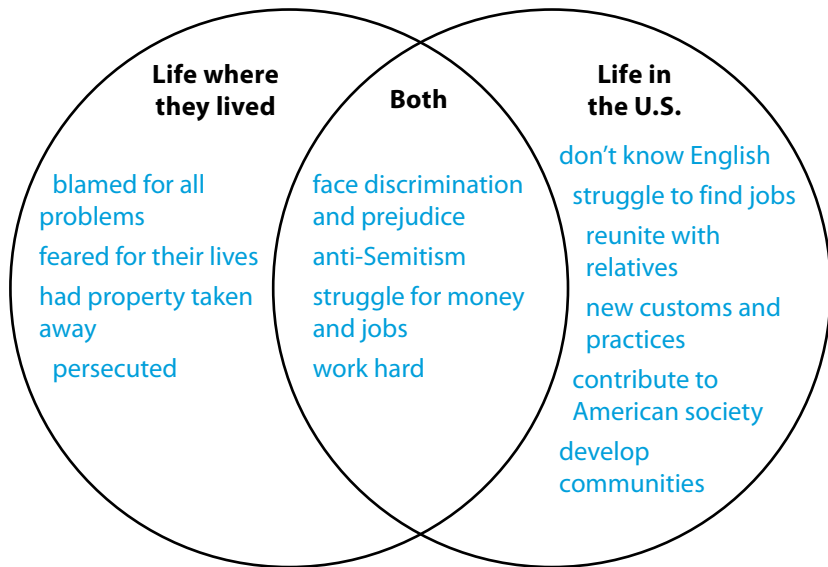
BL Ukraine: Immigration Today



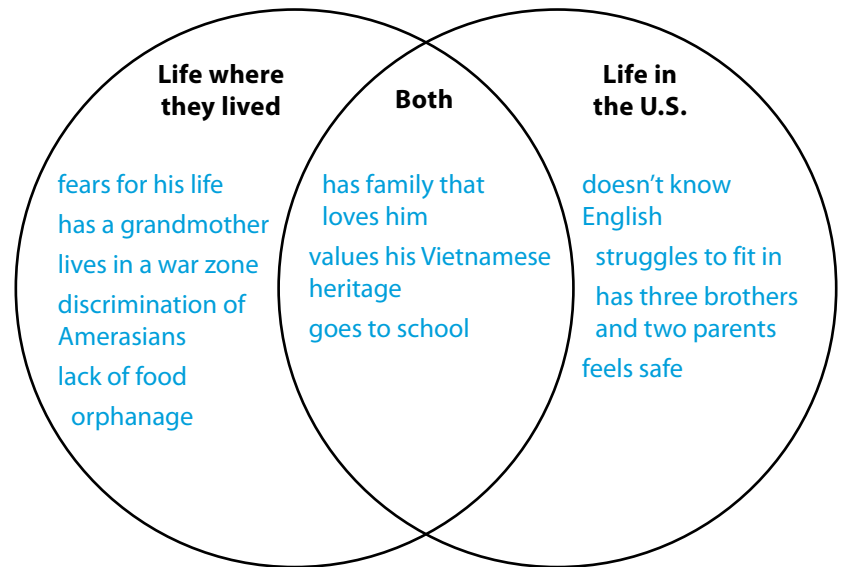
BL Chinese Immigration



OL German-Jewish Immigration



AL Escape from Saigon



Discussion Guides

Analyze Books

BL Ukraine: Immigration Today

Practice Master SG1.17

- Evaluate** Ukrainian immigrants are pushed because their country doesn't have what they need. They are pulled by their hope of a better life. "Some people were pushed because of poverty." Some people are pulled because "there are good schools and hospitals here."
- Compare and Contrast**
 - Ukraine** People live in poverty with little food, few jobs, and no religious freedom.
 - U.S.** People can find jobs and worship freely. They struggle with the new language, foods, and money.
 - Both** People struggle to earn money. They celebrate their culture and traditions.
- Plan and Monitor: Monitor and Clarify** (Responses will vary. Students should think aloud about how they monitored their reading by asking "What does ____ mean?" and then reread the text or read on to clarify their understanding.)
- Generalize** Ukrainian immigrants had to face new challenges and get used to a new way of life. They learned a new language, ate new foods, made new friends, and got used to new schools.

OL German-Jewish Immigration

Practice Master SG1.19

- Evaluate** During the Great Depression, German Jews were persecuted, or treated harshly and unfairly, and blamed for the world's problems. Their lives were in danger. Possible quotations include: "Hitler told Germans that the Great Depression was caused by the Jews. German Jews were treated as unwelcome outsiders in their own country."
- Compare and Contrast**
 - Germany** People feared for their lives. Everything they owned was taken away.
 - U.S.** People struggled to learn a new language and to succeed in spite of discrimination. Many people were able to reunite with their families.
 - Both** People faced discrimination. They struggled to find jobs.
- Plan and Monitor: Monitor and Clarify** (Responses will vary. Students should think aloud about how they monitored their reading by asking "What does ____ mean?" and then reread the text or read on to clarify their understanding.)
- Generalize** Immigrants had to learn a new language and find ways to earn a living. They faced discrimination and also found safety.

Connect Across Texts

Practice Master SG1.21

- (Students should quote specific text to explain their responses. If applicable, students can give examples from the biographical information as well as the historical information.)

BL Chinese Immigration

Practice Master SG1.18

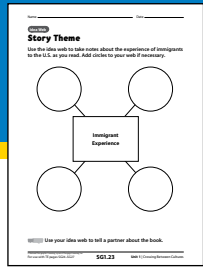
- Evaluate** Chinese immigrants worked hard and contributed to the progress of America. Possible quotations include: "Chinese workers helped build the transcontinental railroad" and "Without the Chinese workers, the railroad would have taken years longer to complete."
- Compare and Contrast**
 - China** People were suffering from lack of food because of floods and droughts. They were living in the midst of a civil war.
 - U.S.** People struggled to learn a new language and faced discrimination. They did not have rights.
 - Both** People worked hard to find jobs and earn money as farmers and fishermen. They celebrated their culture and traditions.
- Plan and Monitor: Monitor and Clarify** (Responses will vary. Students should think aloud about how they monitored their reading by asking "What does ____ mean?" and then reread the text or read on to clarify their understanding.)
- Generalize** Chinese immigrants had to face new challenges, including learning a new language, working hard at new jobs, facing discrimination, and getting used to a new way of life.

AL Escape from Saigon

Practice Master SG1.20

- Evaluate** As an Amerasian, Long would face severe treatment when the Communist government took over. Possible quotations include: "Under the Communist regime that would soon govern South Vietnam, their lives could be difficult, for in them flowed the blood of the enemy."
- Compare and Contrast**
 - Vietnam** Long suffers from hunger and poverty, and then lives in an orphanage without family. They are living in the midst of a civil war.
 - U.S.** Long has a family, including three brothers. He is an American boy who plays baseball and basketball.
 - Both** Long has people in both places who care about him. He is part of the culture where he lives.
- Plan and Monitor: Monitor and Clarify** (Responses will vary. Students should think aloud about how they monitored their reading by asking "What does ____ mean?" and then reread the text or read on to clarify their understanding.)
- Generalize** Long changes his name. He has to learn a new language and new customs. He doesn't have to worry about the future.

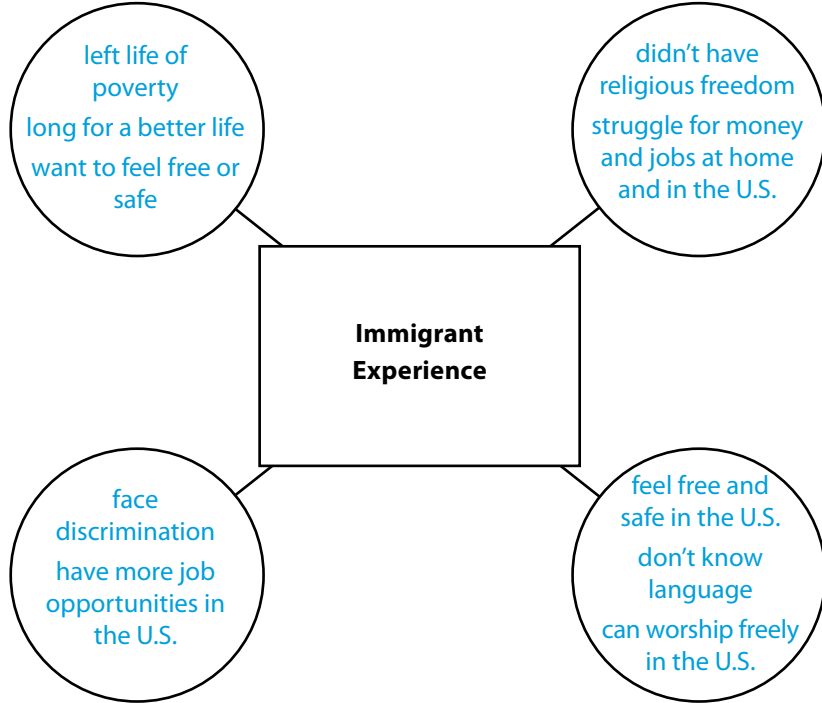
- Immigrants face challenges in both places. Their lives in the U.S. are often better than their lives in their home countries.
- Each book shows how people face challenges and find opportunities in new places.



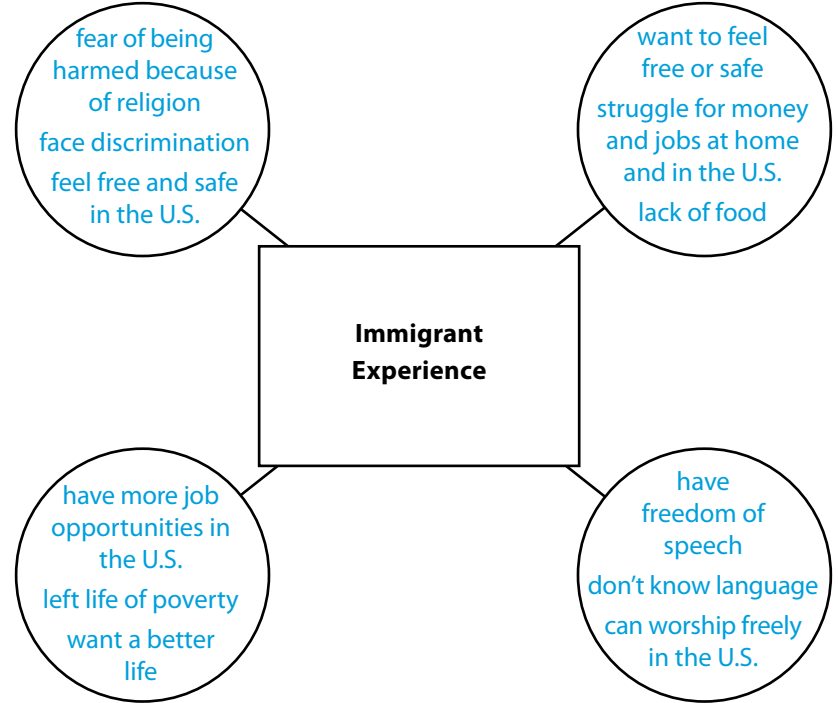
Practice Master SG1.23

Idea Web Practice Master SG1.23

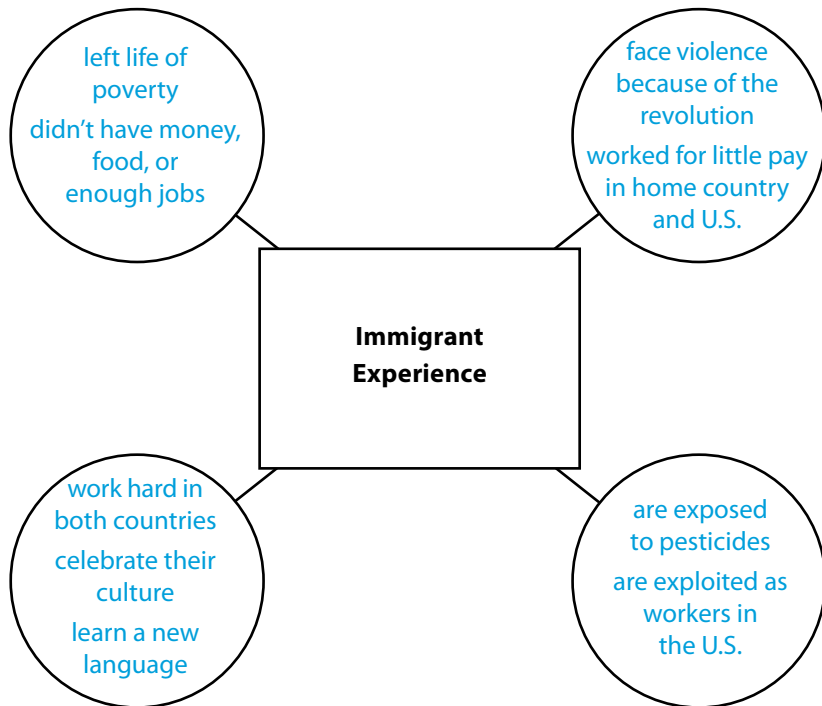
BL Ellis Island



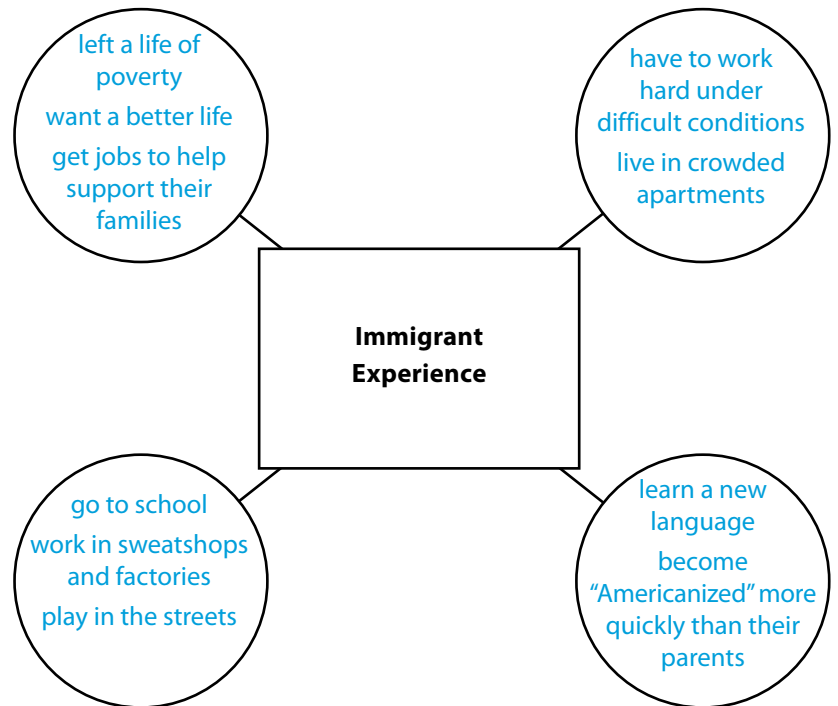
BL Ellis Island (Cornerstone of Freedom)



OL Mexican Immigration



AL Immigrant Kids



Discussion Guides

Analyze Books

BL Ellis Island

Practice Master SG1.24

1. **Analyze Fact and Opinion** (Students should name two facts from the book and explain that these are facts because they can be proved to be true.)
2. **Compare and Contrast** Many immigrants expected to escape poverty and find freedom from being treated unfairly, but they had to face these challenges in the U.S., too.
3. **Plan and Monitor: Monitor and Clarify** At Ellis Island, immigrants were inspected for health and to be sure they had not broken the law.
4. **Generalize** Ellis Island is where people changed from belonging to one country to belonging to the U.S.

BL Ellis Island (*Cornerstone of Freedom*)

Practice Master SG1.25

1. **Analyze Fact and Opinion** (Students should name two facts from the book and explain that these are facts because they can be proved to be true.)
2. **Compare and Contrast** Many immigrants expected to escape poverty and find freedom from being treated unfairly, but they had to face these challenges in the U.S., too.
3. **Plan and Monitor: Monitor and Clarify** Being inspected by men in uniform reminded immigrants of the people who had persecuted them at home. Others feared being sent back.
4. **Generalize** Ellis Island is where people changed from belonging to one country to belonging to the U.S.

OL Mexican Immigration

Practice Master SG1.26

1. **Analyze Fact and Opinion** (Students should name two facts from the book and explain that these are facts because they can be proved to be true.)
2. **Compare and Contrast** In Mexico, people lived in poverty, lacked food and jobs, and faced war. In the U.S., immigrants still had very little money, but they found many job opportunities and felt safer.
3. **Plan and Monitor: Monitor and Clarify** Mexican immigrants filled a shortage of workers in the U.S.
4. **Generalize** Mexican immigrants faced new challenges, including adjusting to a new way of life, learning a new language, and overcoming discrimination.

AL Immigrant Kids

Practice Master SG1.27

1. **Analyze Fact and Opinion** (Students should name two facts from the book and explain that these are facts because they can be proved to be true.)
2. **Compare and Contrast** Unlike most kids in the U.S. today, immigrant kids had to find jobs to help support their families. Like kids today, they also went to school and played with other kids.
3. **Plan and Monitor: Monitor and Clarify** A “sweatshop” was a small factory where people of all ages worked long hours for low pay.
4. **Generalize** When immigrant kids became “Americanized,” they often learned English better than their parents, thought in American terms, and even felt embarrassed of their parents’ Old World ways.

Connect Across Texts Practice Master SG1.28

1. Immigrants came to the U.S. to find a better life. All immigrant groups faced challenges in the U.S.
2. Nearly all immigrants wanted to escape poverty and find a better life. Some immigrants arrived by ship at Ellis Island; some immigrants crossed north overland from Mexico.
3. Each book describes how immigrants learned to do new jobs, began learning English, and gave up almost everything they had to start over in the U.S.



Recommended Books

Fiction About Crossing Between Cultures

Hesse, Karen. **Letters from Rifka**. Square Fish, 2009.

Lombard, Jenny. **Drita My Homegirl**. Perfection Learning, 2008.

Say, Allen. **Grandfather's Journey**. Sandpiper, 2008.

Yep, Laurence. **The Dragon's Child**. HarperCollins, 2008.

BL

Beatty, Patricia. **Lupita Mañana**. HarperCollins, 2007.

Ryan, Pam Muñoz. **Esperanza Rising**. Scholastic, 2002.


Whelan, Gloria. **Goodbye, Vietnam**. Yearling, 1993.

Woodruff, Elvira. **The Orphan of Ellis Island**. Scholastic, 1997.


BL

Cisneros, Sandra. **House on Mango Street**. Vintage, 1991.

Fritz, Jean. **Homesick: My Own Story**. 1982. Reprint: Viking Penguin, 2007.

 **NEWBERY HONOR BOOK**

Jiminez, Francisco. **The Circuit**. Houghton Mifflin, 1999.


Preus, Margi. **Heart of a Samurai**. Amulet, 2010.  **NEWBERY HONOR BOOK**

OL

Alvarez, Julia. **Return to Sender**. Alfred A. Knopf, 2009.

Brown, Jackie. **Little Cricket**. Hyperion, 2004.

Lawson, Robert. **Great Wheel**. 1957. Reprint: Walker & Co., 2004.

 **NEWBERY HONOR BOOK**

Yep, Laurence. **Child of the Owl**. HarperCollins, 1990.

AL

Nonfiction About Crossing Between Cultures

Herrera, Juan Felipe. **The Upside Down Boy**. Children's Book Press, 2006.

Hunsicker, Kelley. **Chinese Immigrants in America**. Capstone, 2008.

Mattern, Joanne. **Coming to America: The Story of Immigration**. Perfection Learning, 2000.

Robinson, Anthony. **Hamzat's Journey**. Frances Lincoln, 2010.

Calcines, Eduardo. **Leaving Glorytown: One Boy's Struggle Under Castro**. Farrar, Straus, Giroux, 2009.

Lekuton, Joseph Lemasolai. **Facing the Lion: Growing Up Maasai On The African Savanna**. National Geographic, 2005.

Roza, Greg. **Immigration and Migration**. Gareth Stevens, 2011.

Senker, Cath. **Asylum Seekers**. Black Rabbit Books, 2010.

Levine, Ellen. **If Your Name Was Changed at Ellis Island**. Scholastic, 1993.

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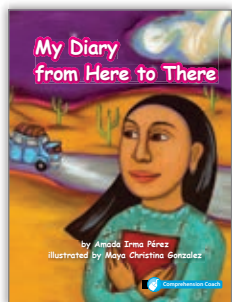
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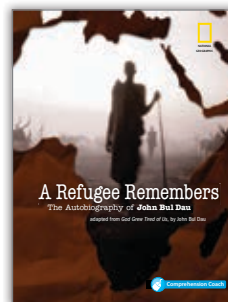
Kherdian, David. **The Road From Home**. 1979. Reprint: Greenwillow Books, 1995.

 **NEWBERY HONOR BOOK**

Ouellette, Jeannine. **A Day Without Immigrants: Rallying Behind America's Newcomers**. Compass Point, 2008.



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Author Study: John Bul Dau





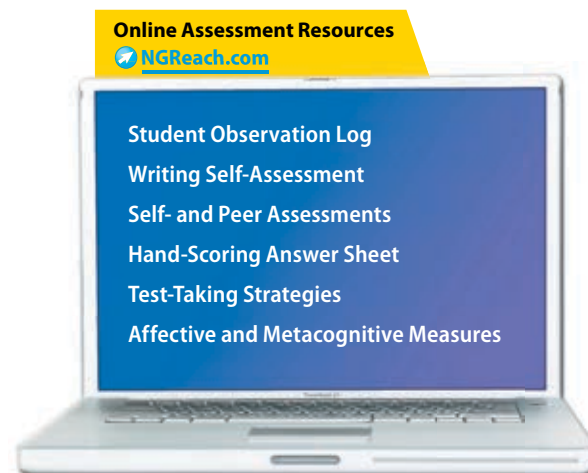
Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests Reading Comprehension Vocabulary Writing, Revising, and Editing	✓	✓	✓	✓
	Spelling	✓			
	Phonics*	✓	✓		
	Unit Tests Reading Comprehension Vocabulary Writing, Revising, and Editing	✓	✓	✓	✓
	Reading Strategy Assessments	✓	✓		
	Benchmark Assessments	Benchmark Assessments*	✓	✓	✓
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
	Test-Taking Strategies		✓		
Reteaching	Reteaching Masters	✓	✓		

* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A1.7	Comprehension: Character	RT1.1
Vocabulary Test	A1.9	Comprehension: Plan and Monitor	RT1.2
Writing, Revising, and Editing Test	A1.11	Writing Trait: Organization	RT1.3
Week 2			
Reading Comprehension Test	A1.13	Comprehension: Compare Viewpoints	RT1.4
Vocabulary Test	A1.17	Comprehension: Plan and Monitor	RT1.5
Writing, Revising, and Editing Test	A1.18	Writing Trait: Ideas	RT1.6
Week 3			
Reading Comprehension Test	A1.20	Comprehension: Compare and Contrast	RT1.7
Vocabulary Test	A1.22	Comprehension: Plan and Monitor	RT1.8
Writing, Revising, and Editing Test	A1.24		
Week 4			
Reading Comprehension Unit Test	A1.26	Comprehension: Identify Facts and Opinions	RT1.9
Vocabulary Unit Test	A1.32	Comprehension: Explain Relationships Between Events	RT1.10
Writing, Revising, and Editing Unit Test	A1.35	Comprehension: Plan and Monitor	RT1.11
		Writing Trait: Voice	RT1.12
		(Also see prior weeks.)	
Oral Reading Assessment Routine	A1.1		
Oral Reading Assessment Progress Tracker	A1.3		
Oral Reading Assessment	A1.4		
Profiles			
Student Profile: Weekly and Unit Assessments	A1.39		
Class Profile: Weekly and Unit Assessments	A1.41		
Student Profile: Strengths and Needs Summary	A1.42		
Writing Rubric	A1.43		
Research Project Rubric	A1.44		
Unit Self-Assessment	A1.45		
Answer Keys and Rubrics	A1.46		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG1.29		
Reading Strategy Assessment	SG1.30		
Reader Reflection	SG1.32		



Assessment Overview



Multiple Measures to Assess Student Learning

National Geographic Reach for Reading offers a comprehensive array of assessments and tools to

- monitor student progress and inform instruction throughout the year
- encourage students to actively participate in their learning
- document student progress on Common Core Standards.

In each unit, there is a variety of assessments and tools you can use to monitor student progress on a weekly and unit level.

