SRA

FLEX LITERACY™

A

B

C

Teacher Edition Sampler

SRA FLEX LITERACY™

TEACHER EDITION SAMPLER

Elementary System

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Contents

SRA
FLEX
L I T E R A C Y ™

SRA FLEX Literacy™ is a comprehensive Reading and Language Arts Intervention System for struggling readers.

Why the System Works

- *SRA FLEX Literacy™* is built on a research-based instructional model to reach students of various reading levels, as low as Beginning Reading.

- Students are engaged as never before through high-interest interactive tools and rich text selections.

- Teachers are empowered to tailor instruction through ongoing assessment that provides true differentiated instruction.

- Administrators are equipped with the tools they need for critical decision-making.

Powerful.

Flexible.

Data-Driven.

Three
Learning
Experiences
Working
Together

By