Weekly Tests	Unit Tests
Reading Comprehension	Reading Comprehension
Vocabulary	Vocabulary
Writing, Revising, and Editing	Writing, Revising, and Editing
Spelling	Oral Reading
Reading Strategies	

Additional assessments and tools can be used periodically throughout the program:

- Reteaching Masters for Weekly and Unit Tests
- Speaking and Listening Observation Log
- Test-Taking Strategies
- Comprehension Coach
- Benchmark Tests
- Affective and Metacognitive Measures

Weekly and Unit Tests

National Geographic Reach for Reading offers weekly and unit tests to monitor your students' progress on skills taught in each unit of instruction. Weekly Tests provide immediate feedback about students' performance on the skills they learned that week.

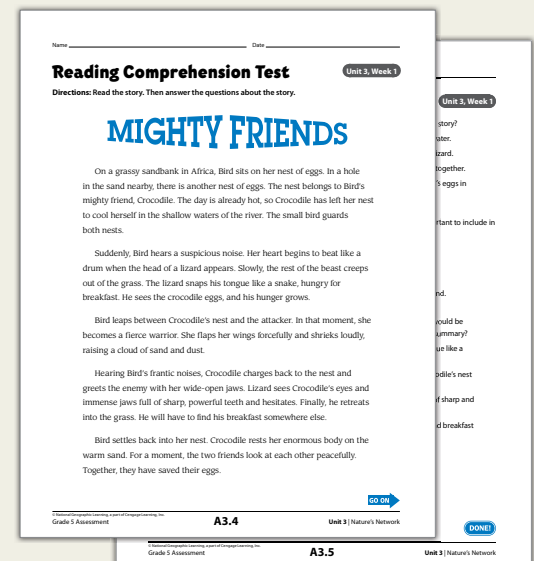
Unit Tests provide a comprehensive view of student performance on all the tested skills in the unit, including Week 4 skills. Unit assessments help you determine which students are making gains on Common Core Standards and which students may benefit from reteaching before moving on to the next unit.

Reading Comprehension Tests

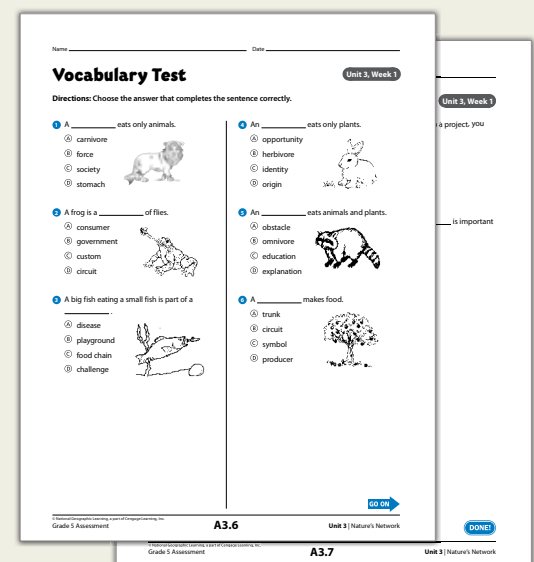
Description and Purpose: Students apply reading skills that they have learned each week and throughout the unit as they respond to new fiction and nonfiction reading passages in the Reading Comprehension Weekly and Unit Tests. Weekly Tests, which consist of multiple-choice items, provide a quick tool to check students' progress. Unit Tests, which also include a constructed-response item, provide a more comprehensive view of what the students have learned during the unit.

Vocabulary Tests

Description and Purpose: In the Week 1 and Week 3 Vocabulary Tests, students demonstrate their understanding of social studies and science content words and academic vocabulary definitions they have learned. You can monitor students' ability to apply unit vocabulary strategies in the Week 2 Vocabulary Test. The Unit Test assesses all vocabulary strategies taught in the unit and encourages students to stretch their knowledge of the unit's vocabulary by answering questions using the unit's key words in context.



Reading Comprehension Weekly Test









Vocabulary Weekly Test

Writing, Revising, and Editing Tests

Description and Purpose: Multiple-choice items and a writing prompt in the Writing, Revising, and Editing Weekly Tests present an opportunity for students to demonstrate their command of the language conventions and writing skills they have learned each week. The Unit Test assesses language and writing skills from the unit with

- discrete grammar items
- a selection with editing and revising items
- an editing task
- a writing prompt based on the skills students learned in the unit Writing Project.

Administration and Scoring for Weekly Tests and Unit Tests: Administer the Weekly Tests at the end of each week of instruction for Weeks 1 through 3. Unit Tests are administered at the end of Week 4. Use the following suggested administration times to schedule test-taking.

	Weekly Test	Unit Test
Reading Comprehension	10-15 minutes 	30-35 minutes 
Vocabulary	5-10 minutes 	10-15 minutes 
Writing, Revising, and Editing	10-15 minutes 	25-30 minutes 

Times are approximate

Answer Keys and Rubrics provide keys to score multiple-choice items and easy-to-use rubrics for all constructed-response items, editing tasks, and skill-based writing prompts. The Unit Test writing prompt can be scored by using the skill-based writing rubric or the trait-based Writing Rubric, which is included in each unit.

After tests are scored, you can compile a student's results for all assessments in the Student Profile for the unit. By analyzing a student's scores from the Student Profile, you can determine where a student is making progress toward program goals and where additional reteaching or intervention might be needed. This information can be recorded for each student on the Strengths and Needs Summary. The Class Profile provides an overall view of student performance so that you can easily group students for reteaching.

Reading Strategy Assessments

Description and Purpose: Assess reading strategies while you conduct student reading conferences during Small Group Reading time. Although the strategy covered in the instruction is noted for each unit, all strategies are provided in every assessment to give you the flexibility to assess the strategies students actually use.

Administration and Scoring: Make a copy of the assessment to use during each student's individual reading conference. During the conference, ask the student which strategies he or she used. Use the Reading Strategy Assessment rubrics to evaluate how well the student used the reading strategies. After circling the student's score for each strategy assessed, you can transfer the scores to the Student Profile for that unit. See the Reading Routines in the Small Group Reading section for instructions about conducting reading conferences.

Name _____ Date _____

Writing, Revising, and Editing Test

 Unit 3, Week 1

Directions: Read the paragraph. Then answer the questions.

Last weekend my family and I went to _____. As soon as we got there, I approached _____ and asked him what animals we might see in _____. He said we would see lots of birds, reptiles, and maybe some amphibians. He said we might even see black bears if we went to the _____. I did not know there were bears in _____. The most exciting animal I saw was _____ called a spadefoot toad. It was not a bear, but it was cool.

1. Choose the answer that goes in Blank 1.

a big bend national park
 Big Bend National Park
 a big bend national park
 the Big Bend National Park

2. Choose the answer that goes in Blank 2.

a ranger
 an ranger
 the Ranger

3. Choose the answer that goes in Blank 3.

park
 a park
 The park
 The Park

4. Choose the answer that goes in Blank 4.

chisos mountains
 Chicos mountains
 chios Mountains
 Chicos Mountains

Grade 5 Assessment A3.8 Unit 3 | Nature's Network

Writing, Revising, and Editing Weekly Test

Name _____ Date _____

Weekly and Unit Assessments

 Unit 3

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Automaticity	Fluency	Comprehension	Expressions	Retelling
	____/4	____/4	____/4	____/4	____/4	____/4

Enter the scores from the Spelling Pre-Test and the End of Week Test in this table. Calculate the percent for each End of Week Test or use the conversion charts on page A3.48.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
The Test (A3.48)	____/10	____/10	____/10	____/10
End-of-Week Test (A3.48)	____/10	____/10	____/10	____/10

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A3.48.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items	Total
	Week 1	Week 2	Week 3		
Literature Test Structures (A3.48)	1 2 3			11 12	____/15
Summarize Literature (A3.48)	4 5			13 (____/?)	____/5
Events, Procedures, Concepts in Informational Text (A3.48)	1 2 6			3 7	____/5
Informational Text Structures (A3.48)	4 7			4 8	____/4
Main Idea (A3.48)		1 2 3 4	1 2 5 6		____/12
Review Skill: Distinguish Fact from Opinion (A3.48)		3 8	5 6 7 8		____/14
Review Skill: Compare and Contrast (A3.48)		5			____/1
Total	____/18	____/18	____/18	____/15	____/15

Vocabulary Tests	Weekly Test Items			Unit Test Items	Total
	Week 1	Week 2	Week 3		
Science Vocabulary (A3.48)	1 2 3 4		1 2 3 4	7 8 9	____/14
Academic Vocabulary (A3.48)	5 6 7 8 9		10 11 12		____/12
Prefix (A3.48)	10 11			5 6	____/6
Suffixes (A3.48)	1 2 3 4			1 2 3 4	____/4
Total	____/11	____/11	____/11	____/12	____/12

Grade 5 Assessment A3.39 Unit 3 | Nature's Network

Student Profile

Name _____ Date _____

Book Title _____ Page _____

Reading Strategy Assessment

 Unit 3

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

Plan and Monitor	Reading Strategy Rubrics		Determine Importance (Unit Focus)
	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> When you do before you start reading the book? When you were reading, did you go back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you? 	<ul style="list-style-type: none"> What questions did you have when you were reading? Did you find answers to the questions? Can you tell me some examples of these kinds of questions and what you learned? 	<ul style="list-style-type: none"> What is an important idea in the book you read? Why do you think that's important? How would you summarize this book for someone who has not read it? 	
<ul style="list-style-type: none"> 4. Carefully preview text and make and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently. 	<ul style="list-style-type: none"> 4. Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book. 	<ul style="list-style-type: none"> 4. Uses many parts of the text (questions, title, words) to accurately identify an important idea, and summarizes the important ideas in the book. 	
<ul style="list-style-type: none"> 3. Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clearly text independently. 	<ul style="list-style-type: none"> 3. Asks relevant questions and seeks for answers to clarify confusion or understand the text. 	<ul style="list-style-type: none"> 3. Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance. 	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 2. Asks only literal questions. 	<ul style="list-style-type: none"> 2. Attempts to identify and summarize important ideas, but is inaccurate. 	
<ul style="list-style-type: none"> 1. Does not preview or make predictions. Is not aware of when to monitor comprehension or clarify meaning. 	<ul style="list-style-type: none"> 1. Does not ask questions or asks irrelevant questions. 	<ul style="list-style-type: none"> 1. Cannot identify an important idea. 	

Grade 5 Assessment SG3.30 Unit 3 | Nature's Network

Reading Strategy Assessment

Assessment Overview, continued

Oral Reading Assessments

Description and Purpose: Oral reading fluency is strongly correlated to reading comprehension. These individualized assessments enable you to measure oral reading fluency at least once during each unit. The timed readings and corresponding teacher pages incorporate

- features of a running record
- a Words Correct Per Minute score (wcpm)
- rubrics to assess the oral reading fluency focus for the unit
- a retelling rubric to check student comprehension.

Administration and Scoring: Refer to the Oral Reading Assessment Routine on page A1.1 for administration and scoring instructions. Use the Oral Reading Assessment Progress Tracker on page A1.3 to monitor each student's progress in fluency as he or she moves through the units in the program.

Other Assessments and Tools

Reteaching Masters

After using the results of the Weekly and Unit Tests to determine your students' needs, use the Reteaching Masters to support students who need additional help in learning key skills. A Reteaching Master is provided for key tested skills in each unit.

Speaking and Listening Observation Log

Description and Purpose: Use the Speaking and Listening Observation Log to guide and record your observations about students' speaking and listening behaviors. The behaviors included align with the Common Core Standards. The log is located in the Small Group Reading section of the Teacher's Edition for each unit.

Administration and Scoring: Make one copy of the Speaking and Listening Observation Log for your class. As you observe individual student behaviors, record your observations on the log.

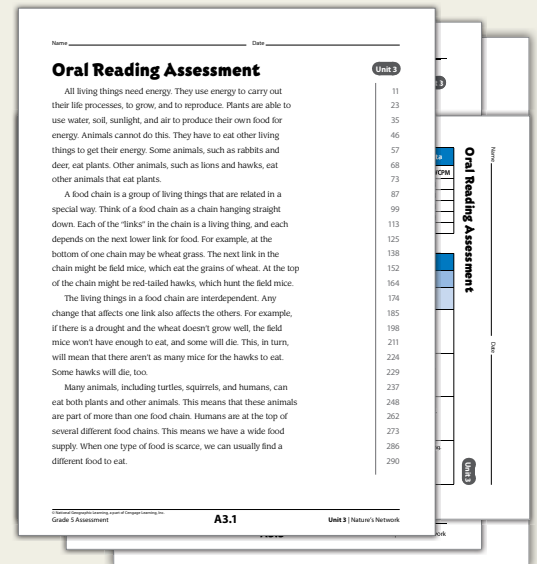
Test-Taking Strategies

Becoming more familiar with test-taking strategies can help students be more comfortable and confident when taking any test. Short, structured lessons reinforce each strategy while the students apply these test-taking tips and strategies to practice material.

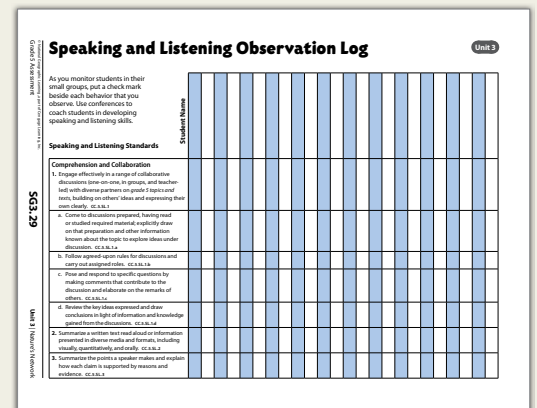
These materials are available as online PDFs and can be printed or projected easily on interactive whiteboards or other display devices. Additional test-taking strategy practice can be found in the Practice Masters.

Comprehension Coach

The **Comprehension Coach** provides students with a suite of tools for the Student Book eEditions that help students build comprehension skills and oral reading fluency. Students can choose a reading selection, answer comprehension questions while they read, and record and listen to themselves reading a selection out loud to practice oral fluency. Progress reports, reading reports, and individualized word practice lists help you and your students monitor their progress and engage in their learning.



Oral Reading Assessment Passage and Rubrics



Speaking and Listening Observation Log



Comprehension Coach

Benchmark Tests

Description and Purpose: Measure student progress against grade-level Common Core Standards to inform instruction and help ensure student success. Three forms of the Benchmark Tests are available in a separate Benchmark Tests Masters booklet.

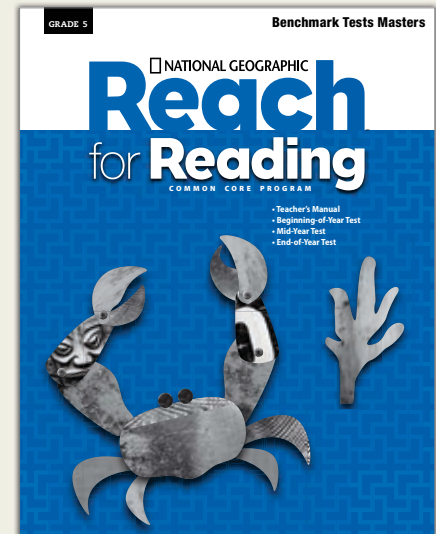
Administration and Scoring: Benchmark Tests should be administered periodically throughout the year, such as at the beginning, middle, and end of the school year. Select one form to administer and make a copy for each student. Use the Answer Key, Student Profile, and Class Profile in the Benchmark Tests Masters booklet to score and evaluate student progress on the Common Core Standards.

Affective and Metacognitive Measures

Description and Purpose: Personal interests and attitudes affect motivation, and motivation is an important factor in reading and writing performance. You can help students make personal connections and think about their own learning through reflection and metacognition with the personal surveys and inventories available in *National Geographic Reach for Reading*. These materials are available as online PDFs and can be printed or projected easily on interactive whiteboards or other display devices.

- Affective Measures help you and your students pursue their interests in and examine their attitudes toward reading and writing.
- Metacognitive Measures, such as the Unit Self-Assessment, help you and your students think about and monitor their learning. The metacognitive ability to monitor, evaluate, and adjust the processes one uses while reading and writing is essential to becoming an effective reader and writer.

Administration and Scoring: Administer Unit Self-Assessments at the end of each unit of instruction, just prior to administering the Unit Test. Administer the Reader Reflection during Small Group Reading time. Other Affective and Metacognitive Measures may be administered at your discretion. We recommend that you administer them at the beginning of the program as a survey of students' interests and attitudes toward reading and writing. You may also choose to administer them multiple times to compare changes in interests and attitudes over time.



Benchmark Tests Masters

I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
use prefixes and suffixes to understand new words.			
determine importance when I read.			
clarify the problem, the turning point, and the resolution in stories.			
relate concepts when I read.			
compare how information is organized in different texts.			
find main ideas and their supporting details.			
use regular and irregular plural nouns correctly.			
use collective nouns correctly.			
write common and proper nouns correctly.			

Affective and Metacognitive Measures

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Oral Reading Assessment

- Unit 1 A1.3–A1.6
- Unit 2 A2.1–A2.3
- Unit 3 A3.1–A3.3
- Unit 4 A4.1–A4.3
- Unit 5 A5.1–A5.3
- Unit 6 A6.1–A6.3
- Unit 7 A7.1–A7.3
- Unit 8 A8.1–A8.3

Reach into Phonics Kit

PRINT ONLY

Small Group Reading Books

TECHNOLOGY ONLY

Comprehension Coach

MATERIALS

timer • audio recording device

Administering the Assessment

Oral Reading Fluency Routine

1. Choose a reasonably quiet area that is free from distractions where you can conduct the one-on-one assessment. Sit directly across from the student.
2. Place a copy of the passage in front of the student. To get an objective measure, do not show the passage to the student in advance. The passage should be new for the student. Shield your version so the student cannot see what is marked. (A clipboard that can rest on your lap is effective.) Keep the timer or stopwatch out of sight to prevent the student from focusing on speed.
3. Provide instructions:
 - *Please read this passage out loud as well as you can.*
 - *If you have trouble with a word, I will tell you the word so you can keep reading.*
 - *I will tell you when it is time to stop.*
4. Point to the first word in the passage. Say: *Start here. Begin now.*
5. Start your stopwatch when the student reads the first word. If the student does not read the first word after three seconds, say the word and mark it incorrect.
6. As the student reads, mark the passage as shown below.
7. At the end of one minute, put a bracket after the last word read, but allow the student to finish the sentence before you say stop.

Sample of Scored Oral Reading Fluency Passage

Miscues

Slashes indicate words that the student skips or mispronounces.

Self-Corrects

If a student self-corrects, annotate the word with sc.

Stopping Point

After one minute, use a bracket to indicate the last word read.

Name Sam Park Date Nov. 10

Oral Reading Assessment

Unit 1

My grandmother grew up in Brazil. She loves to be surrounded	11
by plants. Grandma always says, "Plants remind me of my childhood."	22
Even though she already has plants all over her yard, she insists	34
on getting more and more.	39
SC	49
Inside her house, potted tropical houseplants hang on hooks. More	60
plants line the bookshelves. The living room has the most plants.	71
My two older brothers call it the Amazon Room because the	84
walls are hidden by plants. When you walk in, you see green leaves	94
curling up from pots. Flowers dot the room with color.	107
One night I slept in a sleeping bag on the floor of Grandma's	120
living room. I was excited to be "camping out" there because it would	133
almost be like sleeping in a real jungle but without the hard ground.	133
Grandma made a fire in the fireplace that night so	133

Oral Reading Comprehension Routine (Optional)

For students who read with automaticity, assess comprehension by asking them to retell the passage. To begin the retelling, say: *Please read this passage out loud again. This time I will not stop you. When you finish, I will ask you to tell me about what you read. Try to tell me everything you can.*

Scoring the Assessment and Tracking Scores

1. For Accuracy and Rate, calculate the number of words correct per minute (wcpm). Words marked with *sc* should be counted as correct. The Hasbrouck and Tindal grade-level norms are provided if you want to compare a student's wcpm to a national sample.
2. Use the Oral Reading Fluency Rubrics to rate the student's Automaticity and the oral reading fluency focus for the week (Phrasing, Intonation, or Expression).
3. Use the Retelling Rubric to rate the student's retelling of the passage.
4. To view a student's performance over time, enter scores on the Student Profile: Oral Reading Assessment Progress Tracker.

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

Accuracy and Rate

Reteaching and Practice

Use Learning Station Time to differentiate instruction and provide practice for every learner.

Score	Issue	Strategy
4	<ul style="list-style-type: none"> • Students are ready for more challenging texts • Students can model fluency for lower-level readers 	<ul style="list-style-type: none"> • Assign an OL or AL Small Group Reading book. Invite students to select a portion of the book and rehearse and record a dramatic oral reading of that section. Save recordings and pages at a listening station for other students. • Encourage students to monitor wcpm for longer readings using the Comprehension Coach. • For oral reading fluency, group higher-level readers with lower-level readers for paired reading. <i>Use the Paired Reading Routine, page BP31.</i>
3	<ul style="list-style-type: none"> • Students need repeated practice to develop automaticity • Students can build fluency with leveled texts 	<ul style="list-style-type: none"> • For students who can improve accuracy and rate: • Have students practice rereading the Oral Reading Assessment passage to improve rate and improve automaticity. • Have students select a portion of their Small Group Reading book. Have them rehearse and record a dramatic oral reading of that section. • Encourage students to monitor wcpm for longer readings using the Comprehension Coach. • For students who can improve comprehension: • Encourage students to underline key ideas and take notes as they silently reread the passage. Then have students retell the passage again.
2	<ul style="list-style-type: none"> • Students need targeted phonics intervention • Students can build fluency with leveled texts and reading routines 	<ul style="list-style-type: none"> • Evaluate miscues to identify gaps in decoding proficiency. Use Reach into Phonics for intervention. • <i>Use Additional Reading Routines on pages BP30–BP31 for fluency practice.</i>
1	<ul style="list-style-type: none"> • Students need intensive phonics intervention • Students can build fluency with leveled texts and reading routines 	<ul style="list-style-type: none"> • Evaluate miscues to identify common errors. Use the Reach into Phonics Placement Test to place students for intensive phonics intervention. See Reach into Phonics, pages T257–T282. • <i>Use Additional Reading Routines on pages BP30–BP31 for fluency practice.</i>

Name _____

Oral Reading Assessment Progress Tracker

Record the student's scores from the Oral Reading Assessment to track progress over time. For Accuracy and Rate, enter words correct per minute (wcpm). For the other rows, enter the student's rubric score.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (wcpm)								
Automaticity and Pace								
Phrasing								
Intonation								
Expression								
Retelling (optional)								

Oral Reading Assessment

Unit 1

My grandmother grew up in Brazil. She loves to be surrounded by plants. Grandma always says, "Plants remind me of my childhood." Even though she already has plants all over her yard, she insists on getting more and more.

Inside her house, potted tropical houseplants hang on hooks. More plants line the bookshelves. The living room has the most plants. My two older brothers call it the Amazon Room because the walls are hidden by plants. When you walk in, you see green leaves curling up from pots. Flowers dot the room with color.

One night I slept in a sleeping bag on the floor of Grandma's living room. I was excited to be "camping out" there because it would almost be like sleeping in a real jungle but without the hard ground. Grandma made a fire in the fireplace that night so I could roast marshmallows and read by the firelight. I read until it was quite late and the fire was going out.

Next thing I knew, I was dreaming about walking through a tangle of greenery, pushing leaves and vines aside to clear a path. The more vines I pushed away, the more there seemed to be blocking my path. The vines were beginning to wind around my legs. I was having trouble walking. Then I tripped and began to fall.

When I woke up, I was sitting upright in my sleeping bag. The smell of the fire and the flowers reminded me that I was in the Amazon Room. Everything was quiet, and it smelled of damp soil. I breathed deeply, lay down, and went back to sleep in Grandma's delicious jungle.

11
22
34
39
49
60
71
84
94
107
120
133
145
157
165
175
188
200
212
224
236
247
259
272
276

Oral Reading Assessment

Unit 1

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83

Accuracy and Rate

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

Oral Reading Fluency Rubrics				
	Automaticity	Phrasing	Intonation	Expression
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

Oral Reading Assessment

Unit 1

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 1, Week 1

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

Mario and Rafa

“Rafa! I haven’t seen you since we were eight!” Mario shouted as he entered my house. After five years, Mario was back in Mexico for a visit.

“Here, Rafa, this is for you,” said Mario, handing me a T-shirt from Texas. I was surprised by his strong, confident voice because, before he moved to the United States, Mario was shy.

“Do you want to go to the park like we used to?” he asked. When we were younger, we loved to hunt for grasshoppers there. We crept by the tall grass at the edge of the park and waited for the grasshoppers to jump. After we got tired of that, we flew our kites until it was time to go home.

The two of us decided to walk to the park, but neither of us wanted to fly kites or catch insects—we were too old for that. Instead, Mario told me about his life in Texas. He said that at first it was hard to make new friends there. He had to learn to be friendly and to talk to kids he didn’t know.

We had a good laugh about all of the ways we used to try to catch those grasshoppers. Finally it started getting dark. I was sorry that our day together was ending. I knew, though, that I had a great friend no matter where Mario lived.

A blue arrow pointing to the right with the words "GO ON" written inside it in white capital letters.

Reading Comprehension Test

Unit 1, Week 1

COPY READY

1 Rafa can tell that Mario has changed because Mario —

- (A) is visiting Mexico.
- (B) wants to go to the park.
- (C) speaks with a strong voice.
- (D) brings his friend a present.

2 How did Mario change after he moved to Texas?

- (A) He acted less shy.
- (B) He forgot about home.
- (C) He made fewer friends.
- (D) He flew kites more often.

3 Which of these tells how Mario and Rafa have changed in the last five years?

- (A) They are great friends.
- (B) They have very little to talk about anymore.
- (C) They are not interested in going to the park.
- (D) They feel too old to play the way they used to.

4 You can tell that Mario and Rafa have started to grow up because they —

- (A) live in different places.
- (B) have made new friends.
- (C) remember how to fly a kite.
- (D) do not want to catch grasshoppers.

Score
_____/4

DONE!

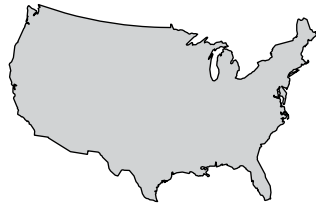
Vocabulary Test

Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 The United States is a _____.

- (A) supply
- (B) branch
- (C) country
- (D) moment



2 They celebrate the Fourth of July. It is part of their _____.

- (A) furniture
- (B) culture
- (C) health
- (D) truth



3 They get an _____ at school.

- (A) oasis
- (B) island
- (C) anchor
- (D) education



4 He makes money from his _____.

- (A) employment
- (B) language
- (C) container
- (D) doubt



5 _____ means moving to a country that is different from where you were born.

- (A) Plan
- (B) Statement
- (C) Preparation
- (D) Immigration



COPY READY

GO ON 

Vocabulary Test

Unit 1, Week 1

COPY READY

- 6 An _____ is a good chance to do something.
- (A) opportunity
 - (B) instrument
 - (C) example
 - (D) instant
- 7 A _____ is something that stands for something else.
- (A) tunnel
 - (B) village
 - (C) symbol
 - (D) mistake
- 8 When you _____, you change words and ideas from one language to another.
- (A) behave
 - (B) defend
 - (C) complain
 - (D) translate
- 9 A _____ is a change from one situation to another.
- (A) department
 - (B) transition
 - (C) sidewalk
 - (D) force
- 10 A _____ is a place where people go to be safe or to find shelter.
- (A) refuge
 - (B) pattern
 - (C) contest
 - (D) holiday

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

In the early 1900s, many people arrived in New York City. 1 landed at a place called Ellis Island. On one day, almost 12,000 people 2. Often, these immigrants joined people they knew who had already moved to the United States. In New York City, 3 found old friends. Other people moved in with relatives. Many immigrants 4.

1 Choose the answer that goes in Blank 1.

- (A) Usually
- (B) Immigrants
- (C) From Europe
- (D) In large ships

2 Choose the answer that goes in Blank 2.

- (A) arrived there
- (B) with very little food
- (C) in search of a better life
- (D) both children and grown-ups

3 Choose the answer that goes in Blank 3.

- (A) sometimes
- (B) is a big city
- (C) where people
- (D) some newcomers

4 Choose the answer that goes in Blank 4.

- (A) very excited
- (B) with great hopes
- (C) stayed in New York
- (D) from different countries

GO ON 

Writing, Revising, and Editing Test

COPY READY

- 5 Which of these is a complete and correct sentence?
- (A) Even now immigrants arrive daily.
 - (B) Even now immigrants arriving daily.
 - (C) Even now immigrants who arrive daily.
 - (D) Even now when immigrants arrive daily.

- 6 Which of these is a complete and correct sentence?
- (A) When these people hope for a better life in the United States.
 - (B) These people who hope for a better life in the United States.
 - (C) These people hoping for a better life in the United States.
 - (D) These people hope for a better life in the United States.

- 7 Imagine you are writing a story about someone who faces a challenge doing something new. Write the first paragraph to introduce the main character. Use details to show what the main character is like and what the problem is. Underline the details that give clues about the main character and the problem.

Score	
_____ /6	multiple-choice
_____ /4	writing

DONE!

Reading Comprehension Test

Unit 1, Week 2

Directions: Read the e-mails. Then answer the questions about the e-mails.

From: Gary Balducci
To: Kris King
Subject: Being a Peer Helper!

Dear Kris,

Today, I served as a peer helper for a new student at our school. I couldn't wait to meet Tomas because not only was he new to our school, he was new to the United States!

Being in charge of showing new students around makes me feel proud. I like our school a lot, and I was pretty sure that the new student would, too. After I met Tomas, I took him to see the classrooms. Then I introduced him to his teachers, the people who work in the office, and a bunch of my friends. He was pretty quiet, so I was extra cheerful to make up for it.

Gary

From: Amanda Rodriguez
To: Leah Rodriguez
Subject: Helping New Students

Dear Aunt Leah,

I was nervous today because it was my first day as a peer helper at school. It was a big responsibility to explain everything a new student needs to know. Plus, I didn't speak Thu's language, and she hardly spoke any English.

What saved us was her locker. She had a new locker, and I was supposed to show her how to do the combination. So I turned the locker dial to a number and said really slowly, "Twenty-two." I tried several times, but the door wouldn't open!

Finally, Thu asked to see the combination number. Then she pointed at the locker door. We were at the wrong locker! We both laughed, and the ice was broken.

Amanda



Reading Comprehension Test

COPY READY

- 1 What do the words I couldn't wait tell you about Gary's viewpoint?
- (A) He was bored.
 - (B) He felt excited.
 - (C) He felt surprised.
 - (D) He was nervous.
- 2 Which words show that Gary wants to encourage the new student?
- (A) *he was new to the United States*
 - (B) *makes me feel proud*
 - (C) *I like our school a lot*
 - (D) *I was extra cheerful*
- 3 Amanda has a different viewpoint from Gary because she feels —
- (A) anxious about helping.
 - (B) shy about making friends.
 - (C) embarrassed about her school.
 - (D) worried finding her way around.
- 4 Gary and Amanda share the viewpoint that new students should —
- (A) have their own locker.
 - (B) get extra help in class.
 - (C) feel welcome at school.
 - (D) speak a second language.

GO ON 

Reading Comprehension Test

Unit 1, Week 2

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

The Smell of Home

When our family moved to the United States, there were many changes for us all, but Grandfather had the hardest time. Sure, it was strange to hear English everywhere, but it wasn't just that. Everything was new—the schools, the stores, the people, and the food!

Grandfather was quieter after the move, and he rarely spoke about Vietnam. On a trip to the store with Mom, I told her that I thought he was homesick.

"You're probably right," she said. I thought for a while. Then I asked what ingredients go into *pho*. Pho is a popular noodle soup from our homeland and one of Grandfather's favorite dishes.

"I like the way you think," Mom said.

We bought beef, spices, noodles, onions, and some other vegetables, and after we got home, the two of us got busy in the kitchen. Soon, the smell of Vietnam filled the house.

Later, Grandfather seated himself in front of a big, steaming bowl. "This is the smell of our homeland," he said happily. "Thank you."

"You're welcome," I said, helping myself to some of the warm broth. "Food helps us remember, doesn't it?"

Grandfather just smiled and served Mom a bowl of pho.

COPY READY

GO ON 

Reading Comprehension Test

COPY READY

- 5 Which words show how the family feels about hearing English spoken everywhere?
- (A) *were many changes*
 - (B) *it was strange*
 - (C) *everything was new*
 - (D) *was quieter after the move*
- 6 What do the words "I thought he was homesick" tell about the narrator's viewpoint?
- (A) She is worried about Grandfather.
 - (B) She is embarrassed by Grandfather.
 - (C) She wants to leave Grandfather alone.
 - (D) She thinks Grandfather is being childish.
- 7 Which statement shows Mom's viewpoint that making *pho* for Grandfather is a good idea?
- (A) *"You're probably right."*
 - (B) *"I like the way you think."*
 - (C) *"This is the smell of our homeland."*
 - (D) *"Food helps us remember, doesn't it?"*
- 8 What is Grandfather's viewpoint when he sits down to eat?
- (A) He is tired.
 - (B) He feels sad.
 - (C) He is excited.
 - (D) He feels grateful.

Score
_____/8

DONE!

Vocabulary Test

Directions: Read the questions. Use the dictionary entries to choose the best answer.

graduate (*gra-ju-wāt*) *verb* **1** to receive a diploma **2** to mark with measurements **3** to pass from one stage of experience to another
noun **4** a person who has graduated

monitor (*mon-nu-tur*) *noun* **1** a student who helps a teacher **2** a tropical lizard **3** a type of ship *verb* **4** to watch or keep track of work

COPY READY

1 Which meaning of graduate is used in this sentence?

Carlos will graduate from high school in May.

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

2 Which meaning of graduate is used in this sentence?

After learning to make cupcakes, I was ready to graduate to birthday cakes.

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

3 Which meaning of monitor is used in this sentence?

Mike was chosen to be the hall monitor.

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

4 Which meaning of monitor is used in this sentence?

If you want to save money, you must monitor your savings.

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

In 1 people immigrated from China to the United States. The new immigrants worked as miners and helped build railroads in California. When the railroads were 2 of the immigrants moved to New York. By 1880, the east side of New York City was home to many Chinese immigrants and Chinese-Americans. The neighborhood they lived in 3. Due to immigration 4 slowed after 1882. 5 came later when a new law was passed. More people from China moved to New York and opened markets, restaurants, and factories. As the area continued to 6 became an important part of New York City.

1 Choose the answer that goes in Blank 1.

- (A) 1840, many
- (B) 1840. Many
- (C) 1840, when many
- (D) 1840. When many

2 Choose the answer that goes in Blank 2.

- (A) completed. Many
- (B) completed, many
- (C) completed, and many
- (D) completed so that many

3 Choose the answer that goes in Blank 3.

- (A) which is part of Manhattan
- (B) is now called Chinatown
- (C) at the time they arrived
- (D) to build a community

4 Choose the answer that goes in Blank 4.

- (A) laws, population growth
- (B) laws. Population growth
- (C) laws and population growth
- (D) laws when population growth

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) In 1965
- (B) However,
- (C) More newcomers
- (D) After many decades,

6 Choose the answer that goes in Blank 6.

- (A) grow, and it
- (B) grow and
- (C) grow. It
- (D) grow, it

7

Your class is writing about reasons people still come to the United States today. Write an opening paragraph that introduces the topic of your essay. Underline the topic.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit 1, Week 3

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

COPY READY

LADY LIBERTY



My grandparents tell stories about seeing the Statue of Liberty when they moved to New York City. The Statue of Liberty is sometimes called Lady Liberty. It is in the form of a woman wearing flowing robes and a spiked crown. She holds a torch in her right hand. In her left hand, she holds a book of law. The broken chains at her feet are a symbol of liberty.

The Statue of Liberty is in New York Harbor. She stands on Liberty Island, near Ellis Island. The statue has its own amazing story. It was built in France and shipped to the United States as a gift in 1884.

Many people are surprised that the statue does not face the United States. Instead, she looks out toward the ocean. This was meant as a reminder of the friendship between the United States and France.

At the time, people did not realize the affect this would have. Millions of immigrants entered the United States through Ellis Island from 1892 to 1954. As the large steam ships entered New York Harbor, there was the statue rising up from the land. After a long and tiring journey, immigrants were often deeply moved by Lady Liberty's face. The Statue of Liberty first symbolized a friendship between two countries. The monument is now also a symbol for freedom and a better life.



Lady Liberty is more than 300 feet tall. That is as high as a 28-story building.

GO ON 

Reading Comprehension Test

Unit 1, Week 3

- 1 Lady Liberty is compared to a 28-story building because of —
- (A) how tall she is.
 - (B) where she stands.
 - (C) what she represents.
 - (D) how she affects people.
- 2 The statue and the immigrants are alike because they both —
- (A) arrived as a gift to the United States.
 - (B) sought a better life in the United States.
 - (C) came to the United States from somewhere else.
 - (D) were brought to the United States on the same ship.
- 3 Instead of facing the United States, the Statue of Liberty faces —
- (A) the ocean.
 - (B) the harbor.
 - (C) Ellis Island.
 - (D) Liberty Island.
- 4 How is the meaning of the statue different now?
- (A) It is now a symbol of truth.
 - (B) It is now a symbol of freedom.
 - (C) It is now a symbol of searching.
 - (D) It is now a symbol of friendship.

COPY READY

Score
_____/4

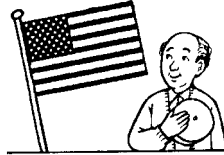
DONE!

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

1 _____ is belonging to a country.

- (A) Citizenship
- (B) Attention
- (C) Silence
- (D) Nature



4 _____ money is from another country.

- (A) Price
- (B) Short
- (C) Foreign
- (D) Grateful



2 They watch a parade. It is their _____.

- (A) act
- (B) game
- (C) custom
- (D) exercise



5 The _____ of peanut butter is peanuts.

- (A) age
- (B) bowl
- (C) bread
- (D) origin



3 The United States has many _____ groups.

- (A) asleep
- (B) ethnic
- (C) ready
- (D) easy



COPY READY

GO ON

Vocabulary Test

6 A _____ is a group of people who share rules and customs.

- (A) factory
- (B) society
- (C) message
- (D) vacation

7 The _____ of a group is how different the members of the group are.

- (A) exercise
- (B) diversity
- (C) happiness
- (D) government

8 Your _____ is who you are.

- (A) identity
- (B) shadow
- (C) silence
- (D) company

9 If you _____, you change.

- (A) talk
- (B) reply
- (C) adapt
- (D) remain

10 A _____ is a difficult task or situation.

- (A) library
- (B) ladder
- (C) weight
- (D) challenge

COPY READY

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

My grandfather was born on an island in Greece. When he moved to the United States, he 1 . He moved to Chicago, where he found not only Greek people from the islands 2 Greek immigrants from the mainland. My grandfather quickly made friends. Next he needed to work. He had 3 before because in Greece he worked as a fisherman from the time he was a small boy. Neither my grandfather 4 most of his new friends could speak English. This made looking for work difficult. Most of his friends worked 5 in factories or in warehouses, but 6 job openings. It seemed they were 7 . One day, however, grandfather and a friend visited a steel mill outside of Chicago. At the steel mill, 8 my grandfather and his friend were hired.

1 Choose the answer that goes in Blank 1.

- (A) did not know anyone
- (B) did not know no one
- (C) did not know none
- (D) no knew anyone

2 Choose the answer that goes in Blank 2.

- (A) but
- (B) also
- (C) but also
- (D) and also

3 Choose the answer that goes in Blank 3.

- (A) not looked for no job
- (B) never looked for a job
- (C) never looked for no job
- (D) not never looked for a job

4 Choose the answer that goes in Blank 4.

- (A) or
- (B) but
- (C) and
- (D) nor

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) both
- (B) either
- (C) neither
- (D) not only

6 Choose the answer that goes in Blank 6.

- (A) no of these businesses had any
- (B) none of these businesses had no
- (C) none of these businesses had any
- (D) none of these businesses had none

7 Choose the answer that goes in Blank 7.

- (A) not hiring no one
- (B) not hiring nowhere
- (C) not hiring anywhere
- (D) hiring no one nowhere

8 Choose the answer that goes in Blank 8.

- (A) both
- (B) none
- (C) either
- (D) neither

9

You are preparing to write a research report about how early immigrants contributed to the growth of the United States. Narrow the topic and write it down. Then write one main question and two specific questions to guide your research. Use a question word in each question: *who*, *what*, *when*, *where*, *why*, *which*, or *how*. Underline the question word in each question.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

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

◆◆◆◆ The History of Pizza ◆◆◆◆

There is nothing quite as delicious as a slice of pizza. The history of pizza is an interesting story, a story about immigration. When most people think of pizza, they think of pepperoni or cheese on a sea of tomato sauce, all on top of a golden brown crust. It might surprise them to learn that pizza has a very long history.



It all started with the tomato, which is one of the main ingredients of pizza. The tomato first came from North and South America. It was probably an explorer who brought the tomato to Italy in the 1500s. The Italians loved tomatoes. They began to put tomato sauce, vegetables, and cheese on a thin, flat bread. The pizza was born! Pizzas became very popular in Italy. By the 1900s, even the king and queen of Italy ate pizza.

Many Italians immigrated to the United States in the 1900s. Some opened pizza stores in New York City and Chicago. At the time, few customers had enough money to buy a whole pizza. Instead, they bought a slice, just as we do today.

In the 1940s, during World War II, soldiers from the United States went to Italy. They ate pizza and loved it. When the soldiers returned home, they still wanted to eat pizza. By the 1950s, pizza restaurants were very popular all over the country.

Pizzas are now a big part of American culture. Countless pizza places dot the landscape. Restaurants even deliver to customers' homes. From its simple beginnings over 500 years ago, pizza is still a favorite with many people today. It probably will be for a very long time.

GO ON 

Reading Comprehension Test

Unit Test

- 1** Which of these is an **opinion**?
- (A) There is nothing quite as delicious as a slice of pizza.
 - (B) The tomato first came from North and South America.
 - (C) By the 1900s, even the king and queen of Italy ate pizza.
 - (D) Few customers had enough money to buy a whole pizza.
- 2** How is the way the tomato came to Italy like the way the pizza came to the United States?
- (A) Soldiers found them.
 - (B) Restaurants created them.
 - (C) Someone brought them here.
 - (D) Kings and queens ordered them.
- 3** What was the effect of the tomato being brought to Italy?
- (A) Italians created a dish called pizza.
 - (B) Italians immigrated to the United States.
 - (C) Explorers went to North and South America.
 - (D) Soldiers from the United States went to Italy.
- 4** Which of these is a **fact**?
- (A) Pizzas are now a big part of American culture.
 - (B) Many Italians immigrated to the United States in the 1900s.
 - (C) They ate pizza and loved it.
 - (D) It might surprise them to learn that pizza has a very long history.
- 5** Which of these is an **opinion**?
- (A) Some pizza stores opened in Chicago.
 - (B) The history of pizza is an interesting story.
 - (C) Restaurants even deliver to customers' homes.
 - (D) The tomato is one of the main ingredients of pizza.
- 6** Which of these is a **fact**?
- (A) Pizza probably will be popular for a very long time.
 - (B) Countless pizza places dot the landscape.
 - (C) It was probably an explorer who brought the tomato to Italy.
 - (D) During World War II, soldiers from the United States went to Italy.

GO ON 

Reading Comprehension Test

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

Remembering

Emily's eyes widened. She looked at the photo of a smiling woman climbing a sea cliff. "Aunt Jo, this is you!"

Aunt Jo set down the box she was unpacking. She looked at her niece fondly. "Hey, you're supposed to be unpacking those photo albums, not looking at them."

She came over and settled into the couch next to her niece. "This was in Japan," she said. "I taught English there right after college."

"I can't believe you climbed that rock," said Emily. "Weren't you scared?"

"I learned to rely on myself in Japan. It started with the 18-hour plane flight! Once I landed, everything was new. I even had a hard time finding the right train to take me to where I would be teaching."

"How much Japanese did you study in college?" asked Emily.

"None. It made everything difficult at first. I decided to treat my time in Japan as an adventure. I promised myself to keep an open mind and not get homesick."

"Did you get homesick anyway?" Emily asked.

"A little, but whenever I felt bad, I pushed myself to try something new. Sometimes it was food. Sometimes it was an activity, like rock climbing with my new friends." Aunt Jo smiled and pointed at the photo. "Looking at this, I feel a little homesick for Japan!"

GO ON 

Reading Comprehension Test

- 7 What makes Aunt Jo feel homesick for Japan?
- (A) seeing an old photograph
 - (B) spending time with new friends
 - (C) unpacking boxes with her niece
 - (D) remembering her college classes
- 8 Which of these tells how living in Japan changed Aunt Jo?
- (A) She took a long plane flight.
 - (B) She learned to rely on herself.
 - (C) She found that everything was new.
 - (D) She had a difficult time with the language.
- 9 What was Aunt Jo's viewpoint of her time in Japan?
- (A) an adventure
 - (B) a time to study
 - (C) just a regular job
 - (D) a challenging time
- 10 What does "whenever I felt bad, I pushed myself to try something new" tell about Aunt Jo's viewpoint?
- (A) She felt sorry for herself a lot.
 - (B) She felt impatient with herself.
 - (C) She did not want to do anything more than once.
 - (D) She did not want to waste time feeling homesick.

GO ON 

Reading Comprehension Test

Unit Test

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

We interviewed the two newest students to our school, Dalan Polatli and Alicia Alvarez, for our school newspaper.

Interviewer: What was it like to move to a new country and learn a new language?

Dalan Polatli: When we first moved to the United States, I was eleven. I knew Turkish, but I only spoke a little English, so going to an American school was hard for me at first. Other kids would tell jokes and laugh. I would laugh along, too, but I didn't really know what was funny.

As I learned more English, I started looking at everything through new eyes. Familiar things like dogs or houses needed new names, and there was a joy to it. The world seemed fresh all over again, and after a while, I started laughing for the right reasons!

Alicia Alvarez: The day that we moved into our new home, I met our neighbor. She was very friendly, and she could see that I was too shy to speak with her.

"Please feel free to practice your English with me," she said, "and I will learn some Spanish from you."

I liked that, and from then on my neighbor and I learned from each other. For a long time, though, I felt like I was stuck between languages. Which language is truly mine, I wondered—my old home language or my new language?

GO ON 

Reading Comprehension Test

- 11 How is Dalan different from Alicia?
- (A) Dalan is too shy to speak.
 - (B) Dalan gets to know his neighbors.
 - (C) Dalan laughs with the kids at school.
 - (D) Dalan shares his home language with others.
- 12 For Dalan, what was the effect of looking at everything through new eyes?
- (A) He made more friends.
 - (B) Everything seemed funny.
 - (C) Learning became a pleasure.
 - (D) English and Turkish seemed alike.
- 13 What caused Dalan to laugh for the right reasons?
- (A) attending an American school
 - (B) knowing he could speak Turkish
 - (C) being able to understand English
 - (D) feeling welcome in the United States
- 14 For Alicia, what was the effect of meeting one of the neighbors?
- (A) She improved her English.
 - (B) She felt at home in the United States.
 - (C) She saw the world in a fresh way.
 - (D) She started meeting other people.

- 15 Compare the viewpoints of Alicia and Dalan. Explain how they are the same or different, and how you can tell.

Score
____/17

DONE!

Vocabulary Test

Unit Test

Directions: Read the questions. Use the dictionary entry to choose the best answer.

passage (pa-sij) *noun* **1** a path by which something passes **2** the action of passing from one place to another **3** an act of traveling by sea or air **4** a short part of a written work

- 1 Which meaning of passage is used in this sentence?

We followed the tour guide through the narrow passage.

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

- 2 Which meaning of passage is used in this sentence?

Our principal read a passage from a speech by Dr. Martin Luther King, Jr.

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

GO ON 

Vocabulary Test

Directions: Read the questions. Use the thesaurus entries to choose the best answer.

good adj. **1** *My father is a good man who does the right thing.* VIRTUOUS, noble **2** *These grapes are really good.* PLEASANT, tasty **ANTONYM** evil, cruel, mean, harmful

afraid adj. **1** *She was afraid of the dark.* SCARED, worried **2** *I'm afraid I have to leave early.* SORRY, regretful **ANTONYM** relieved, peaceful, confident, comforted

3 Which word from the thesaurus **best** replaces good in this sentence?

I like to read a good book at night.

- (A) pleasant
- (B) virtuous
- (C) noble
- (D) tasty

4 Which word from the thesaurus **best** replaces not good in this sentence?

The stormy weather is not good.

- (A) evil
- (B) cruel
- (C) mean
- (D) harmful

5 Which word from the thesaurus **best** replaces afraid in this sentence?

Sara was afraid that she lost her backpack.

- (A) regretful
- (B) worried
- (C) scared
- (D) sorry

6 Which word from the thesaurus **best** replaces not afraid in this sentence?

He was not afraid to dance in the show.

- (A) relieved
- (B) peaceful
- (C) confident
- (D) comforted

GO ON

COPY READY

Vocabulary Test

Directions: Choose the answer that completes the sentence correctly.

COPY READY

7 I hope to find _____ as a teacher after college.

- (A) citizenship
- (B) government
- (C) immigration
- (D) employment

8 My place of _____ is Mexico.

- (A) message
- (B) diversity
- (C) country
- (D) origin

9 My favorite family _____ is to play a board game every Friday.

- (A) country
- (B) custom
- (C) education
- (D) employment

10 Every _____ lives by its own rules.

- (A) symbol
- (B) society
- (C) diversity
- (D) transition

11 I _____ well when I move to new places.

- (A) adapt
- (B) defend
- (C) challenge
- (D) complain

12 Speaking another language is part of my _____.

- (A) island
- (B) silence
- (C) identity
- (D) factory

Score
_____/12

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

Natalia's parents 1. Natalia was born here, so she is an American citizen. However, 2 her mother and father have to wait to become American citizens.

Natalia's parents have been getting ready to take the United States citizenship test. Tomorrow is the big day. Natalia's mother and father 3 so excited. Her mother cooks a special dinner 4 she will wear to her citizenship ceremony. 5 talks about the rights he will have as an American citizen. The next day, Natalia's parents 6 leave to take the test. After they pass the test and attend their citizenship ceremony, there is a big party at Natalia's house.

1 Choose the answer that goes in Blank 1.

- (A) hired for work
- (B) are from Russia
- (C) a long time ago
- (D) after they got married

2 Choose the answer that goes in Blank 2.

- (A) both
- (B) either
- (C) whether
- (D) not only

GO ON 

Writing, Revising, and Editing Test

COPY READY

3 Choose the answer that goes in Blank 3.

- (A) is
- (B) am
- (C) are
- (D) being

4 Choose the answer that goes in Blank 4.

- (A) models the clothes
- (B) or models the clothes
- (C) but models the clothes
- (D) and models the clothes

5 Choose the answer that goes in Blank 5.

- (A) Then
- (B) Excitedly
- (C) This time
- (D) Natalia's father

6 Choose the answer that goes in Blank 6.

- (A) get up early
- (B) get up early and
- (C) get up early but
- (D) get up early or

GO ON 

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(1) My friend Takeshi celebrates Japanese traditions. (2) Each January, Takeshi and his father participates in a New Year's festival. (3) There they make a Japanese rice treat called *mochi*. (4) I have never tried no mochi before. (5) I went to the festival and watched them make mochi. (6) Takeshi and another man use big wooden hammers. (7) They raise the hammers take turns pounding the rice into a sticky glob. (8) Then we eat pieces of mochi with a sauce.

- 7 What is the correct way to write sentence 2?
- (A) Each January, whether Takeshi or his father participates in a New Year's festival.
 - (B) Each January, when Takeshi and his father participates in a New Year's festival.
 - (C) Each January, Takeshi and his father participate in a New Year's festival.
 - (D) Correct as is
- 8 What is the correct way to write sentence 4?
- (A) I have never tried mochi before.
 - (B) I have not tried no mochi before.
 - (C) I have neither tried no mochi before.
 - (D) Correct as is
- 9 What is the correct way to write sentence 6?
- (A) Takeshi and another man uses big wooden hammers.
 - (B) Either Takeshi and another man use big wooden hammers.
 - (C) Takeshi but also another man use big wooden hammers.
 - (D) Correct as is
- 10 What is the correct way to write sentence 7?
- (A) They raise the hammers or take turns pounding the rice into a sticky glob.
 - (B) They raise the hammers and take turns pounding the rice into a sticky glob.
 - (C) They raise the hammers takes turns pounding the rice into a sticky glob.
 - (D) Correct as is

GO ON 






Writing, Revising, and Editing Test

COPY READY

11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) Each year Sunny Grove Elementary and other schools in the district celebrates World Cultures Week. (2) Each student chooses a country to represent. (3) The student then researches and report on the culture of that country. (4) The teachers and the students also participates in activities from the country. (5) For example, last year a student representing Germany led a pretzel-making workshop. (6) This year, I represent Nigeria will show people how to dye cloth. (7) I haven't never heard of some of the countries before. (8) We not only learn also have fun.

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

12 You are writing a personal narrative to share with your classmates. Write about a time when a change in your life led to a good opportunity. Your narrative 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 1

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A1.48.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/17	_____/19	_____/18	_____/19
End-of-Week Test CC.5.Rfou.3.a, Rfou.3, L.2.e	_____/17 ____%	_____/19 ____%	_____/18 ____%	_____/19 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A1.48.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Characters CC.5.Rlit.10	1 2 3 4			7 8	_____/6
Point of View in Informational Texts CC.5.Rinf.6, W.9.b		1 2 3 4		15 (____/ 3)	_____/7
Point of View in Literature CC.5.Rlit.6		5 6 7 8		9 10	_____/6
Compare and Contrast CC.5.Rinf.10			1 2 3 4	2 11	_____/6
Distinguish Fact from Opinion CC.5.Rinf.10				1 4 5 6	_____/4
Events, Ideas, Concepts in Informational Text CC.5.Rinf.3				3 12 13 14	_____/4
Total	_____/4 ____%	_____/8 ____%	_____/4 ____%	_____/17 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Social Studies Vocabulary CC.5.L.6	1 2 3 4 5		1 2 3 4 5	7 8 9	_____/13
Academic Vocabulary CC.5.L.6	6 7 8 9 10		6 7 8 9 10	10 11 12	_____/13
Use a Dictionary CC.5.L.4.c, Rfou.3		1 2 3 4		1 2	_____/6
Use a Thesaurus CC.5.L.4.c				3 4 5 6	_____/4
Total	_____/10 ____%	_____/4 ____%	_____/10 ____%	_____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 1

COPY READY

Writing, Revising, and Editing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Revising and Editing	Sentence Structure CC.5.L.1, L.3, L.2, L.1.a, L.1.e, W.5	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6 7 8	1 2 4 5 6 8 10 11b 11d 11e	_____/30
	Subject-Verb Agreement CC.5.L.1.a, L.3, W.5				3 7 9 11a 11c	_____/5
	Conjunctions CC.5.L.1.e, L.1.a, W.5				11f	_____/1
Subtotal		_____/6	_____/6	_____/8	_____/16	
Weekly Writing Skills (Writing Prompts)	Write a Strong Introduction CC.5.W.3.a	_____/4				_____/4
	Introduce a Topic CC.5.W.2.a		_____/4			_____/4
	Choose and Focus a Topic; Develop Research Questions CC.5.W.2.b, W.4			_____/4		_____/4
	Establish Point of View CC.5.W.3				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/10 ____%	_____/10 ____%	_____/12 ____%	_____/20 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.5.W.3, W.5, L.1	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	_____/24	_____/24	_____/24	_____/24

Weekly and Unit Assessments

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	Characters CC.5.Rlit.10												
	Point of View in Informational Texts CC.5.Rinf.6, W.9.b												
	Point of View in Literature CC.5.Rlit.6												
	Compare and Contrast CC.5.Rinf.10												
	Distinguish Fact from Opinion CC.5.Rinf.10												
	Events, Ideas, Concepts in Informational Text CC.5.Rinf.3												
Writing, Revising, and Editing	Sentence Structure CC.5.L.1, L.3, L.2, L.1.a, L.1.e, W.5												
	Subject-Verb Agreement CC.5.L.1.a, L.3, W.5												
	Conjunctions CC.5.L.1.e, L.1.a, W.5												
	Writing in Response to Prompt CC.5.W.3.a, W.2.a, W.2.b, W.4, W.3, W.5, L.1												
Vocabulary	Social Studies Vocabulary CC.5.L.6												
	Academic Vocabulary CC.5.L.6												
	Use a Dictionary CC.5.L.4.c, Rfou.3												
	Use a Thesaurus CC.5.L.4.C												

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The writing has a clear, focused message that keeps readers interested. Details are accurate and relevant, showing in-depth knowledge of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure throughout that suits the writer's audience and purpose. All content flows smoothly and logically. 	<ul style="list-style-type: none"> The writing sounds genuine and unique. The writer's tone is appropriate to the purpose and audience. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the writer's message. Language used throughout is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have appropriate transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. All the sentences are complete. 	<ul style="list-style-type: none"> The text is presented in an orderly way, significantly helping to convey the message. Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	<ul style="list-style-type: none"> Most of the writing has a clear, focused message that keeps readers interested. Most details are accurate and relevant, showing reasonable knowledge of the topic. 	<ul style="list-style-type: none"> Most of the writing has a clear structure that suits the writer's audience and purpose. Most of the content flows smoothly and logically. 	<ul style="list-style-type: none"> Most of the writing sounds genuine and unique. The writer's tone is mostly appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the writer's message. Most language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have appropriate transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Most of the sentences are complete. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way, generally helping to convey the message. Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	<ul style="list-style-type: none"> The writing has a fairly unclear and unfocused message, causing readers some confusion. Some details are relevant and accurate, showing minimum knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure that suits the writer's audience and purpose. Some content flows smoothly and logically. 	<ul style="list-style-type: none"> Some of the writing sounds genuine and unique. The writer's tone is somewhat inappropriate for the purpose and audience. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the writer's message. Some language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have appropriate transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Some of the sentences are complete. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. Some visuals are appropriate for the purpose and audience and support meaning.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message, causing readers confusion. Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure. The content does not flow smoothly or logically. 	<ul style="list-style-type: none"> The writing does not sound genuine or unique. The writer's tone is not appropriate for the purpose or audience. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the writer's message. Language is dull, vague, and inappropriate for the audience, losing the readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied or effective or have appropriate transitions. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Few sentences are complete. 	<ul style="list-style-type: none"> The text is not presented in an orderly way, making it very difficult to track and comprehend the message. None of the visuals are appropriate for the purpose or audience, and do not support meaning.

Research Rubric

Unit 1, Week 3

COPY READY

Scale	Content	Speaking
4	<ul style="list-style-type: none">Independently develops a nicely focused research question.Locates relevant information using three or more reference sources.Integrates significant research into speech.	<ul style="list-style-type: none">Speaks clearly.Speaks at an appropriate volume for the audience.
3	<ul style="list-style-type: none">Requires some assistance to develop a focused research question.Locates relevant information using two reference sources.Integrates a few aspects of research into speech.	<ul style="list-style-type: none">Speaks clearly most of the time.Speaks at an appropriate volume for the audience most of the time.
2	<ul style="list-style-type: none">Requires assistance throughout the process of developing a focused research question.Locates relevant information using one reference source.Integrates only superficial aspects of research into speech.	<ul style="list-style-type: none">Speaks clearly some of the time.Speaks at an appropriate volume for the audience some of the time.
1	<ul style="list-style-type: none">Struggles with the concept of developing a focused research question despite receiving assistance.Does not succeed at locating relevant information in reference sources.Does not integrate research into speech.	<ul style="list-style-type: none">Does not speak clearly.Does not speak at an appropriate volume for the audience.

Unit Self-Assessment

Unit 1

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
use a dictionary and a thesaurus.			
plan and monitor when I read.			
explain how characters change.			
understand different viewpoints when I read.			
compare and contrast parts of what I read.			
identify facts and opinions.			
explain causes and effects in what I read.			
use the correct subject-verb agreement and conjunctions with compound subjects and predicates.			
make complete and correct sentences.			
use words like <i>neither, nor, either, or, not only, and but also</i> correctly.			
use negative words like <i>no, not, never, and nobody</i> correctly.			

Of all the texts you read for *Crossing Between Cultures*, which one was your favorite? _____

What did you like about it? _____

COPY READY

Answer Keys and Rubrics

COPY READY

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	C	Analyze Characters	CC.5.Rlit.10
2	A	Analyze Characters	CC.5.Rlit.10
3	D	Analyze Characters	CC.5.Rlit.10
4	D	Analyze Characters	CC.5.Rlit.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Analyze Viewpoints	CC.5.Rinf.6
2	D	Analyze Viewpoints	CC.5.Rinf.6
3	A	Analyze Viewpoints	CC.5.Rinf.6
4	C	Analyze Viewpoints	CC.5.Rinf.6
5	B	Analyze Viewpoints	CC.5.Rlit.6
6	A	Analyze Viewpoints	CC.5.Rlit.6
7	B	Analyze Viewpoints	CC.5.Rlit.6
8	D	Analyze Viewpoints	CC.5.Rlit.6
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	A	Compare and Contrast	CC.5.Rinf.10
2	C	Compare and Contrast	CC.5.Rinf.10
3	A	Compare and Contrast	CC.5.Rinf.10
4	B	Compare and Contrast	CC.5.Rinf.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Distinguish Fact from Opinion	CC.5.Rinf.10
2	C	Compare and Contrast	CC.5.Rinf.10
3	A	Relationship Between Events	CC.5.Rinf.3
4	B	Distinguish Fact from Opinion	CC.5.Rinf.10
5	B	Distinguish Fact from Opinion	CC.5.Rinf.10
6	D	Distinguish Fact from Opinion	CC.5.Rinf.10
7	A	Analyze Characters	CC.5.Rlit.10
8	B	Analyze Characters	CC.5.Rlit.10
9	A	Analyze Viewpoints	CC.5.Rlit.6
10	D	Analyze Viewpoints	CC.5.Rlit.6
11	C	Compare and Contrast	CC.5.Rinf.10
12	C	Relationship Between Events	CC.5.Rinf.3
13	C	Relationship Between Events	CC.5.Rinf.3
14	A	Relationship Between Events	CC.5.Rinf.3
15	Skill Rubric	Analyze Viewpoints	CC.5.Rinf.6

Vocabulary					
Week 1 CC.5.L.6			Week 3 CC.5.L.6		
Item	Key	Word	Item	Key	Word
1	C	country	1	A	Citizenship
2	B	culture	2	C	custom
3	D	education	3	B	ethnic
4	A	employment	4	C	Foreign
5	D	immigration	5	D	origin
6	A	opportunity	6	B	society
7	C	symbol	7	B	diversity
8	D	translate	8	A	identity
9	B	transition	9	C	adapt
10	A	refuge	10	D	challenge

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Use a Dictionary	CC.5.L.4.c, Rfou.3
2	C	Use a Dictionary	CC.5.L.4.c, Rfou.3
3	A	Use a Dictionary	CC.5.L.4.c, Rfou.3
4	D	Use a Dictionary	CC.5.L.4.c, Rfou.3
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Use a Dictionary	CC.5.L.4.c, Rfou.3
2	D	Use a Dictionary	CC.5.L.4.c, Rfou.3
3	A	Use a Thesaurus	CC.5.L.4.c
4	D	Use a Thesaurus	CC.5.L.4.c
5	B	Use a Thesaurus	CC.5.L.4.c
6	C	Use a Thesaurus	CC.5.L.4.c
7	D	Social Studies Vocabulary	CC.5.L.6
8	D	Social Studies Vocabulary	CC.5.L.6
9	B	Social Studies Vocabulary	CC.5.L.6
10	B	Academic Vocabulary	CC.5.L.6
11	A	Academic Vocabulary	CC.5.L.6
12	C	Academic Vocabulary	CC.5.L.6

Answer Keys and Rubrics

Unit 1

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	B	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	1	B	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2
2	A	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	2	A	Complete and Correct Sentences (Correlative Conjunctions)	CC.5.L.1.e, L.1.a
3	D	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	3	C	Compound Subjects	CC.5.L.1.a, L.3
4	C	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	4	D	Compound Predicates	CC.5.L.1.a, L.3
5	A	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	5	D	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2
6	D	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	6	B	Compound Predicates	CC.5.L.1.a, L.3
Prompt (7)	Skill Rubric	Write a Strong Introduction	CC.4.W.3.a	7	C	Editing: Compound Subjects	CC.5.L.1.a, L.3, W.5
Week 2				8	A	Editing: Types of Sentences (Negative Sentences)	CC.5.L.1, W.5
Item	Key	Item Descriptor	CCSS Code	9	D	Editing: Compound Subjects	CC.5.L.1.a, L.3, W.5
1	A	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	10	B	Editing: Compound Predicates	CC.5.L.1.a, L.3, W.5
2	B	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	11a	Editing Rubric	Editing Task: Compound Subjects	CC.5.L.1.a, L.3, W.5
3	B	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	11b	Editing Rubric	Editing Task: Compound Predicates	CC.5.L.1.a, L.3, W.5
4	A	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	11c	Editing Rubric	Editing Task: Compound Subjects	CC.5.L.1.a, L.3, W.5
5	C	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	11d	Editing Rubric	Editing Task: Compound Predicates	CC.5.L.1.a, L.3, W.5
6	D	Complete and Correct Sentences (Formation)	CC.5.L.1, L.3, L.2	11e	Editing Rubric	Editing Task: Types of Sentences (Negative Sentences)	CC.5.L.1, L.3, W.5
Prompt (7)	Skill Rubric	Introduce a Topic	CC.5.W.2.a	11f	Editing Rubric	Editing Task: Complete and Correct Sentences (Correlative Conjunctions)	CC.5.L.1.e, L.1.a, W.5
				Prompt (12)	Skill Rubric, Writing Rubric	Establish Point of View	CC.5.W.3, W.5, L.1

Week 3							
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	A	Types of Sentences (Negative Sentences)	CC.5.L.1, W.5	6	C	Types of Sentences (Negative Sentences)	CC.5.L.1, W.5
2	C	Complete and Correct Sentences (Correlative Conjunctions)	CC.5.L.1.e, L.1.a	7	C	Types of Sentences (Negative Sentences)	CC.5.L.1, W.5
3	B	Types of Sentences (Negative Sentences)	CC.5.L.1, W.5	8	A	Complete and Correct Sentences (Correlative Conjunctions)	CC.5.L.1.e, L.1.a
4	D	Complete and Correct Sentences (Correlative Conjunctions)	CC.5.L.1.e, L.1.a	Prompt (9)	Skill Rubric	Choose and Focus a Topic; Develop Research Questions	CC.5.W.2.b, W.4
5	B	Complete and Correct Sentences (Correlative Conjunctions)	CC.5.L.1.e, L.1.a				

Answer Keys and Rubrics

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 7 (Prompt) Write a Strong Introduction	
Student introduces the main characters and conflict with	
4 points	effective details in dialogue and actions.
3 points	adequate details in dialogue and actions.
2 points	occasional details in dialogue and actions.
1 point	minimal details.
Week 2 Skill Rubric Item 7 (Prompt) Introduce a Topic	
Student writes an opening paragraph that	
4 points	clearly introduces the topic.
3 points	adequately introduces the topic.
2 points	vaguely introduces the topic.
1 point	unclearly introduces the topic.
Week 3 Skill Rubric Item 9 (Prompt) Choose and Focus a Topic; Develop Research Questions	
Student writes research guide questions that relate	
4 points	closely to a clearly stated topic.
3 points	adequately to a stated topic.
2 points	somewhat to a vague topic.
1 point	minimally to a vague topic.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Item 12 (Prompt) Establish Point of View	
Student writes a personal narrative that	
4 points	clearly establishes and maintains a consistent point of view.
3 points	adequately establishes and maintains a point of view.
2 points	vaguely establishes a point of view.
1 point	shows inconsistent or no point of view.
Use the Writing Rubric on page A1.43 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
Unit Test Editing Task Rubric Item 11 1 point correct per response	
11a	In sentence 1, change "celebrates" to "celebrate"
11b	In sentence 3, change "report" to "reports"
11c	In sentence 4, change "participates" to "participate"
11d	In sentence 6, change "will" to "and will"
11e	In sentence 7, change "haven't never" to "have never" or "haven't ever"
11f	In sentence 8, change "also" to "but also" or "but we also"

Reading Comprehension	
Unit Test Rubric Item 15 Analyze Viewpoints	
3 points	Fully analyzes viewpoints on the same topic, identifying similarities and differences.
2 points	Provides a limited analysis of viewpoints on the same topic.
1 point	Analysis is minimal and/or incorrect.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

17 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
%	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100

18 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
%	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

19 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

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

Character

Review the Rules

Like people in real life, characters in stories grow and change. They experience events that can change how they feel or think.

Practice

Read "Sink or Swim?" Then answer the questions.

Sink or Swim?

It was really hot on Saturday, so everyone jumped off the pier into the cool lake. Everyone except Maya. She wanted to join in the fun, but couldn't. "What if I sink to the bottom of the lake?" she thought. "What if I drown?"

Rachel, floating in the water below the pier, looked up at Maya. "I have an idea," she said. "Meet me at the edge of the lake." At the water's edge, Rachel patiently guided Maya into the water until it was up to her waist.

"This is not so bad," Maya thought. After a few minutes, she walked in a little further. Now the water was up to her neck! Then Rachel showed Maya how to take a breath and let it out while putting her face in the water. Soon Maya surprised herself. She leaned forward, lifted her feet, and let her whole body float. "I'm not sinking. I can do this!" she thought.

1. In the beginning of the story, how did Maya feel about swimming?

2. What happened in the middle of the story? How did it make Maya feel?

3. How did Maya change by the end of the story?

Apply

Choose a character from one of your Small Group Reading books. Tell a partner how the character grows and changes.

Plan and Monitor

Review the Rules

Plan and monitor as you read to help yourself understand the text.

- Look ahead at titles, heads, or pictures.
- Stop as you read to think about what you just read, and then predict what will happen next.
- Decide if your prediction is true.

Read the first paragraph of "John Muir: Pioneer Scientist" and the sample preview and predict.

COPY READY

John Muir: Pioneer Scientist

A Life-Changing Accident

In 1867, a young man named John Muir had a bad accident while he was working. The accident caused him to lose his eyesight for a short time. It also made Muir think about doing what he really loved to do. He decided to follow his dream and explore the world.

His sight returned. Now, he could begin his trip. He walked over 1,000 miles south.

The Independent Explorer

Muir soon learned the survival skills of a wild animal. All he took with him to the mountains was a sack full of tea and dried bread. When it rained, he climbed trees and slept in their branches. Leaves and pine needles became his sleeping bag.

Preview

The heading says he has an accident that changes his life.

Predict

I predict that the accident will mean John cannot be a scientist.

Check prediction

My prediction is false. John's accident made him want to explore and be a pioneer."

Practice

Read the rest of the selection. Stop at two places to preview before you read. Write what you predict. Then keep reading to check your prediction. Write if what you predict is true or not.

Apply

Tell a partner about something you could predict from one of your Small Group Reading books. Share you what predicted and if it was true as you read more.

Writing Trait: Organization

Review the Rules

It's easy to follow events in a story because a writer organizes the ideas into a beginning, middle, and end.

- In the beginning, a writer describes a character's situation and uses details to tell what the character is like.
- In the middle and the end, the writer tells what happens to the character and how, or if, the situation changes.

Practice

Read "Saving Ancient Greece." Then follow the directions.

Saving Ancient Greece

"Oh, no!" Annika cried. She had slipped into a puddle 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?" Annika moaned.

Mark laid each damp page onto the ironing board and 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 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.

Apply

Circle the beginning of the story. What shows the statements are about Annika?

1. Annika is a student. Clues:

2. Annika feels upset. Clues:

Think about the rest of the story. Answer the question.

3. Does the order of events in the middle and at the end make sense? Explain.

Compare Viewpoints

Review the Rules

Practice

Read each letter. Circle the words and phrases that show how each writer feels. Then answer the questions.

Marco's Letter to Serge

I'm happy that Dad found a better job in New York City, but I hate to move again. It was hard enough leaving Haiti for New York two years ago. It took so long to make good friends like Jeremy and Mike. We do everything together. Thinking about starting over depresses me. I wonder if I can stay with Jeremy or Mike so I don't have to go

Dad's Letter to Patrice

I know that a move to New York City will be hardest on Marco. But the job is much better than the one I have now. My office will be just ten minutes away, so I can walk there and be home earlier. That way I can spend more time with the family. Everything else is close, too—schools, shopping, museums. I know that Marco will miss his friends, but they'll only be a 15-minute train ride away.

1. Describe Marco's viewpoint about the move.

2. Describe Dad's viewpoint about the move.

3. How are the two writers' viewpoints the same? How are they different?

Apply

Review several of your Small Group Reading books. Discuss each writer's viewpoint about the topic with your partner.

Plan and Monitor

Review the Rules

Plan and monitor as you read to help yourself understand the text by

- looking ahead at titles, heads, or pictures
- stopping as you read to think about what you just read, and then predicting what will happen next
- deciding if your prediction is true.

Read “John Muir: Pioneer Scientist” and the examples.

John Muir: Pioneer Scientist

Muir’s Glaciers

In 1879, Muir went to Alaska to search for glaciers. Glaciers are large pieces of ice that move slowly over the land. He climbed 1,460 feet to the top of a ridge and saw something amazing. He was the first white man to see Glacier Bay.

He quickly grabbed his book to draw the bay and take notes about what he saw. He went back to Glacier Bay many times. Each trip was full of danger. There were wide crevices, or gaps, in the ice that he had to jump over. He walked over bridges made of ice. He did all of this alone. Some days he studied the glaciers for twelve hours or more. He took notes on everything he saw.

Preview

The title says that John Muir is a pioneer. The heading says “glaciers.”

Prediction

I predict that Muir explored and found some glaciers.

Check prediction

Muir did find glaciers. My prediction is true.

Practice

As you read the rest of the selection, stop in two places to preview. Write what you predict. Then keep reading to check your prediction. Write if what you predict is true or not.

Apply

Tell a partner about something you could predict from one of your Small Group Reading books. Share you what predicted and if it was true as you read more.

Writing Trait: Ideas

Review the Rules

Writing is well-developed when it has a clear main idea and enough details, examples, or facts to support the main idea.

Practice

Read "Land of the Midnight Sun."

Land of the Midnight Sun

The Arctic Circle is "the land of the midnight sun." During the summer, the sun shines at midnight. In fact, the sun doesn't set all night. This "night" lasts two to four months, depending on the part of the Arctic Circle. Many people find it difficult to fall asleep during the night when the sun is shining. But visitors enjoy midnight sun safaris and cruises.

Circle the main idea. Underline the details and examples that explain the text. Can you answer the question "Why is the Arctic Circle called 'Land of the Midnight Sun'?"

Apply

Write a short article about an extreme place. Write a clear main idea. Then write two details or examples to explain and develop the main idea.

Compare and Contrast

Review the Rules

Some texts tell how two or more ideas are alike or different.

- Signal words such as *like*, *likewise*, *in the same way*, and *similar* show how ideas are the same.
- Signal words such as *however*, *but*, *unlike*, *instead*, and *though* show how ideas are different.

Practice

Read “Doggie Differences.” Use the table to compare and contrast the dogs.

Doggie Differences

West Highland White Terriers are known as Westies. Yorkshire Terriers are known as Yorkies. Both types are alert and active, and have long hair. Westies were bred in Scotland, but Yorkies were bred in England. Like Westies, Yorkies were bred to chase small animals, such as mice. Unlike Westies, who are medium-sized dogs, Yorkies are very small—under 9 inches tall!

	Westies	Yorkies
Same		
Different		

Apply

Compare and contrast information from one of your Small Group Reading books. Use signal words to tell how two items or topics are alike or different.

Plan and Monitor

Review the Rules

As you read, stop to ask yourself whether you understand the text. If you don't, you can reread the text to clarify. If you still don't understand, you can read on to find the answers.

Read the first four sentences of "Dr. Jonas Salk: Polio Pioneer" and the example of monitoring and clarifying.

COPY READY

Dr. Jonas Salk: Polio Pioneer

People used to fear polio. It is a disease that attacks the nervous system. It causes people to become paralyzed. They could become unable to walk, talk, or even breathe. There is no cure. Parents were scared. They wanted to protect their children.

Then, Jonas Salk came up with an idea for a polio vaccine. Salk worked with Dr. Thomas Francis in Michigan. He saw what Dr. Francis did for "the flu." Francis helped make the first "killed" flu vaccine. Instead of using a live virus, the doctor killed the flu virus.

Now, Salk had an idea of how to prevent polio. Dr. Salk just needed money for research. Then, he could learn how to use the same method for polio.

What does "polio" mean? I will reread the first sentence. It means something bad because people feared it. I will read on to the next sentence. Now, I understand that it is a disease.

Practice

As you read the rest of the selection, write two places where you aren't sure if you understand something. Tell how you can clarify. Write the meaning.

Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share how you could monitor and clarify, and how that helps your understanding.

Identify Facts and Opinions

Review the Rules

Nonfiction articles can contain facts and opinions.

- A fact is real information. Facts can be proven true.
- An opinion is how someone feels about a topic or idea. Opinions cannot be proven true.
- Opinions often include signal words, such as *feel*, *believe*, *think*, or *should*.

Read the Fact and Opinion Chart.

Sentence	Can It Be Proven True?	Fact or Fiction
A lily is a type of flower.	Yes. I can find this information in many books.	fact
Lilies are the best types of flowers.	No. This information is how someone feels about flowers.	opinion

Practice

Read the following sentences. Make an X in the chart to show whether each sentence is a fact or an opinion.

Sentence	Fact	Opinion
Duke University has the best basketball team in the country.		
I think all schools should make students wear uniforms.		
A dolphin can swim 35 miles per hour.		
Mars is the fourth planet from the sun in our solar system.		
Once you lie, no one will ever be able to trust you again.		

Apply

Share one fact and one opinion from one of your Small Group Reading books. Tell why the information is a fact or an opinion.

Explain Relationships Between Events

Review the Rules

When you explain, you tell what you understand about something. To explain relationships between events, you tell how the events are related or how they are connected.

Practice

Read "Settling the Great Plains." Write the answers to the questions.

Settling the Great Plains

By the mid-1800s, every part of the United States was settled except the Great Plains. The Homestead Act of 1862 changed that, however, by allowing anyone who farmed on the Great Plains for five years to keep the land for free. So, many hard-working farmers settled into the area and started growing most of the food for the rest of the United States.

Then, in 1863, two companies began building railroads. One set of tracks went west from Nebraska; the other went east from California. In 1869, the two tracks joined in Promontory, Utah, to form a transcontinental railroad. This railroad made it possible for millions of people to travel west to establish farms and raise cattle.

1. What are both paragraphs about?

2. Why did farmers start moving into the Great Plains in the early 1860s?

3. What happened in 1869?

4. Explain the relationship between the Homestead Act and the transcontinental railroad.

Apply

Choose one of your Small Group Reading books. Explain to your partner how the events in the book are related.

Plan and Monitor

Review the Rules

As you read, stop to ask yourself whether you understand the text. If you don't, you can reread the text to clarify. If you still don't understand, you can read on to find the answers.

Read the first four sentences of "Dr. Jonas Salk: Polio Pioneer" and the example of monitoring and clarifying.

Dr. Jonas Salk: Polio Pioneer

Dr. Salk found someone to help his research. Franklin D. Roosevelt was crippled by polio. Roosevelt was the President of the United States. He got people to give money to Salk. Salk now had money for research.

First, Salk gave the "killed" vaccine to people who had polio. This test showed that they could fight against polio. Then, Salk gave the vaccine to healthy children. These children didn't get polio. Salk had created a safe vaccine that works!

Salk was a hero. Today, thanks to the work of pioneers such as Dr. Salk, polio can be prevented.

Who is Franklin D. Roosevelt?
I will reread the first two sentences. Now, I understand that he had polio. But why does this help Dr. Salk? I will read on. Now I understand that Roosevelt was the President. He would know people who could help.

Practice

As you read the rest of the selection, write two places where you weren't sure if you understood something. Tell how you can clarify. Write the meaning.

Apply

Tell a partner about a confusing part in one of your Small Group Reading books. Share how you could monitor and clarify and how that helped your understanding.

Writing Trait: Voice

Review the Rules

Writers use a unique style of writing, or voice, that matches their writing topics. A writer's voice

- sounds natural, or like that person is speaking
- uses words that match the tone, topic, or purpose of the text.

Practice

Read "My Incredible Brother." Circle words or phrases that show the author's voice.

My Incredible Brother

I was watching from behind the stage. I was in awe of Jake's guitar-playing. My brother's fingers ripped through chords. After that he slowly played a melody. His playing was so inspiring. The music sent shivers up my spine. I looked around at the people in the audience.

Apply

Add two sentences to "My Incredible Brother." Be sure to use words that match the author's voice. Share your writing with a partner.

Reteaching Masters Answer Key

RT1.1 Character

1. At first, Maya was nervous and afraid of the water. She thought she might drown.
2. In the middle of the story, Rachel helped Maya get used to being in the water. Maya was feeling a little cautious, but interested in trying.
3. By the end of the story, Maya seemed to be enjoying the water. She felt as if she could swim without sinking.

RT1.2 Plan and Monitor

Possible responses:

The head uses the word "independent." I predict that Muir will explore alone. My prediction is true. The text says all he took with him was tea and bread.

The first sentence says Muir learned the skill of a wild animal.

I predict he will learn to run very fast. My prediction is false. The text says Muir learned to sleep in trees.

RT1.3 Writing Trait: Organization

1. Annika is a student. Clues: She wrote a report for an assignment.
2. Annika feels upset. Clues: She says "Oh, no!" and the writer calls the report a "soggy mess."
3. Does the order of events in the middle and the end make sense? Explain. Yes, the order is logical. Mark helps her dry out the report, she turns it in, the teacher likes it, and Annika is happy.

RT1.4 Compare Viewpoints

Possible responses:

1. Marco doesn't want to move to New York City because he'll miss his friends.
2. Dad feels good about the move. He'll have a better job, be closer to work, and can spend more time at home.
3. **Same:** Both Marco and Dad know that the job in the city is better than the one he has now. Like Marco, Dad knows that he'll miss his friends.
Different: Dad thinks about how much easier it'll be for his commute, spending more time with the family, and having shopping and other places nearby. Marco is more concerned about having to make new friends again and what he'll do in the city.

RT1.5 Plan and Monitor (Preview and Predict)

Possible responses:

I read that Muir started to draw the bay and take notes. Based on what I read, I predict that he will do whatever it takes to learn about the bay he found. I think he will do it independently. My predictions are true.

RT1.6 Writing Trait: Ideas

Land of the Midnight Sun

The Arctic Circle is "the land of the midnight sun." During the summer, the sun shines at midnight. In fact, the sun doesn't set all night. This "night" lasts two to four months, depending on the part of the Arctic Circle. Many people find it difficult to fall asleep during the night when the sun is shining. But visitors enjoy midnight sun safaris and cruises.

RT1.7 Compare and Contrast

	Westies	Yorkies
Same	alert and active	alert and active
	long hair	long hair
	chase small animals like mice	chase small animals like mice
Different	bred in Scotland	bred in England
	medium- sized	very small

RT1.8 Plan and Monitor (Monitor and Clarify)

Possible responses:

I don't know what it means to become paralyzed. I read on and find out it means someone is unable to walk, talk, or even breathe. I don't understand what a "killed" flu virus is. I read on and find out it means the virus is killed before it is used in a vaccine.

RT1.9 Identify Facts and Opinions

Sentence	Fact	Opinion
Duke University has the best basketball team in the country.		X
I think all schools should make students wear uniforms.		X
A dolphin can swim 35 miles per hour.	X	
Mars is the fourth planet from the sun in our solar system.	X	
Once you lie, no one will ever be able to trust you again.		X

RT1.10 Explain Relationships Between Events

1. Both paragraphs are about settling the Great Plains.
2. The Homestead Act said that farmers could get land for free.
3. The transcontinental railroad was finished.
4. Both the Homestead Act of 1862 and the transcontinental railroad encouraged people to move to the Great Plains and start farms.

Reteaching Masters Answer Key, continued

RT1.11 Plan and Monitor

Possible responses:

I don't know what it means to become paralyzed. I read on and find out it means someone is unable to walk, talk, or even breathe.

I don't understand what a "killed" flu virus is. I read on and find out it means the virus is killed before it is used in a vaccine.

RT1.12 Writing Trait: Voice

My Incredible Brother

I was watching from behind the stage. I was in awe of Jake's guitar playing. My brother's fingers ripped through chords. After that he slowly played a melody. His playing was so inspiring. The music sent shivers up my spine. I looked around at the people in the audience.

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 5 Unit 1 Cumulative Key Word List

abolish (v)	course (n)	generate (v)	propose (v)
absorb (n)	credit (n)	ghost town	protest (v)
access (n)	culture (n)	gold rush	ranching (n)
acquire (v)	current (n)	goods (n)	recycle (v)
adapt (v)	custom (n)	gourd (n)	reduce (v)
advantage (n)	debate (v)	heat (n)	reflect (v)
affect (v)	debt (n)	herbivore (n)	refuge (n)
alternative (adj)	decrease (v)	identity (n)	region (n)
analyze (v)	demands (n)	immigration (n)	rely (v)
apply (v)	demonstrate (v)	important (adj)	remind (v)
aquifer (n)	deplete (v)	income (n)	renewable (adj)
argument (n)	determine (v)	individual (n)	require (v)
assume (v)	develop (v)	inference (n)	reservation (n)
atmosphere (n)	development (n)	influence (v)	resolution (n)
availability (n)	diagram (n)	insulate (v)	response (n)
balance (n)	discovery (n)	investigate (v)	responsibility (n)
barrier (n)	dispose (v)	investor (n)	reuse (v)
behavior (n)	distinguish (v)	labor (n)	risk (v)
benefit (n)	distribution (n)	landfill (n)	route (n)
biodegradable (adj)	diversity (n)	law (n)	runoff (n)
boomtown (n)	earnings (n)	limited resources	scarcity (n)
borrow (v)	economy (n)	loan (n)	services (n)
business (n)	education (n)	magnify (v)	settler (n)
canal (n)	effect (n)	microscope (n)	shortage (n)
capacity (n)	electrical (adj)	mining (n)	slavery (adj)
carnivore (n)	emancipation (n)	monitor (v)	society (n)
cause (n)	employment (n)	mood (n)	solar (adj)
challenge (n)	energy (n)	nonviolence (n)	solution (n)
channel (n)	entrepreneur (n)	nutrients (n)	specialize (v)
chlorophyll (n)	equality (n)	observe (v)	speculate (v)
circuit (n)	escape (v)	obstacle (n)	store (v)
citizenship (n)	essential (adj)	omnivore (n)	strike (n)
claim (n)	establish (v)	opportunity (n)	summarize (v)
classify (v)	ethnic (adj)	oppose (v)	supply (n)
climate (n)	evaluate (v)	organization (n)	symbol (n)
conclusion (n)	evaporation (n)	origin (n)	theme (n)
condensation (n)	event (n)	outcome (n)	theory (n)
conditions (n)	evidence (n)	partnership (n)	thermal (adj)
conduct (v)	expansion (n)	persuade (v)	topic (n)
conflict (n)	expenses (n)	photosynthesis (n)	transfer (v)
connection (n)	explanation (n)	plantation (n)	transform (v)
consequence (n)	explore (v)	plastic (n)	transition (n)
conservation (n)	favorable (adj)	pollution (n)	translate (v)
construction (n)	food chain	population (n)	transmit (v)
consumer (n)	foreign (adj)	power (n)	value (n)
contrast (v)	freedom (n)	precipitation (n)	visualize (v)
conversation (n)	fresh water	preview (v)	volt (n)
cooperate (v)	frontier (n)	procedure (n)	water cycle
cost (n)	function (n)	producer (n)	watershed (n)
country (n)	generalize (v)	profit (n)	watt (n)

Words from Unit 1 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Anthology Handbook

Handbook Contents



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Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear:</p> <p>Way to go, Joe! Fantastic catch!</p> <p>You say:</p> <p>Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i></p> <p>Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear:</p> <p>"When did you know that something was missing?"</p> <p>You say:</p> <p>"I knew that something was missing when I got to class."</p>

2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p>You say:</p> <p>"Wait! Could you say that again more slowly, please?"</p> <p>Other options:</p> <p>"Does 'violet' mean 'purple'?"</p> <p>"Is 'enormous' another way to say 'big'?"</p>

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> • I can start a question with "is," "can," or "do". <p>Do you have my math book?</p> <ul style="list-style-type: none"> • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. <p>Where did you put my math book?</p>

Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

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Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



laptop means "small portable computer," not "the top of your lap"

Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

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Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

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Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.

Break a leg!

Rachel had to **eat her words**.

Give me a break!

Hang on.

I'm **in a jam**.

The joke was so funny, Lisa **laughed her head off**.

Juan was **steamed** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

I'm so tired, I just want to **veg out**.

Rob and Zak are together **24-seven**.

You can say that again.

Zip your lips!

What you mean:

If the topic is Mars, I'll **listen very carefully**.

Good luck!

Rachel had to **say she was wrong**.

That's ridiculous!

Wait.

I'm **in trouble**.

The joke was so funny, Lisa **laughed very hard**.

Juan was **very angry** when I lost his video game.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **all the time**.

I totally agree with you.

Be quiet!



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Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on**, or **change your reading speed** if you are confused.

Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

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Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on
- **other texts** you've read by the same author, about the same topic, or in the same genre.

Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know.
- Combine what you read with what you know to figure out what the author means.

Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

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Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

RAFT Chart

Role: scientist
Audience: my teacher and classmates
Form: report
Topic: honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 623–627 to find information that answers your questions. Take notes.



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Use Information Resources

Books

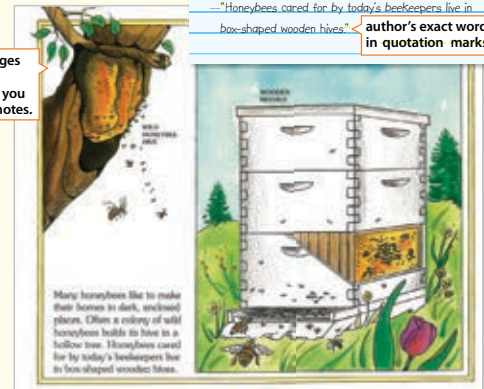


A book is a good source of information.

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 the information you need. Take notes.



623

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Writing and Research, continued

Encyclopedias

Each encyclopedia volume has facts about different topics.



guide words



1. Look up your topic in the correct encyclopedia **volume** or on the **CD-ROM**.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

article

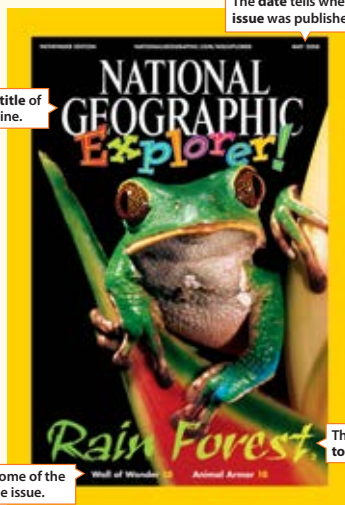
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Magazines

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*

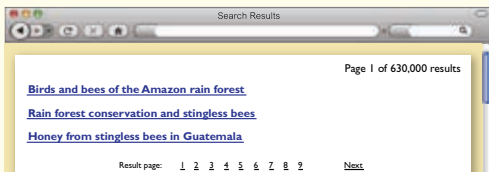
Internet

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.

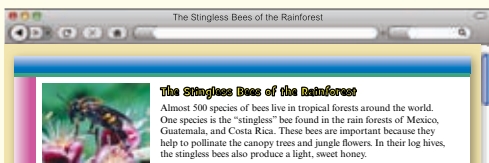
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.

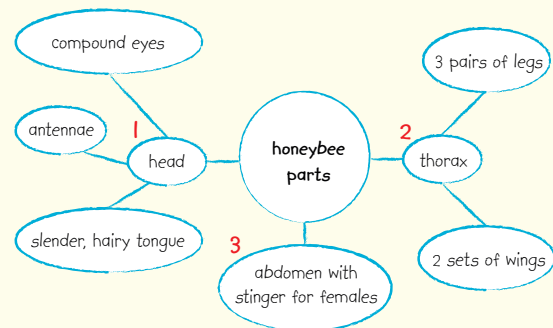


3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

Cluster



Outline

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits
 - B. turn nectar into honey
- II. Honeybee homes
 - A. around the world
 - B. hives



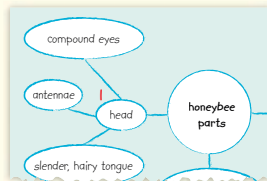
Writing and Research, *continued*

Draft

When you write your first draft, you turn all your ideas into sentences. You write quickly just to get all your ideas down. You can correct mistakes later.

Cluster

Turn your main idea into a topic sentence. Then add the details.



Beginning of a Description

One main part of a honeybee is the head. The bee's head seems to be mostly eyes! They are called compound eyes and have a lot of tiny lenses in them.

Outline

Turn the main idea after each Roman numeral into a topic sentence. Then turn the words next to the letters and numbers into detail sentences that tell more about the main idea.

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits

Beginning of a Report

The Helpful, Sweet Honeybee

You may think that all the honeybee does is make honey. But, believe it or not, this insect is always busy with another important job.

A honeybee helps keep plants growing. It helps to spread the pollen flowers and trees need to start new plants.

Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

In the wild, honeybee scouts look for places to make hives and nests. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from predators harmful animals. A hive needs to hold thousands of bees and all they gather. The best bee's nest will also face south so it stays warm.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

Writing and Research, *continued*

Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
 - capital letters in proper nouns
 - apostrophes and quotation marks
 - subject-verb agreement
 - pronouns
 - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of cells, or holes. The cells hold nectar pollen, or larvae.

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

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Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
 - import photographs or illustrations
 - insert computer clip art
 - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
 - E-mail it to a friend or family member.
 - Send it to your favorite magazine or publication.
 - Turn it into a chapter for a group book about the topic.
 - Make a video clip of you reading it to add to a group presentation.



A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



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Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
4	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
3	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
2	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
1	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

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Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
4	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
3	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
2	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
1	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

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Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

Do you have a size 10?
Answer: Yes.
Are these shirts on sale?
Answer: No.

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 and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

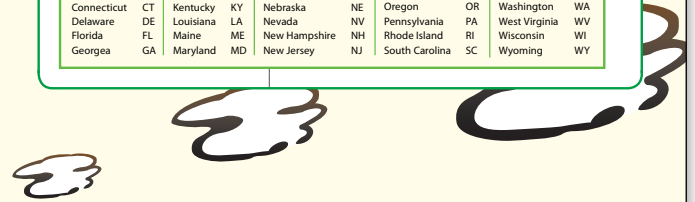
Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there.
<ul style="list-style-type: none"> Start all the important words with a capital letter. Start the names of streets, cities, and states with a capital letter. Also use capital letters when you abbreviate state names. 	Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama AL	Hawaii HI	Massachusetts MA	New Mexico NM	South Dakota SD
Alaska AK	Idaho ID	Michigan MI	New York NY	Tennessee TN
Arizona AZ	Illinois IL	Minnesota MN	North Carolina NC	Texas TX
Arkansas AR	Indiana IN	Mississippi MS	North Dakota ND	Utah UT
California CA	Iowa IA	Missouri MO	Ohio OH	Vermont VT
Colorado CO	Kansas KS	Montana MT	Oklahoma OK	Virginia VA
Connecticut CT	Kentucky KY	Nebraska NE	Oregon OR	Washington WA
Delaware DE	Louisiana LA	Nevada NV	Pennsylvania PA	West Virginia WV
Florida FL	Maine ME	New Hampshire NH	Rhode Island RI	Wisconsin WI
Georgia GA	Maryland MD	New Jersey NJ	South Carolina SC	Wyoming WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural.	bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns *(continued)*

Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

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.

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

Uncle Raul is **the** uncle I told you about.
The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.
He used to live in **Brazil**.

He speaks **English** and **Spanish**.

Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.

Sometimes he'll play **soccer** with me.

Then we go to **Sal's Café** to eat.

He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?
The **men's** scores are the highest.



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Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.
She will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.
He added the pictures to the report.

Use **it** for a thing.

The report is almost done.
It will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes. Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more other people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.
They will record each presentation.

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Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

Julia is a good speaker.
She tells the class about Mars.

The photos show the surface of Mars.
They are images from NASA.

Subject Pronouns

Singular	Plural
I	we
you	you
he, she, it	they

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.

The class asked **them** about Mars.

Jack put **the report** online.

Jack put **it** online.

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**.

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**.

Possessive Pronouns

Singular	Plural
mine	ours
yours	yours
his, hers	theirs

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Adjectives

An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an **adjective** comes before the noun it tells about. But, an **adjective** can also appear after verbs such as *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."

The sellers have **two** baskets of beans.

The **first** basket is near the limes.

If you can count what you see, use:

many	several	much	not much
a lot of	only a few	a lot of	only a little
few	not any	a little	not any
some	no	some	no

If you can't count what you see, use:

many	not much
a lot of	only a little
few	not any
some	no

When you don't know the exact number of things, use the adjectives in the chart.

When there's a **lot** of sun, the sellers sit in the shade.

Possessive adjectives tell who owns something.

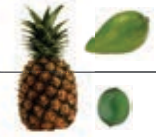
I pick out some oranges. **My** oranges are in the bag. That basket is **Ryan's**. **His** basket is full of apples. **The sellers'** chairs are in the shade. **Their** chairs are under umbrellas.

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple. The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large	nice
larger	nicer
largest	nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty	crazy
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	sad
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 deliciouster 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 *have*

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 *be*

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 of 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're riding fast. **They're** riding fast. **They're** riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with *Be*

I + am = I'm	she + is = she's
you + are = you're	where + is = where's
we + are = we're	what + is = what's

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with *Have* and *Will*

I + have = I've	he + has = he's
you + have = you've	I + will = I'll
they + have = they've	it + will = it'll

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with *Not*

do + not = don't	have + not = haven't
did + not = didn't	has + not = hasn't
are + not = aren't	could + not = couldn't
was + not = wasn't	should + not = shouldn't

The contraction of the verb **can** plus **not** has a special spelling.

can + not = can't

Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, *(continued)*

Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.

- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.
Then he **takes** his bike out of the garage.
Pedro and I **love** to ride our bikes on weekends.

Pedro checks the tires on his bike.
He finds a flat tire!

Pedro **fixes** the tire.
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.
We **coast** down the driveway on our bikes.

We **are pedaling** faster.

I **am passing** Pedro!

He **is following** right behind me.



Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.
The bikers **arrived** from all different countries.
They **raced** for several hours.

People **grabbed** their cameras.
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.
I **stayed** close to the TV.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.
He **broke** the speed record!

Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, *(continued)*

Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.

She **will remove** all the dirt.

- use **am going to, are going to, or is going to** before the **main verb**.

She **is going to remove** all the dirt.
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.
Pedro **is not** going to believe it.
Her bike **will not** be a mess any longer.



Adverbs

An **adverb** tells more about a verb, an adjective, or another adverb.

How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)
He **will travel downtown** on the bus. (where)
He **will arrive** at school **soon**. (when)
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.
He plays **very well**.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.
Josh runs **faster** than his best friend.
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps **more** higher than I do.
He is **more** better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

I do not catch **good** at all.

Prepositions

A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

Prepositions													
Some prepositions tell where something is.													
Some prepositions show direction .													
Some prepositions tell when something happens .	<table border="0"> <tr> <td>before lunch</td> <td>in 2003</td> <td>on September 16</td> </tr> <tr> <td>during lunch</td> <td>in September</td> <td>at four o'clock</td> </tr> <tr> <td>after lunch</td> <td>in the afternoon</td> <td>from noon to 3:30</td> </tr> </table>	before lunch	in 2003	on September 16	during lunch	in September	at four o'clock	after lunch	in the afternoon	from noon to 3:30			
before lunch	in 2003	on September 16											
during lunch	in September	at four o'clock											
after lunch	in the afternoon	from noon to 3:30											
Other prepositions have many uses.	<table border="0"> <tr> <td>about</td> <td>among</td> <td>for</td> <td>to</td> </tr> <tr> <td>against</td> <td>at</td> <td>from</td> <td>with</td> </tr> <tr> <td>along</td> <td>except</td> <td>of</td> <td>without</td> </tr> </table>	about	among	for	to	against	at	from	with	along	except	of	without
about	among	for	to										
against	at	from	with										
along	except	of	without										
Prepositional Phrases													
A prepositional phrase starts with a preposition and ends with a noun or a pronoun . Use prepositional phrases to add information or details to your writing.	<p>At our school, we did many activities for Earth Day.</p> <p>We picked up the trash along the fence.</p> <p>Then we planted some flowers next to it.</p>												

Capital Letters

A word that begins with a capital letter is special in some way.

How to Use Capital Letters																											
A word that begins with a capital letter is special in some way.																											
Use a capital letter at the beginning of a sentence.	O ur class is taking an exciting field trip. W e are going to an airplane museum.																										
Always use a capital letter for the pronoun I .	My friends and I can't wait!																										
Use a capital letter for a person's <ul style="list-style-type: none"> • first and last name • initials • title 	Matt J. Kelly and Matt Ross will ride with Dr. Bye , Magdalena and I are going with Mrs. Liu .																										
Use a capital letter for the names of <ul style="list-style-type: none"> • the days of the week and their abbreviations • the twelve months of the year and their abbreviations 	<p>We're going the first Saturday in January.</p> <table border="0"> <tr> <td>Days of the Week</td> <td>Months of the Year</td> </tr> <tr> <td>Sunday Sun.</td> <td>January Jan.</td> </tr> <tr> <td>Monday Mon.</td> <td>February Feb.</td> </tr> <tr> <td>Tuesday Tue.</td> <td>March Mar.</td> </tr> <tr> <td>Wednesday Wed.</td> <td>April Apr.</td> </tr> <tr> <td>Thursday Thurs.</td> <td>May</td> </tr> <tr> <td>Friday Fri.</td> <td>June</td> </tr> <tr> <td>Saturday Sat.</td> <td>July</td> </tr> <tr> <td></td> <td>August Aug.</td> </tr> <tr> <td></td> <td>September Sep.</td> </tr> <tr> <td></td> <td>October Oct.</td> </tr> <tr> <td></td> <td>November Nov.</td> </tr> <tr> <td></td> <td>December Dec.</td> </tr> </table> <p>These months are not abbreviated.</p>	Days of the Week	Months of the Year	S unday S un.	J anuary J an.	M onday M on.	F ebruary F eb.	T uesday T ue.	M arch M ar.	W ednesday W ed.	A pril A pr.	T hursday T hurs.	M ay	F riday F ri.	J une	S aturday S at.	J uly		A ugust A ug.		S eptember S ep.		O ctober O ct.		N ovember N ov.		D ecember D ec.
Days of the Week	Months of the Year																										
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	D ecember D ec.																										
Use a capital letter for each important word in the names of special days and holidays.	That will be after C hristmas, K wanzaa, and N ew Y ear's D ay. E arth D ay F ourth of J uly H anukkah T hanksgiving																										

Capital Letters, (continued)

More Ways to Use Capital Letters

Use a capital letter for each important word in the names of <ul style="list-style-type: none"> • public places, buildings, and organizations • streets, cities, and states • landforms and bodies of water, continents, and planets and stars 	<p>The Wilson Airplane Museum is in the Veterans Memorial Hall. It's in the middle of Veterans Park, right next to the Piney Woods Zoo.</p> <p>The museum is on Flight Avenue. It is the biggest airplane museum in Florida. It's the biggest in the whole United States!</p> <table border="0"> <tr> <td>Landforms and Bodies of Water</td> <td>Continents</td> <td>Planets and Stars</td> </tr> <tr> <td>Rocky Mountains</td> <td>Africa</td> <td>Earth</td> </tr> <tr> <td>Sahara Desert</td> <td>Antarctica</td> <td>Mars</td> </tr> <tr> <td>Grand Canyon</td> <td>Asia</td> <td>the Big Dipper</td> </tr> <tr> <td>Pacific Ocean</td> <td>Australia</td> <td>the Milky Way</td> </tr> <tr> <td>Colorado River</td> <td>Europe</td> <td></td> </tr> <tr> <td>Lake Erie</td> <td>South America</td> <td></td> </tr> <tr> <td></td> <td>North America</td> <td></td> </tr> </table>	Landforms and Bodies of Water	Continents	Planets and Stars	R ocky M ountains	A frica	E arth	S ahara D esert	A ntarctica	M ars	G rand C anyon	A sia	the B ig D ipper	P acific O cean	A ustralia	the M ilky W ay	C olorado R iver	E urope		L ake E rie	S outh A merica			N orth A merica	
Landforms and Bodies of Water	Continents	Planets and Stars																							
R ocky M ountains	A frica	E arth																							
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L ake E rie	S outh A merica																								
	N orth A merica																								
Use a capital letter for the names of countries and adjectives formed from the names of countries.	My friend Magdalena is C hilean. She says they don't have a museum like that in C hile.																								
Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.	We are reading F irst F light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it " V anished from the S ky." What a great title!																								

Punctuation Marks

Punctuation marks make words and sentences easier to understand.

period	question mark	exclamation point	comma	quotation marks	apostrophe

Period	
Use a period at the end of a statement or a command.	I don't know if I should get a dog or a cat. Please help me decide.
Also use a period when you write a decimal, or to separate dollars from cents.	I saw a cute little dog last week. It only weighed 1.3 pounds. But it costs \$349.99!
Use a period after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.	The salesperson gave me this business card: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Kitty B. Perry Downtown Pet Sales 2456 N. Yale Ave. Houston, TX 77074</p> </div> <p>TX is the abbreviation for the state of Texas.</p>
Question Mark	
Use a question mark <ul style="list-style-type: none"> • at the end of a question • after a question that comes at the end of a statement. 	Do you want to go to the pet store with me? You can go right now, can't you?
Exclamation Point	
Use an exclamation point at the end of a sentence to show strong feelings.	I'm glad you decided to come! This is going to be fun!

Grammar, Usage, Mechanics, and Spelling continued

Punctuation, (continued)

Commas

Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.
Should I get a dog, a cat, or a parrot?
I came to the store last week, and the salesperson showed me some dogs.
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!
Well, I'd better choose something.
The salesperson said, "This little dog wants to go with you."
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue
New York, NY 10033
October 3, 2010

Dear Aunt Mia,
Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,
Becca

Quotation Marks

Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

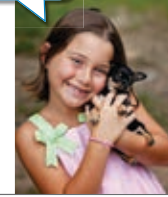
"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.
"You just have to decide if you want to big dog or a little one."

Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

Let's go back to the pet store.
I'll look some more for the best pet for me.

Anthology Picture Dictionary

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	th Earth	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

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.

magnify

(mag-nu-fi) **verb**



The butterfly wings are easier to see when you magnify them.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

abolish ► analyze

abolish

(u-bah-lish) **verb**
When you officially end something, you **abolish** it.



The scientist works to **abolish** disease.

acquire

(u-kwir) **verb**
When you **acquire** something, it becomes yours.



She **acquired** a shirt from her mom.

affect

(i-fekt) **verb**
If something **affects** you, it changes you or your situation.



The snow can **affect** your plans.

absorb

(ub-zorb) **noun**
When you take something in and hold it, you **absorb** it.



The sponge **absorbs** the water.

adapt

(u-dapt) **verb**
If you **adapt**, you change.



Visitors to Japan must **adapt** to a new way of eating.

alternate

(awl-tur-nut) **adjective**
Alternate means different.



They must find an **alternate** location.

access

(ak-ses) **noun**
When you have **access** to something, you can get or use it.



At a library you have **access** to many books.

advantage

(ud-van-tij) **noun**
An **advantage** is something that helps you.



Being fast is an **advantage** in tennis.

analyze

(a-nu-liz) **verb**
To **analyze** means to examine in detail.



She **analyzed** the cell under a microscope.

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apply ► barriers

apply

(u-pli) **verb**
To **apply** means to ask for or to request something, usually in writing.



The boy will **apply** for a job.

aquifer

(a-kwu-fur) **noun**
An **aquifer** is an area of water under the ground.



This **aquifer** holds a lot of water.

argument

(ar-gyü-munt) **noun**
An **argument** is a reason for a viewpoint.



There are **arguments** for keeping our streets clean.

assume

(u-süm) **verb**
When you **assume** something, you think it is true without checking the facts.



Don't **assume** you know the way. Check your map!

atmosphere

(at-mu-sfear) **noun**
The **atmosphere** is a mixture of gasses that are all around a planet.



The sky divers made a circle in the **atmosphere**.

availability

(ü-vä-lü-bi-lü-të) **noun**
Availability means having access.



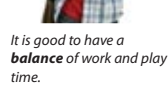
The **availability** of books inspired him to read.

balance

(ba-luns) **noun**
You create **balance** by giving the right amount of importance to different things.



It is good to have a **balance** of work and play time.



Fresh air and exercise are **benefits** of playing soccer.

barrier

(ber-ë-ur) **noun**
A **barrier** prevents you from getting to something.



The wall was a **barrier** to freedom.

behavior ► capacity

behavior

(bi-hä-vyur) **noun**
Behavior is the way a person acts.



Their bad **behavior** got them in trouble.

benefit

(be-nü-fit) **noun**
A **benefit** is something that helps.



Fresh air and exercise are **benefits** of playing soccer.

biodegradable

(bi-ö-di-gräd-du-bul) **adjective**
When things are **biodegradable**, they break down.



Banana peels are **biodegradable**.

boomtown

(büm-town) **noun**
A **boomtown** is an area that gets a large increase in money or people.



When people find gold in an area, a small village can turn into a **boomtown**.

borrow

(be-nü) **verb**
When you **borrow** something, you get to use it because someone gives you permission.



It is fun to **borrow** books from the library.

business

(biz-nüs) **noun**
A **business** is a place that makes, buys, or sells things.



She sells lotion in her makeup **business**.

canal

(ku-nal) **noun**
A **canal** is a narrow ditch that is used so water can travel from one area to another.



Boats use **canals** to travel to the ocean.

capacity

(kü-pä-su-të) **noun**
Capacity is how much something can hold.




This bucket has a **capacity** for one gallon of water.

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carnivore > **classify**

carnivore (kar-nu-vor) *noun*
A **carnivore** is an animal that eats other animals.




A lion is a **carnivore**.

chlorophyll (klor-u-fil) *noun*
Chlorophyll is the green part of plants that lets them use sunlight to help make their food.




Chlorophyll is what makes plants look green.

claim (klām) *noun*
A **claim** is something that a person has a legal right to. An area of land was often called a claim.




Many prospectors found gold on their **claims**.

challenge (cha-lun) *noun*
A **challenge** is a difficult task or situation.




Carrying all the books at once is a **challenge**.

channel (cha-nul) *verb*
When you **channel** something, you move it from one area to another.



Farmers use pipes to **channel** water to the field.

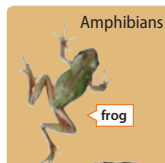
citizenship (si-tu-zun-ship) *noun*
Citizenship is belonging to a country. Citizenship also gives you the rights and duties of that country.




Her **citizenship** makes her proud and happy.

classify (kla-su-fi) *verb*
When you **classify** things, you put them into groups based on their similarities.


Amphibians



frog



toad




salamander

You can **classify** frogs, toads, and salamanders as **amphibians**.

664


climate > **consumer**

climate (kli-mut) *noun*
Climate is the type of weather that usually happens in an area.




Penguins live in a cold **climate**.

conduct (kon-duk-t) *verb*
An object **conducts** sound, heat, or electricity if it lets any of them pass through it.




Copper wire is used to **conduct** electricity.

conservation (kon-sur-vā-shun) *noun*
When you turn off lights, you are practicing **conservation**. You are using energy carefully.




Conservation is good for the planet.

condensation (kon-dun-sā-shun) *noun*
When water in the air cools down and forms drops, it is called **condensation**.




Condensation will form on windows when it is cold outside.

conflict (kon-flikt) *noun*
A **conflict** is a disagreement between people or groups.




They had a **conflict** about responsibilities at home.

construction (kun-struk-shun) *noun*
Construction is the process of building something.




The house is under **construction**.

conditions (kun-di-shuns) *noun*
All of the details of a situation are its **conditions**.



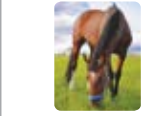
Some people want better working **conditions**.

consequence (kon-su-kwens) *noun*
A **consequence** is the result of an action.



A flood is a **consequence** of heavy rain.

consumer (kun-sū-mur) *noun*
A **consumer** eats plants or animals. All animals are consumers.




A horse is a **consumer** of grass.

665


cooperate > **custom**

cooperate (kō-ah-pu-rāt) *verb*
When you **cooperate**, you work together.




We **cooperated** to clean up the messy room.

course (kōrs) *noun*
A **course** is the direction or route something goes in.




The river's **course** takes it all the way to the ocean.

cost (kawst) *noun*
The **cost** of something is how much you pay to buy it.




The **cost** of gas changes all the time.

country (kun-trē) *noun*
A **country** is an area that has its own laws and government.




People can travel from one **country** to another.

credit (kred-it) *noun*
If someone uses **credit** to pay for something, it means they will pay for it later.




She buys the flowers on **credit**.

current (kur-unt) *noun*
The **current** is the movement of electricity through a wire.




If the electric **current** does not reach my TV, I can't turn it on.

custom (kus-tum) *noun*
A **custom** is a tradition in a culture or a society.



It is their **custom** to go see the parade on the 4th of July.

culture (kul-chur) *noun*
Culture is the way a group of people live: their ideas, their customs, and their traditions.



It's part of their culture to **celebrate** Cinco de Mayo.

666

debate > **development**

debate (di-bāt) *verb*
When you **debate** an idea, you talk about it with someone who has a different opinion.



The boys **debated** which sport is best.

demands (di-mands) *noun*
Demands are things people ask for strongly.



Respect for one and all are her **demands**.

deplete (di-plēt) *verb*
When you **deplete** something, you use it up.




They **depleted** the forest of trees.

debt (det) *noun*
A **debt** is something you have to pay back.




She borrowed a dollar, and will pay back the **debt** next week.

decrease (di-krēs) *verb*
To **decrease** means to become less or smaller.



When I spend money, my savings **decrease**.

demonstrate (de-mun-strāt) *verb*
When you **demonstrate** something, you show or express your feelings or knowledge about it.



He **demonstrates** his science fair project to the judges.

determine (di-tur-mun) *verb*
To **determine** is to decide something.



The doctor **determined** that her patient had the flu.

development (di-ve-lup-munt) *noun*
Development is growth and progress.



This is a new **development** in technology.

667

discovery > **effect**

discovery
(dis-ku-vu-rē) *noun*
A **discovery** is something new that someone finds.



This leopard is a new **discovery**.

distribution
(dis-tru-byū-shun) *noun*
Distribution is the way something is divided.



This shows an equal **distribution** of pizza.

economy
(i-kah-nu-mē) *noun*
A country's **economy** is its system of business.



In a good **economy**, people spend more.

dispose
(di-spōz) *verb*
When you **dispose** of something, you are throwing it away.



His chore is to **dispose** of the trash.

distinguish
(di-sting-gwish) *verb*
Distinguish means to tell the difference between two things.



It's hard to **distinguish** Chris from his twin Joe.

diversity
(du-vur-su-tē) *noun*
The **diversity** of a group is how different the members of the group are.



There is a **diversity** of students in my class.

earnings
(ur-nings) *noun*
Earnings are the payment someone receives for work.



She put all her **earnings** into her piggy bank.

education
(e-ju-kā-shun) *noun*
An **education** is all the knowledge and skills someone has learned.



She is proud of her college **education**.

effect
(i-fekt) *noun*
An **effect** is the result of something else.



A runny nose is an **effect** of a cold.

668

electrical > **escape**

electrical
(i-lek-tri-ku) *adjective*
Electrical power comes from an electricity source, such as a wall outlet or a battery.



The toaster will not work if it's not plugged into an **electrical** outlet.

energy
(e-nur-jē) *noun*
Energy is the power to do work.



It takes a lot of **energy** to run a marathon.

equality
(i-kwah-lu-tē) *noun*
When people have **equality**, they all have the same rights.



Equality in sports makes it possible for both men and women to play.

emancipation
(i-mant-su-pā-shun) *noun*
Emancipation is the act of setting a group of people free.



After their **emancipation**, many enslaved people started new lives.

entrepreneur
(on-tru-pru-nur) *noun*
An **entrepreneur** is someone who starts new businesses and is good at making money.



These **entrepreneurs** started a car-washing service.

employment
(im-ploi-munt) *noun*
Employment is work someone does to earn money.



His **employment** brings in extra money.

escape
(is-kāp) *verb*
To **escape** means to get away from a bad situation.




This dog **escapes** from his bath!

669


essential > **explanation**

essential
(i-sent-shul) *adjective*
Essential means important or necessary.




Water is **essential** for our survival.

establish
(i-sta-blish) *verb*
Establish means to put a person or thing in a successful position.




The win **established** him as captain.

ethnic
(eth-nik) *adjective*
An **ethnic** group is people who share the same culture or race, or are from the same country.




The United States is made up of many **ethnic** groups.

evaporation
(i-vā-pu-rū-shun) *noun*
Evaporation is when a liquid changes into a gas or steam.




Evaporation happens when mom makes tea.

event
(i-vent) *noun*
An **event** is something that happens.




The street fair is a big **event**.

evidence
(e-vu-duns) *noun*
You use **evidence** to prove an idea.




The ball was **evidence** of how the window was broken.

expansion
(ik-span-shun) *noun*
Expansion is when something gets bigger.




Blowing into a balloon causes its **expansion**.

expenses
(ik-spens-ez) *noun*
Expenses are the money spent on something.



Her medical **expenses** cost less than she expected.

explanation
(ek-splū-nā-shun) *noun*
An **explanation** gives a reason or makes something easy to understand.




The teacher's **explanation** of DNA was helpful.

670


explore > **ghost town**

explore
(ik-splor) *verb*
To **explore** means to look around a new place.




They found a new river to **explore**.

favorable
(fā-vu-ru-bul) *adjective*
Something that is **favorable** is good.




They had **favorable** weather for the party.

food chain
(fūd-chān) *noun*
A **food chain** is a sequence of plants and animals in which each feeds on the one below it.




Cats and mice are part of a **food chain**.

foreign
(for-en) *adjective*
If something is **foreign** to you, it is something you have not seen before or is from another country.




You can identify some **foreign** money by the images on it.

freedom
(frē-dum) *noun*
Freedom is being able to say, think, and do what you want.




A bird has the **freedom** to fly.

generate
(je-nu-rāt) *verb*
When you **generate** something, you make it.




This family **generates** a lot of trash.

frontier
(frun-tear) *noun*
A **frontier** is a new place where few, or no, people live.



Space is a **frontier** for us to explore.

ghost town
(gōst town) *noun*
A **ghost town** is a place no one lives anymore.




Many places in the West became **ghost towns** after all the gold and silver was gone.

671


gold rush > **income**

gold rush (göld rush) *noun*
A **gold rush** is when many people hurry to a place that has gold in the soil.




In 1849 California had a **gold rush**. People came from all over the world to find gold.

gourd (gord) *noun*
A **gourd** is a fruit with a hard shell that you can use as a container after the fruit is gone.




He drinks water from a **gourd**.

heat (hēt) *noun*
Heat is warmth from something that is hot.




Our cat likes the **heat** from the fireplace.

goods (goods) *noun*
Goods are things that are bought and sold.




This market sells many types of **goods**.

herbivore (hur-bu-vor) *noun*
An **herbivore** is an animal that only eats plants.




A rabbit is an **herbivore**.

immigration (i-mu-grä-shun) *noun*
Immigration is when you come to live in a country that is not where you were born.




The early 1900s was a time of great **immigration** from Europe to the U.S.

identity (i-den-ti-tē) *noun*
Your **identity** makes you who you are.



Playing music is part of this boy's **identity**.

income (in-kum) *noun*
Income is money that someone receives on a regular basis.




Her paycheck shows her weekly **income**.

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individual > **law**

individual (in-du-vi-ju-wul) *noun*
An **individual** is a person.




Each **individual** at school is important.

investigate (in-ves-tu-gät) *verb*
When you **investigate** something, you try to find out more about it.




She **investigates** the insects on the leaf.

investor (in-ves-tur) *noun*
An **investor** buys something hoping it will make money.




She helps people become **investors** in start-up businesses.

influence (in-flü-uns) *verb*
If something **influences** you, it affects you.




Her kindness **influenced** me to be kind.

insulate (in-su-lät) *verb*
To **insulate** something is to wrap or cover it so that heat, cold, or electricity will not get in or out.




If you **insulate** your pipes, they won't freeze when it gets cold.

labor (lä-bur) *noun*
Labor is the hard work someone does.




A lot of time and **labor** goes into making a chair.

landfill (land-fil) *noun*
A **landfill** is a large area where garbage is stacked and then covered over with soil.



Bulldozers are used to move the garbage around in **landfills**.

law (law) *noun*
A **law** is a government's official rule.




The police remind people to follow the **law**.

673


limited resources > **nutrients**

limited resources (li-mu-tud rē-sors-ez) *noun*
Limited resources are things people need and use that are in very short supply.




Clean drinking water is a **limited resource**.

loan (lōn) *noun*
A **loan** is money that you borrow from someone else, or from a bank, and that you must repay.




Because of his good credit score, he got a **loan**.

magnify (mag-nu-fi) *verb*
When you **magnify** something you make it appear larger.




The butterfly wings are easier to see when you **magnify** them.

microscope (mi-kru-sköp) *noun*
A **microscope** is something that lets you see very small things by magnifying them, or making them look larger.




You can see red blood cells with a **microscope**.

mining (mi-ning) *noun*
Mining is digging for coal, or other precious things such as diamonds, silver, or gold.




Coal **mining** is hard and dangerous work.

nonviolence (non-vi-u-luns) *noun*
Nonviolence is to not use force.



These people believe in **nonviolence**. Their protest is peaceful.

nutrients (nü-trē-untz) *noun*
Nutrients are things found in food that help plants, animals, and people to survive.




The **nutrients** in fruit and vegetables help people stay healthy.

674


observe > **origin**

observe (ub-zurv) *verb*
Observe means to watch someone or something closely.




He **observes** birds in the trees.

obstacle (ob-sti-kul) *noun*
An **obstacle** is something that stops you from succeeding.




A broken leg is an **obstacle** to playing soccer.

omnivore (om-ni-vor) *noun*
An **omnivore** is an animal that eats both plants and meat.




Bears are **omnivores**.

oppose (u-pöz) *verb*
Oppose means to disagree with an idea or action.




They protested to **oppose** the government's decision.

organization (or-gu-nu-zä-shun) *noun*
An **organization** is a business or other official group.




This **organization** helps lost pets.

opportunity (ah-pur-tü-nu-tē) *noun*
An **opportunity** is a good chance to do something.



There is a job **opportunity** here.

origin (or-u-jün) *noun*
An **origin** is the beginning of something or where something came from.



The **origin** of chocolate is the cacao bean.

675

partnership > **power**

partnership
(part-nur-ship) *noun*
Individuals in a **partnership** work together and share the results of their work.



*The kids formed a **partnership** to sell cookies and lemonade.*

photosynthesis
(fō-tō-sin-thu-sus) *noun*
Photosynthesis is the process that plants use to make their food.



*A scientist grows plants to study **photosynthesis**.*

plantation
(plan-tā-shun) *noun*
A **plantation** is a large farm, usually in a hot place, which grows crops such as coffee, cotton, or sugar.



*This tea **plantation** is in Japan.*

plastic
(plas-tik) *noun*
Plastic is a synthetic, or human-made material, which is light weight. It is used for making many things.



*The toy duck is made of **plastic**.*

pollution
(pu-lū-shun) *noun*
Pollution is harmful substances that hurt the air, water, and soil.



*Car exhaust causes air **pollution**.*

population
(pah-pyū-lā-shun) *noun*
A **population** is the number of people living in an area.



*This city's **population** is large.*

power
(pow-ur) *noun*
Power is strength and energy.



*This machine has the **power** to lift heavy things.*

676

precipitation > **reduce**

precipitation
(pri-si-pu-tā-shun) *noun*
Precipitation is rain, sleet, snow, or hail.



*When there is **precipitation**, it's good to take an umbrella.*

producer
(pru-dū-sur) *noun*
A **producer** makes things.



*This bush is a **producer** of blueberries.*

profit
(prah-fut) *noun*
Profit is when someone sells something for more than it cost to buy or make.



*Our house sold for a large **profit**.*

propose
(prō-pōz) *verb*
Propose means to suggest something, such as an action.



*He **proposes** that his mom buy the blue shirt.*

protest
(prō-test) *verb*
When you **protest**, you show that you do not like or agree with something.



*She **protests** that the paper was due the day before.*

ranching
(ranch-ing) *noun*
Ranching is the business of raising animals on a ranch to be sold for their meat.



***Ranching** is hard work.*

recycle
(rē-si-kuil) *verb*
When something is **recycled** it goes through a process that breaks it down into parts that can be used again.



*These cans were made from **recycled** aluminum.*

reduce
(ri-dūs) *verb*
Reduce means to make something smaller or to use less of something.



*Our family tries to **reduce** the amount of trash we make.*

677

reflect > **require**

reflect
(ri-flekt) *verb*
When light hits a mirror, it **reflects** the image, so you can see it.



*When a mirror **reflects** an image, the image is reversed.*

refuge
(re-fyūj) *noun*
A **refuge** is a place where people go to be safe or to find shelter.



*These people found **refuge** from the rain.*

region
(rē-jun) *noun*
A **region** is a large area or part of a place.



*Oregon is in the Northwest **region** of the United States.*

rely
(ri-lī) *verb*
If you **rely** on something, you need it.



*We **rely** on electricity in our home.*

renewable
(ri-nū-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.



*Wind is a **renewable** resource.*

require
(ri-kwīr) *verb*
Require means to need.




*A plant **requires** sunlight to survive.*

678


reservation > **services**

reservation
(re-zur-vā-shun) *noun*
Reservations are places Native Americans were moved to in the 1800s.




*These Minionjou Sioux Native Americans are camping in tipis on a **reservation** in South Dakota.*

responsibility
(ri-spon-su-bi-lu-tē) *noun*
A **responsibility** is something you should do.




*It is my **responsibility** to walk the dog.*

reuse
(rē-yūz) *verb*
When you **reuse** something you use it again instead of throwing it into the trash.




*We **reused** this egg carton to sprout seeds.*

risk
(risk) *verb*
When you **risk** something, you are in danger of losing or harming it.




*If she does not wear a helmet, she **risks** hurting herself.*

route
(rūt) *noun*
A **route** is a path to go someplace.




*Do you take the shortest **route** to school?*

runoff
(run-of) *noun*
Runoff is water that starts as rain or snow on land, and ends up going into the ocean.




*When ice melts, the **runoff** flows into the sea.*

scarcity
(skair-su-tē) *noun*
If there is a **scarcity** of something, there is not enough of it.



*There's a **scarcity** of water here.*

services
(sur-vū-sez) *noun*
A **service** is work someone does for money, such as delivering mail.




*Delivering the mail is a **service**.*

679


settler > **specialize**

settler
(set-lur) *noun*
A **settler** is someone who moves to a new area to live.




These pioneers were **settlers** in the western United States.

shortage
(shor-tij) *noun*
Shortage is when you don't have enough.




In a water **shortage**, the grass turns dry and brown.

slavery
(slā-vu-rē) *noun*
Slavery is when one person owns another person.




Slavery was abolished in the United States by an amendment to our Constitution.

society
(sū-sī-u-rē) *noun*
A **society** is a group of people who share rules and customs.




Our **society** has safety rules.

solar
(sō-lur) *adjective*
Solar is something that comes from the sun.




Solar power heats and cools this home.

solution
(sū-lī-shun) *noun*
A **solution** is something that solves a problem.



Reading is a good **solution** for boredom.

specialize
(spe-shu-liz) *verb*
To **specialize** is to learn or know a lot about one thing.




He **specializes** in fixing bicycles.

680


speculate > **thermal**

speculate
(spe-kyu-lā) *verb*
When you **speculate**, you make a guess.




They **speculate** that people will buy lemonade.

store
(stor) *verb*
When you **store** something, you keep it somewhere until it is needed.




They **store** their stuffed bunny with the towels.

strike
(strik) *noun*
When people **strike**, they don't work because they do not agree with the boss or the company they work for.




These people are on **strike**.

supply
(su-plī) *verb*
To **supply** means to provide things people need.




Farms **supply** us with vegetables, such as lettuce.

symbol
(sim-bul) *noun*
A **symbol** is something that stands for something else.




A heart shape is a **symbol** for love.

theory
(thear-ē) *noun*
A **theory** is an idea that explains something.



Her **theory** is that the dog did it.

thermal
(thur-mul) *adjective*
Something is called **thermal** when it is hot.



The water sprays out of this geyser because of the **thermal** energy in Earth. The water is very hot!

681

transfer > **value**

transfer
(trans-fur) *verb*
Transfer means to move from one place to another.



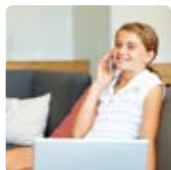
She **transfers** the food to the plate.

transition
(tran-sī-shun) *noun*
A **transition** is a change from one situation to another.



Moving to a new home is a big **transition**.

transmit
(tranz-mit) *verb*
To **transmit** something means to move it from one place or person to another.




When we use the phone, my voice **transmits** to my friend's ear.

transform
(trans-form) *verb*
To **transform** something means to change it.



The old cans were **transformed** into new cans.

translate
(trans-lāt) *verb*
When you **translate**, you change words and ideas from one language to another.



Do you speak sign language, or do you need someone to **translate** for you?

value
(val-yī) *noun*
The **value** of something is its cost or how important it is.




This jewelry has a high **value**.

682

volt > **watt**

volt
(vōlt) *noun*
Volts are used to measure the force of electrical currents, and the amount of power stored in a battery.



This battery stores 9 **volts** of power.

water cycle
(waw-tur si-kul) *noun*
The **water cycle** is the process by which Earth's water changes form and is reused again and again.



You can study one part of the **water cycle**, by watching a puddle dry up on a sunny day.

watershed
(waw-tur shed) *noun*
A **watershed** is a region of land where the precipitation drains into a lake or river.



This beautiful waterfall is part of a **watershed** that will drain into a larger river.

watt
(wot) *noun*
A **watt** is a unit for measuring electrical power.



A light bulb with more **watts** has more power, so it shines brighter.

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Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 5 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.5.Rlit.1	(1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: T19, T20, T26, T37a, SG15; Unit 3: SG8, SG9, SG14, SG15; Unit 4: T228, T229; Unit 5: SG26, SG27; Unit 6: SG20, SG21; Unit 7: T519j, T522, SG20, SG21, SG26, SG27
	CC.5.Rlit.2	(2) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Unit 1: T18, SG8, SG9, SG15; Unit 2: T94, T101j, SG8, SG9, SG14, SG15; Unit 3: T156, T157, T168, T172, T173, T175j, SG8, SG9, SG14, SG15; Unit 4: T225a, T226, T234–235, T237, T238, T240, T241, T244, T246a, SG8, SG9, SG14, SG15, SG20, SG21; Unit 5: T301a, T359j, T367a, T369a, T369b, SG20, SG21, SG26, SG27; Unit 6: T394, T449a, T449b, T449d, T449f, T449g, SG20, SG21, SG26, SG27; Unit 7: T472, T520a, T520b, T522, T525f, T525g, SG20, SG21, SG26, SG27; Unit 8: SG20, SG21, SG24, SG25
	CC.5.Rlit.3	(3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Unit 2: T79a, T88–89, T91, T92, T95, T98, T100a, T101j, T102a, T102b, T103, T104–105, T108, T111a, T111b, SG8, SG9, SG14, SG15; Unit 3: T242–243, T245a, SG8, SG9, SG14, SG15; Unit 4: SG20, SG21; Unit 5: T335a, T342–343, T344–345, T346–347, T348–349, T358a, T360a, T360b, SG20, SG21; Unit 6: T434–435, SG20, SG21; Unit 7: T523a; Unit 8: SG20, SG21, SG24, SG25
Craft and Structure	CC.5.Rlit.4	(4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Unit 4: T234–235, T236, T248a, T249, T250, T252, T253a, T254, T255, T287a
	CC.5.Rlit.5	(5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Unit 6: T421, T426–427, T428–429, T434–435, T436, T440a, T440b, T441, T442–443, T444–445, T446, T447a, T448; Unit 7: T520c, T521, T522, T523, T525a, T525b
	CC.5.Rlit.6	(6) Describe how a narrator’s or speaker’s point of view influences how events are described.	Unit 1: T37a, T37f, T37g, SG8, SG9; Unit 2: SG8, SG9, SG14, SG15; Unit 4: T255f; Unit 5: SG20, SG21; Unit 7: T521
Integration of Knowledge and Ideas	CC.5.Rlit.7	(7) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Unit 2: T90, T93, T99a
	CC.5.Rlit.9	(9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Unit 2: T111f, T111g; Unit 5: T369f, T369g; Unit 6: SG26, SG27
Range of Text Complexity	CC.5.Rlit.10	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Unit 1: T1i, T5a, T8, T9, T12–13, T14–15, T16, T19, T20, T21, T22–23, T24, T25, T26, T26a, T27j, T35a, T36, T42, T60a, T61h, SG8, SG9, SG15; Unit 2: T75j, T79a, T82, T85, T86–87, T88–89, T90, T91, T92, T95, T96–97, T98, T99, T101j, T103, T104–105, T106–107, T108, T109a, SG8, SG9, SG14, SG15; Unit 3: T149j, T152, T153a, T154, T160–161, T162–163, T164–165, T168, T169, T170–171, T172, T173, T174, T174a, T175j, T181a, SG8, SG9, SG14, SG15; Unit 4: T221j, T228, T229, T231, T232–233, T234–235, T236, T237, T238, T239, T240, T241, T242–243, T244, T245, SG8, SG9, SG14, SG15, SG20, SG21; Unit 5: T297j, T304, T341, T342–343, T344–345, T346–347, T359j, T360a, T360b, T361, T362–363, T364–365, T366, SG20, SG21, SG26, SG27; Unit 6: T375j, T382, T383, T413r, T421, T422–423, T424–425, T426–427, T428–429, T431, T432, T433, T434–435, T436, T437, T437a, T439j, T441, T442–443, T444–445, T446, T447, T447a, T448, T449, T449f, T449g, SG20, SG21, SG26, SG27; Unit 7: T493r, T502–503, T504–505, T506–507, T511, T512, T513, T514–515, T516, T517, T518a, T520c, T521, T522, T523, T525a, T525b, SG20, SG21, SG26, SG27; Unit 8: T567r, T569a, T570, T572, T575, T576–577, T578–579, T580–581, T582–583, T584, T587, T588–589, T590, T601a, T602, SG20, SG21, SG24, SG25



Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngreach.com)

Reading, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Informational Text			
Key Ideas and Details	CC.5.Rinf.1	(1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: T28b, T32–33, T35, T48–49, T57, SG10, SG11, SG14, SG20, SG21, SG26, SG27; Unit 2: T136a, T136b, T137, T138, T139, T140, T141, SG20, SG21, SG22, SG23, SG26, SG27; Unit 3: SG16, SG17, SG20, SG21, SG26, SG27; Unit 4: T258a, T260, T261, SG4, SG5, SG14, SG15, SG22, SG23; Unit 5: T315, T316–317; Unit 6: T390, T392, SG8, SG9, SG14, SG15; Unit 7: T468–469, T470, T473, T474–475, T478–479, T483h, T485, T488–489, T490; Unit 8: T549, T550–551, T552–553, T555, T567r, SG16, SG17
	CC.5.Rinf.2	(2) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Unit 1: T54, SG14, SG20, SG21, SG26, SG27; Unit 2: T124, T125, T134a, T143f, T143g, SG20, SG21, SG26, SG27; Unit 3: T175j, T185a, T186, T188, T189, T192–193, T194–195, T196, T197, T198, T199, T200–201, T204, T206, T206a, T207h, T208a, T208b, T209, T210, T211, T212, T215a, T215b, T215f, T215g, SG10, SG11, SG20, SG21, SG22, SG23, SG26, SG27; Unit 4: T247j, T268, T279g, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T308–309, T312, T314, T315, T320–321, T322, T323b, T324a, T333f, SG8, SG9, SG10, SG11, SG14, SG15, SG16, SG17, SG22, SG23; Unit 6: SG8, SG9, SG14, SG15; Unit 7: SG8, SG9, SG14, SG15; Unit 8: T548, T554, T556, SG8, SG9, SG14, SG15, SG22, SG23
	CC.5.Rinf.3	(3) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Unit 1: T60a, T69a, T69b, T69d, T69f, T69g, SG4, SG5, SG16, SG17; Unit 2: T126–127, SG10, SG11, SG16, SG17; Unit 3: T176a, T176b, T183f, T183g, T183h; Unit 4: T280a, T280b, T281, T286; T289g, SG20, SG21, SG26, SG27; Unit 5: T326a, T326b, T327, T328, T329, T330, T333a, T333b; Unit 6: T403h, T413a, T413b, SG4, SG5, SG10, SG11; Unit 7: T486–487, T490, SG10, SG11; Unit 8: T560a, T560b, T562–563, T593j, T594a, T594b, T595, T596–597, T598–599, T600, T603a, T603b, T603f, T603g, SG14, SG15
Craft and Structure	CC.5.Rinf.4	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Unit 1: T4, T5, T27q, T28, T28c, T30–31, T37a, T37c, T38, T39, SG22, SG23
	CC.5.Rinf.5	(5) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Unit 3: T183a, T183b, SG4, SG5; Unit 4: T289a, SG10, SG11; Unit 6: SG16, SG17, SG22, SG23; Unit 7: SG14, SG15, SG22, SG23; Unit 8: T567a, T567b, SG4, SG5, SG10, SG11
	CC.5.Rinf.6	(6) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Unit 1: T28a, T28b, T30–31, T32–33, T34, T35, T37d, SG14; Unit 4: T255a, T255b, T255f, T255g, SG16, SG17
Integration of Knowledge and Ideas	CC.5.Rinf.7	(7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Unit 2: T143a, T143b, SG4, SG5; Unit 7: T493a, T493b, SG16, SG17
	CC.5.Rinf.8	(8) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Unit 5: SG4, SG5; Unit 6: T395; Unit 7: T458, T459a, T473, T474–475, T476–477, T478–479, T482, T482a, T484a, T484b, T486–487, T488–489, T491a, T493f, T493g, SG4, SG5, SG14, SG15
	CC.5.Rinf.9	(9) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Unit 2: T143g, T143h; Unit 8: T567g
Range and Level of Text Complexity	CC.5.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 independently and proficiently.	Unit 1: T1i, T27j, T29, T30–31, T32–33, T34, T35a, T36, T37r, T39a, T45, T48–49, T50–51, T55, T56, T57, T58, T60a, T61h, T62a, T62b, T63, T64–65, T68, T69f, T69g, T75, SG5, SG11, SG14, SG17, SG20, SG21, SG23, SG26, SG27; Unit 2: T101j, T111r, T113a, T116, T119, T120–121, T125, T126–127, T128–129, T130–131, T135h, T137, T138, T139, T140, T141a, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; Unit 3: T175j, T177, T178, T179, T180, T181a, T183r, T191, T192–193, T194–195, T198, T199, T200–201, T202–203, T204, T209, T210, T211, T212, T213, T213a, T214, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; Unit 4: T247j, T248c, T249, T250, T251, T252, T255q, T255r, T257, T257a, T263, T264–265, T266–267, T268, T269, T270–271, T272–273, T274–275, T276–277, T278, T278a, T279, T279g, T279h, T281, T282–283, T284–285, T286, T287, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; Unit 5: T297j, T307, T308–309, T310–311, T312, T314, T315, T316–317, T318–319, T320–321, T322, T323, T325h, T326a, T326b, T327, T328, T329, T330, T331a, T332, T333r, T338, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23; Unit 6: T375j, T379a, T380, T385, T386–387, T388–389, T390, T391, T392, T393, T402a, T404a, T404b, T405, T406–407, T408–409, T410, T411a, T412, T412a, T413f, T413g, T413h, T413r, T415a, T416, T418, T419, T438a, T439j, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23; Unit 7: T455j, T459a, T462, T466–467, T468–469, T470, T473, T474–475, T478–479, T482a, T484a, T484b, T486–487, T488–489, T490, T491a, T495a, T498, T519j, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23; Unit 8: T531j, T535a, T538, T541, T542–543, T544–545, T546, T548, T549, T550–551, T552–553, T554, T555, T556, T558a, T559h, T561, T562–563, T565a, T566, T593j, T595, T596–597, T598–599, T600, T601, T601a, T602, SG5, SG8, SG9, SG11, SG14, SG15, SG17, SG23

Grade 5 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Foundational Skills			
Phonics and Word Recognition	CC.5.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T27j, T27k, T27q, T28, T28c, T37r, T37s, T61h, T61i, T61j; Unit 2: T75j, T75k, T101j, T101k, T111r, T111s, T135h, T135i; Unit 3: T149j, T149k, T149l, T175j, T175k, T183r, T183s, T183t, T207i; Unit 4: T221k, T221l, T247j, T247k, T247l, T255r, T255s, T279i; Unit 5: T297j, T297k, T325h, T325i, T325j, T333r, T333s, T333t, T359j, T359k, T359l; Unit 6: T375j, T375k, T403h, T403i, T413s, T413t, T439j, T439k, T439l, T439q, T440, T440c, T449c; Unit 7: T455j, T455k, T455l, T483h, T483i, T493r, T493s, T493t, T519j, T519k, T519l; Unit 8: T531j, T531k, T559h, T559j, T567r, T567s, T593j, T593k
	CC.5.Rfou.3.a	(a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Unit 1: T1i, T1k, T27j, T27k, T27q, T28, T28c, T37r, T37s, T37t, T61h, T61i, T61j; Unit 2: T75j, T75k, T101j, T101k, T111r, T111s, T111t, T135h, T135i; Unit 3: T149j, T149k, T149l, T175j, T175k, T183r, T183s, T183t, T207i; Unit 4: T221k, T221l, T247j, T247k, T247l, T255r, T255s, T279j; Unit 5: T297j, T297k, T297l, T325h, T325i, T333r, T333s, T333t, T359j, T359k, T359l; Unit 6: T375j, T375k, T403h, T413s, T439j, T439k, T439l; Unit 7: T455j, T455k, T455l, T483h, T483i, T493r, T493s, T519j, T519k, T519l; Unit 8: T531j, T531k, T559h, T559i, T567r, T593j, T593k
Foundational Skills: Fluency	CC.5.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T28a, T29, T36, T37b, T37r, T39a, T42, T46–47, T55, T61, T62a, T63, T68, T69b; Unit 2: T75j, T79a, T82, T86–87, T95, T101, T111r, T113a, T116, T120–121, T130–131, T135, T136a, T137, T142, T143b; Unit 3: T149j, T153a, T156, T160–161, T169, T175, T176a, T177, T182, T183b, T183r, T208a, T209, T214, T215b; Unit 4: T221j, T225a, T228, T232–233, T241, T247, T249, T254, T255b, T255r; Unit 5: T297j, T301a, T304, T308–309, T315, T325, T326a, T327, T332, T333a, T333r; Unit 6: T379a, T382, T386–387, T395, T403, T404a, T405, T411a, T413b, T413r; Unit 7: T455j, T455k, T459a, T462, T466–467, T474–475, T483, T484a, T485, T492, T493b, T493r, T495a, T498, T502–503, T511, T519, T535a, T538, T542–543, T559, T560a, T561, T565a, T567b, T587, T594a, T595, T601a, T603b
	CC.5.Rfou.4.a	(a) Read grade-level text with purpose and understanding.	Unit 1: T12–13, T19, T48–49, T55; Unit 7: T455k
	CC.5.Rfou.4.b	(b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T5a, T8, T12–13, T19, T27; Unit 2: T102a, T103, T110, T111b; Unit 3: T185a, T188, T192–193, T199, T206a; Unit 4: T257a, T260, T264–265, T269, T278a, T280a, T281, T288, T289b; Unit 5: T335a, T338, T342–343, T359, T360a, T361, T368, T369b; Unit 6: T375j, T403g, T413q, T415a, T418, T422–423, T431, T439, T440a, T441, T447b, T449b; Unit 7: T519i, T520a, T521, T524, T525b; Unit 8: T569a, T572, T576–577
	CC.5.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1: T27j, T37r, T61h; Unit 2: T75j, T101j, T111r, T135h; Unit 3: T149j, T175j, T207h; Unit 4: T221j, T255r, T279h; Unit 5: T297j, T325h, T333r, T359j; Unit 6: T375j, T403h, T413r, T439j; Unit 7: T455j, T483h, T493r, T519j; Unit 8: T531j, T559h, T567r, T593j

Writing

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Text Types and Purposes	CC.5.W.1	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Unit 1: T35, T60, T66–67, T74; Unit 2: T100, T109, T135g, T141; Unit 3: T174, T183q, T206, T213; Unit 4: T221i, T239, T247i, T253, T278, T279g, T279h, T280b, T287, T297; Unit 5: T333g; Unit 6: T403g; Unit 7: T455i, T460, T480–481, T482, T483h, T484b, T491, T493d, T493q, T518, T519j, T523, T526, T527, T528, T529, T530, T531; Unit 8: T558, T559g, T564–565, T567g, T567q, T601
	CC.5.W.1.a	(a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	Unit 1: T37q, T62b; Unit 3: T207m, T207n; Unit 4: T247o, T247p; Unit 7: T483g, T483h, T493q; Unit 8: T567j, T567k
	CC.5.W.1.b	(b) Provide logically ordered reasons that are supported by facts and details.	Unit 1: T66–67; Unit 2: T135g, T141; Unit 4: T221i, T255j, T255k, T255l, T297; Unit 5: T333j; Unit 6: T403m, T403n, T413j, T413k, T413l; Unit 7: T455i, T480–481, T483g, T484b, T493d, T493i, T493j, T493k, T493l, T526, T527, T528, T529; Unit 8: T558, T559g, T567g
	CC.5.W.1.c	(c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Unit 4: T255j, T255k, T255l; Unit 7: T519o, T519p, T526, T527, T528, T529
	CC.5.W.1.d	(d) Provide a concluding statement or section related to the opinion presented.	Unit 7: T518, T526, T527, T528, T529; Unit 8: T567j, T567k
	CC.5.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Unit 1: T6, T8, T9, T17, T28b, T37g, T37j, T37k, T37r, T42, T43, T62b, T69d, T69g; Unit 2: T75j, T102b, T111g, T111j, T111k, T111q, T114, T116, T117, T122–123, T132–133, T135g, T135h, T136b, T143d, T143g; Unit 3: T149i, T175i, T176b, T181, T183d, T183g, T183i, T183j, T183k, T183q, T186, T188, T189, T197, T207m, T207n, T208b, T215d, T216, T217, T218, T219; Unit 4: T247n, T255q, T276–277, T289d, T289g, T297; Unit 5: T302, T313, T325b, T331, T333d, T338, T339, T348–349; Unit 6: T380, T382, T383, T393, T404b, T413g, T413q, T416, T428–429, T440b, T447; Unit 7: T455j, T462, T463, T471, T498, T499, T525g; Unit 8: T536, T538, T539, T547, T557, T559g, T560b, T567q, T570, T572, T573, T591a, T603g
	CC.5.W.2.a	(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Unit 1: T27o, T27p, T37j, T37k, T37r, T61a, T61b; Unit 2: T101o, T101p, T111j, T111k, T143a, T143b; Unit 3: T183j, T183l, T205, T207a, T207b, T216, T217, T218, T219; Unit 5: T323a, T333d; Unit 6: T403b; Unit 7: T484b, T536, T559g; Unit 8: T567q, T572, T573, T593o, T593p, T604, T605, T606, T607
	CC.5.W.2.b	(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Unit 1: T37w, T37x; Unit 3: T175o, T175p, T183j; Unit 5: T359o, T359p, T370, T371; Unit 7: T483g; Unit 8: T609
	CC.5.W.2.c	(c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Unit 8: T593p, T605, T606
	CC.5.W.2.d	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 3: T175o, T175p, T183i, T183k; Unit 4: T279m, T279n; Unit 5: T325b; Unit 8: T567q
	CC.5.W.2.e	(e) Provide a concluding statement or section related to the information or explanation presented.	Unit 8: T559n
	CC.5.W.3	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit 1: T1h, T1n, T27b, T27c, T37d, T52–53, T59, T61g, T61m, T61n, T70, T71, T72; Unit 2: T75i, T99a, T101a, T101b, T101c, T101i, T144, T145, T146, T149; Unit 3: T149o, T149p; Unit 4: T221o, T221p, T247b, T247c, T247d, T255d, T258; Unit 5: T333q, T359b, T359c, T359i, T369d, T375; Unit 6: T375i, T402, T413d, T413q, T418, T419, T439a, T439b, T439c, T439d; Unit 7: T496, T519a, T519b, T519c, T519d; Unit 8: T567w, T567x, T593b, T593c, T593d
	CC.5.W.3.a	(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Unit 1: T1o, T27a, T27b, T27c; Unit 3: T149o, T149p, T152, T153a, T154, T175a, T175b, T175c; Unit 6: T413q; Unit 7: T508–509; Unit 8: T585, T591a
	CC.5.W.3.b	(b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Unit 1: T27i, T37q, T59, T61g; Unit 2: T101i, T111d; Unit 3: T166–167, T175b, T175c, T221; Unit 4: T245a, T255q; Unit 5: T333w, T333x, T359a, T359b, T359c; Unit 6: T375i, T437a, T438, T449b, T449g; Unit 7: T483g, T493q, T508–509, T517a; Unit 8: T585, T591a
	CC.5.W.3.c	(c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Unit 3: T175a, T175b, T175c; Unit 4: T247a, T247b, T247c; Unit 8: T605, T606
	CC.5.W.3.d	(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	Unit 1: T25a, T27i; Unit 2: T75o, T75p, T101a, T101b, T101c; Unit 3: T149i, T173a; Unit 4: T245a; Unit 6: T413w, T413x, T439a, T439b, T439c, T450, T451, T452; Unit 7: T519i
	CC.5.W.3.e	(e) Provide a conclusion that follows from the narrated experiences or events.	Unit 2: T101a, T101b, T101c; Unit 7: T493w, T493x, T519a, T519b, T519c, T519d

Grade 5 Common Core Standards

Writing, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Production and Distribution of Writing	CC.5.W.4	(4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Unit 1: T37w, T37x; Unit 2: T111j, T111k; Unit 3: T175a, T175b, T175c, T183j, T183k, T207a, T207b, T216, T217, T218, T219; Unit 4: T247a, T247b, T247c, T255j, T255k, T255l, T279a, T279b; Unit 5: T333j, T333k, T359b, T370, T371, T372; Unit 6: T403b, T413j, T413k, T413l, T439a, T439b, T439c, T439d, T450, T451, T452, T453; Unit 7: T483a, T483b, T493i, T493j, T493k, T493l, T519a, T519b, T519c, T519d, T526, T527, T528, T529; Unit 8: T559a, T559b, T567j, T567k, T593a, T593b, T593c, T593d, T604, T605, T606, T607, T609
	CC.5.W.5	(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Unit 1: T1l, T1m, T27n, T37j, T37k, T37l, T37v, T61g, T61l, T70, T71, T72; Unit 2: T75n, T101b, T101c, T101d, T101n, T111j, T111k, T111l, T111v, T135l, T144, T145, T146; Unit 3: T183j, T183k, T183l, T207a, T207b, T216, T217, T218, T219; Unit 4: T221n, T247a, T247b, T247c, T247d, T255i, T255j, T255k, T255l, T255v, T279a, T279b, T279l; Unit 5: T297n, T325l, T333j, T333k, T333l, T333v, T359b, T359c, T359d, T359n, T370, T371, T372; Unit 6: T403a, T403b, T413i, T413j, T413k, T413l, T439a, T439b, T439c, T439d, T450, T451, T452, T453; Unit 7: T455m, T455n, T483a, T483b, T483k, T483l, T493i, T493j, T493k, T493l, T493u, T493v, T519a, T519b, T519c, T519d, T519m, T519n, T526, T527, T528, T529; Unit 8: T531n, T559a, T559b, T559l, T567j, T567k, T567l, T567v, T593a, T593b, T593c, T593d, T593n
	CC.5.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 two pages in a single sitting.	Unit 1: T27i, T61g, T75; Unit 3: T175j, T207a, T207b; Unit 4: T221j; Unit 5: T333k, T333l, T359c, T359d, T373; Unit 6: T453; Unit 7: T483g, T493q
Research to Build and Present Knowledge	CC.5.W.7	(7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Unit 1: T1h, T27i, T27j, T37r, T61a, T61b, T61h, T75; Unit 2: T101j, T111r, T111w, T111x, T135a, T135b; Unit 3: T149j, T175j, T183r, T183w, T183x, T207g, T207h, T221; Unit 4: T221j, T247j, T255r, T279h, T297; Unit 5: T325g, T333q, T375; Unit 6: T375j, T403g, T413r, T439j; Unit 8: T593j, T609
	CC.5.W.8	(8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Unit 1: T1i, T27j, T37r, T61h, T75; Unit 2: T111q, T135a, T135b, T135h; Unit 3: T156, T157, T175j, T183w, T183x, T207a, T221; Unit 4: T279a; Unit 5: T297o, T325a, T325b; Unit 6: T375j, T376o, T375p, T403a, T403g, T403h, T413r, T439j; Unit 7: T455i, T455j, T455o, T455p, T493r, T519j; Unit 8: T531j, T531o, T531p, T559a, T559b, T559h, T567r, T593i, T593j
	CC.5.W.9	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit 4: T255w, T255x; Unit 5: T297o, T297p; Unit 7: T455o, T455p, T483a, T483b, T519j; Unit 8: T531i,
	CC.5.W.9.a	(a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Unit 1: T17, T28b, T42, T43; Unit 2: T102b, T111g; Unit 4: T226; Unit 5: T336, T369g; Unit 6: T440a, T440b
	CC.5.W.9.b	(b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Unit 1: T35, T75; Unit 2: T136b, T143g; Unit 3: T215f, T215g, T215h; Unit 4: T228, T229, T255g, T260, T261; Unit 7: T462, T463, T483a, T483b; Unit 8: T557
Range of Writing	CC.5.W.10	(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Unit 1: T6, T8, T9, T17, T25a, T26, T27a, T27b, T27c, T28b, T37d, T37g, T37i, T37j, T37k, T40, T42, T43, T52–53, T59, T60, T61g, T61h, T62b, T69d, T69g, T75, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T80, T82, T83, T93, T99a, T100, T101a, T101b, T101c, T102b, T109, T111d, T111g, T111j, T111k, T114, T116, T117, T122–123, T132–133, T134, T136b, T143d, T143g, T144, T145, T146, T148, T149, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T154, T156, T157, T166–167, T173a, T174, T175a, T175b, T175c, T175d, T175i, T175q, T176b, T176c, T181, T183a, T183d, T183e, T183g, T183i, T183j, T183k, T184, T186, T186a, T188, T189, T190, T197, T198, T205, T206, T207a, T207b, T208b, T215, T215d, T215g, T216, T217, T218, T219, T220, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T226, T228, T229, T239, T245a, T246, T247a, T247b, T247c, T247d, T248b, T253, T255d, T255g, T255i, T255j, T255k, T255l, T258, T260, T261, T266–267, T276–277, T278, T279a, T279b, T280b, T287, T289, T289d, T289g, T296, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T297i, T302, T304, T305, T313, T323a, T324, T325a, T325b, T325g, T326b, T331, T333d, T333g, T333j, T333k, T333l, T333q, T333r, T336, T338, T339, T348–349, T358, T359b, T359c, T359i, T360b, T367, T369, T369d, T369g, T370, T371, T372, T373, T374, T375, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T375i, T380, T382, T383, T393, T400, T401, T402, T403a, T403b, T404b, T411, T413, T413d, T413g, T413i, T413j, T413k, T413l, T416, T418, T419, T428–429, T437a, T438, T439a, T439b, T439c, T439d, T439i, T440b, T447, T449, T449b, T449g, T450, T451, T452, T453, T454, T455, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T460, T462, T463, T471, T480–481, T482, T483a, T483b, T484b, T491, T493, T493d, T493g, T493i, T493j, T493k, T493l, T496, T498, T499, T508–509, T517a, T518, T519a, T519b, T519c, T519d, T520b, T523, T525, T525d, T525g, T526, T527, T528, T529, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T531i, T531j, T536, T538, T539, T547, T557, T558, T559a, T559b, T560b, T564–565, T567, T567d, T567g, T567j, T567k, T570, T572, T573, T585, T591a, T593a, T593b, T593c, T593d, T593i, T594b, T601, T603, T603d, T603g, T608, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

Speaking and Listening

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.5.SL.1	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Unit 1: T1h, T37q, T61g, T61h; Unit 2: T134, T135o, T143d, T143h; Unit 3: T175q, T184, T185, T185a, T198, T205, T206, T207, T213a, T214; Unit 4: T268, T288; Unit 5: T374, T375; Unit 6: T376, T377, T378, T379, T379a, T380a, T381, T382, T402, T403o, T410, T428–429, T430, T440c, T447, T454, T455; Unit 7: T455i, T455j, T483g, T484c, T492a, T493, T493q, T493r, T517; Unit 8: T534, T558, T559, T559o, T567q, T586, T608
	CC.5.SL.1.a	(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Unit 1: T6a, T10, T26, T27q, T28c, T37d, T37h, T44, T69d, T69h, T74, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T84, T100, T101, T102c, T109a, T110, T111h, T118, T134, T135o, T143h, T148, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T150, T151, T152, T153, T153a, T154, T158, T160–161, T174, T175, T176c, T182, T183d, T183h, T190, T192–193, T207o, T215d, T215f, T215h, T220, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T222, T230, T245b, T246, T247, T248c, T253, T254, T255f, T258a, T259, T260, T262, T279, T279o, T289d, T289h, T296, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T298, T299, T306, T324, T325, T326c, T331a, T332, T333d, T333g, T333h, T336a, T340, T358, T368, T369d, T369h, T374, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T384, T393, T404c, T411a, T412, T413a, T413d, T413h, T413q, T448, T449h, T454, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T464, T465, T492, T493h, T494, T495, T495a, T501, T502–503, T504–505, T506–507, T520c, T524, T525h, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T536a, T540, T560c, T565a, T566, T567d, T567h, T574, T594c, T602, T603h, T608, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27
	CC.5.SL.1.b	(b) Follow agreed-upon rules for discussions and carry out assigned roles	Unit 1: T18, T27q; Unit 2: T78, T80, T94, T111d; Unit 4: T255q; Unit 6: T413q
	CC.5.SL.1.c	(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Unit 1: T1h, T4, T5, T37q, T38, T39, T40a, T43, T60, T61o, T75; Unit 2: T80a, T81, T82, T100, T101q, T111f, T111h, T112, T113, T114a, T117, T134, T143d, T149; Unit 3: T174, T175, T183d, T183h, T206, T215f, T215g; Unit 4: T247b, T247c, T247d, T255f, T289h, T297; Unit 5: T333g, T333h, T334, T336c, T358, T359i, T359q, T369d; Unit 6: T375i, T413a, T413h, T416a, T430; Unit 7: T455i, T493h, T510, T511, T512, T513, T514–515, T516, T517, T519j, T525h; Unit 8: T532, T533, T586, T603h
	CC.5.SL.1.d	(d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Unit 3: T186a, T206, T207o, T213a, T214, T215d, T215f, T215g; Unit 4: T289d, T289h; Unit 5: T302a, T314, T324, T325, T325o, T333d, T333g, T333h; Unit 6: T400, T401, T413h, T416a, T438, T439q; Unit 7: T493h, T493q, T496a, T498, T518, T519q, T525h; Unit 8: T567h, T568, T603d, T603h
	CC.5.SL.2	(2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 1: T1i, T2, T3, T18, T27j, T54; Unit 2: T75j, T76, T77, T84, T94, T111q, T124, T135g, T143h; Unit 3: T149i, T154a, T175i, T175q, T183d, T183h, T186a, T188, T192–193, T194–195, T196, T198, T207g, T211; Unit 4: T221j, T247i, T255q, T268, T279g; Unit 5: T297i, T298, T314, T325b, T325g, T325h, T333q, T359i, T359j; Unit 6: T375i, T403g, T430, T439i; Unit 7: T455i, T468–469, T470, T493q, T493r, T510; Unit 8: T531j, T548, T554, T559g, T586, T593i, T593j, T607
	CC.5.SL.3	(3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Unit 3: T154a; Unit 4: T224, T225, T279, T297; Unit 7: T456, T457, T458, T459a, T460a, T473, T476–477, T480–481, T482, T482a, T483a, T483b, T483o, T492a, T493r, T526, T527, T528, T529, T559o, T567q, T570a, T593q, T607
Presentation of Knowledge and Ideas	CC.5.SL.4	(4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Unit 1: T36, T37q, T37r, T61b, T75; Unit 2: T109a, T110, T135b, T135g, T135h, T141a, T142, T149; Unit 3: T181a, T182, T183q; Unit 4: T221i, T224, T225; Unit 4: T226a, T246, T247i, T247j, T247q, T254, T255d, T256, T288; Unit 5: T297i, T300, T324, T325, T325g, T331a, T332, T333q, T359d, T374; Unit 6: T375j, T403h, T411a, T412, T413q, T413r, T414, T415, T439j, T439q, T453; Unit 7: T455i, T482, T483g, T483o, T492, T493d, T502–503, T504–505, T506–507, T519, T530, T531; Unit 8: T531i, T531j, T558, T559, T559g, T565a, T566, T567q, T574, T593i, T602, T609
	CC.5.SL.5	(5) Include multimedia components in presentations (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Unit 1: T61g, T75; Unit 2: T135b; Unit 5: T325g, T333q, T375; Unit 6: T403h, T413q; Unit 8: T531i, T531j, T559b, T593i, T609
	CC.5.SL.6	(6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Unit 1: T73; Unit 2: T75i, T101i, T111d, T147, T149; Unit 3: T149i, T152, T153, T153a, T154, T175i, T221, SG6, SG7; Unit 4: T222, T255q; Unit 5: T359d, T359i; Unit 6: T403b, T449d; Unit 7: T525d

Grade 5 Common Core Standards

Language

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Conventions of Standard English	CC.5.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1k, T1l, T1m, T27d, T27m, T27n, T36a, T37, T37u, T37v, T61k, T61l, T68a, T69, T72; Unit 2: T75m, T75n, T101m, T101n, T110a, T111, T111l, T142a, T143; Unit 3: T149m, T149n, T182a, T183, T183v, T207k, T207l, T214a, T215; Unit 4: T221m, T221n, T247m, T247n, T254a, T255, T255u, T255v, T279k, T279l, T288a, T289; Unit 5: T297m, T297n, T325l, T332a, T333, T333l, T333u, T333v, T359m, T359n, T368a, T369, T372; Unit 6: T375m, T375n, T403l, T403i, T412a, T413, T413l, T413u, T413v, T439d, T439m, T439n, T448a, T449, T452; Unit 7: T455m, T455n, T483k, T483l, T493i, T493j, T493k, T493l, T493v, T493w, T519a, T519b, T519c, T519d, T519m, T519n, T524a, T525; Unit 8: T531m, T531n, T559k, T559l, T566a, T567, T567l, T567u, T567v, T593c, T593d, T593m, T593n, T602a
	CC.5.L.1.a	(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Unit 1: T37v, T61k, T61l, T68a, T69; Unit 2: T111u, T111v, T135k, T135l; Unit 7: T483k, T483l, T519m, T519n, T524a, T525
	CC.5.L.1.b	(b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Unit 4: T279k, T279l; Unit 8: T531m, T531n, T593m, T593n
	CC.5.L.1.c	(c) Use verb tense to convey various times, sequences, states, and conditions.	Unit 4: T255v, T279k; Unit 8: T531m, T531n, T559k, T559l, T566a, T567, T567l, T567u, T567v, T593c, T593d, T602
	CC.5.L.1.d	(d) Recognize and correct inappropriate shifts in verb tense.*	Unit 8: T567u, T567v, T567w, T567x
	CC.5.L.1.e	(e) Use correlative conjunctions (e.g., either/or, neither/nor).	Unit 1: T37v; Unit 4: T247n; Unit 8: T567w, T567x
	CC.5.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T1l, T1m, T27n; Unit 2: T75l, T101d, T101k, T101l, T101m, T101n, T110a, T111, T111t, T111u, T111v, T135i, T135j, T135k, T135l; Unit 3: T149k, T149n, T175d, T175k, T175l, T175m, T175n, T182a, T183, T183s, T183t, T183u, T183v, T207j, T207l; Unit 4: T221k, T221l, T247k, T247l, T255j, T255s, T255t, T255v, T279i, T279j, T279l; Unit 5: T297k, T297l, T297m, T297n, T325j, T325l, T332a, T333, T333l, T333s, T333u, T333v, T359k, T359m, T359n, T368a, T369; Unit 6: T375l, T375n, T403j, T403l, T413l, T413t, T413v, T439d, T439l, T439m, T439n; Unit 7: T455l, T483i, T483j, T483k, T483l, T493i, T493j, T493k, T493l, T493s, T493t, T519a, T519b, T519c, T519d, T519k; Unit 8: T531k, T531m, T531n, T559i, T559k, T559l, T566a, T567, T567s, T567t, T593k, T593l
	CC.5.L.2.a	(a) Use punctuation to separate items in a series.*	Unit 2: T111u, T111v
	CC.5.L.2.b	(b) Use a comma to separate an introductory element from the rest of the sentence.	Unit 2: T75m, T75n, T101m, T101n, T111u, T111v; Unit 7: T483k, T483l, T493u, T493v
	CC.5.L.2.c	(c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Unit 2: T101m, T101n; Unit 6: T413s
	CC.5.L.2.d	(d) Use underlining, quotation marks, or italics to indicate titles of works.	Unit 3: T183, T183u; Unit 5: T325j
	CC.5.L.2.e	(e) Spell grade-appropriate words correctly, consulting references as needed.	Unit 1: T1j, T1k, T27k, T27l, T37s, T37t, T61i, T61j; Unit 2: T75k, T75l, T101k, T101l, T111t, T135j; Unit 3: T149k, T149l, T175k, T175l, T183t, T207i, T207j; Unit 4: T221l, T247k, T247l, T255s, T255t, T279j; Unit 5: T297l, T325i, T325j, T333s, T333t, T359k, T359l; Unit 6: T375k, T375l, T403i, T403j, T413t, T439k, T439l; Unit 7: T455k, T455l, T483j, T493t, T519k, T519l; Unit 8: T531k, T559i, T559j, T567t, T593k, T593l
	Knowledge of Language	CC.5.L.3	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.5.L.3.a		(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Unit 1: T27m, T37l, T67a, T69; Unit 2: T135k, T135l, T135m, T135n, T142a, T143, T146; Unit 5: T325m, T325n, T333, T333k; Unit 7: T483m, T483n, T519m, T519n
CC.5.L.3.b		(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Unit 6: T403g, T432

Language, continued

Strand	Code	Standards Text	Grade 5 Units 1–8 Standards Correlations
Vocabulary Acquisition and Use	CC.5.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Unit 1: T27q, T28, T28c, T30–31, T37a, T37c, T61o, T62, T62c, T69c, T69e; Unit 2: T75i; Unit 3: T175q, T176, T176c, T179, T183c, T207o, T208c, T215e; Unit 4: T248a, T248c, T255c, T255e, T279g, T279o, T280, T280c, T289c, T289e; Unit 6: T413c, T413e, T439q, T440, T440c, T449c, T449e; Unit 7: T483o, T484, T484c, T493c, T493e, T519q, T520, T520c, T525c, T525e; Unit 8: T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
	CC.5.L.4.a	(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Unit 1: T37c, T37e; Unit 6: T413c, T413e; Unit 7: T484c, T493c, T493e, T519q, T520, T520c, T525c, T525e, T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
	CC.5.L.4.b	(b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Unit 2: T101q, T102, T102c, T111c, T111e, T135o, T136, T136c, T143c, T143e; Unit 3: T175q, T176, T176c, T179, T183c, T183e, T207o, T208c, T215e; Unit 7: T455i, T519k, T519l; Unit 8: T531k
	CC.5.L.4.c	(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Unit 1: T27i, T27q, T28, T28c, T37c, T37e, T37t, T61j, T61o, T62, T62c, T69c, T69e; Unit 2: T75k, T101l, T111e, T111s, T135j, T136c, T143c, T143e; Unit 3: T149k, T149l, T183e, T183t, T207g; Unit 4: T221l, T279g; Unit 5: T297l; Unit 6: T404c, T413c, T413e, T439i, T439l; Unit 7: T493c, T493e, T519i, T531, T559j
	CC.5.L.5	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Unit 1: T37q, T67a, T68, T69c, T69e; Unit 3: T207o, T208c, T215e, T221; Unit 4: T221i, T247q, T248a, T248b, T248c, T249, T250, T252, T255c, T255e, T280c, T289c, T289e; Unit 5: T325o, T326, T326c, T333c, T333e, T358, T359q, T360, T360c, T369c, T369e; Unit 6: T439i, T439o, T439p, T439q, T440, T440c, T449c, T449e, T450, T451, T452; Unit 7: T511, T517a; Unit 8: T531i, T585
	CC.5.L.5.a	(a) Interpret figurative language, including similes and metaphors, in context.	Unit 1: T46–47, T67a, T68; Unit 4: T234–235, T236, T248a
	CC.5.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	Unit 4: T234–235, T236; Unit 5: T359i, T366; Unit 8: T559o, T560, T560c, T567c, T567e, T593q, T594, T594c, T603c, T603e
CC.5.L.5.c	(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Unit 1: T37t; Unit 2: T75i; Unit 3: T207g; Unit 4: T247q, T248c, T255c, T255e, T279o, T280, T280c, T289c, T289e; Unit 5: T325o, T326, T326c, T333c, T333e, T359q, T360, T360c, T369c, T369e; Unit 6: T403o, T404, T404c	
CC.5.L.6	(6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Unit 1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T10, T11, T18, T25b, T26, T27i, T35a, T37, T37q, T38, T39, T39a, T40, T40a, T41, T42, T44, T54, T59a, T61g, T67a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 2: T78, T79, T80a, T81, T84, T94, T99b, T100, T101i, T109a, T110, T111, T111q, T112, T113, T114a, T115, T116, T118, T124, T133a, T134, T135g, T141a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 3: T149i, T152, T153, T153a, T154, T154a, T155, T157, T158, T168, T172, T173b, T174a, T175, T175i, T181a, T183, T183q, T184, T185, T186a, T187, T189, T190, T198, T205a, T207, T207g, T213a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 4: T221i, T224, T226a, T227, T230, T240, T245b, T247i, T253a, T255, T255q, T256, T257, T258a, T259r, T262, T268, T277a, T279g, T279m, T279n, T287a, T289, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 5: T297i, T300, T301, T302a, T303, T306, T314, T323b, T325g, T331a, T333q, T334, T335, T336a, T337, T340, T357a, T359c, T359i, T367a, T369, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 6: T375i, T378, T379, T380a, T381, T384, T394, T401a, T403g, T411a, T413q, T414, T416a, T417, T420, T430, T437b, T439i, T447a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T455i, T458, T459, T459a, T460a, T461, T464, T472, T481a, T483g, T491a, T493q, T494, T496a, T497, T500, T510, T517b, T519l, T519o, T519p, T523a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 8: T531i, T534, T535, T536a, T537, T540, T548, T557a, T559g, T565a, T567q, T568, T569, T570a, T571, T574, T586, T593i, T593p, T601a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG24, SG25	

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Mark-up reading *see Technology: interactive whiteboard lessons*

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N

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Student edition handbook facsimile R4–R16 (each unit)

Student edition index facsimile R23–R26 (each unit)

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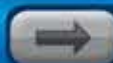
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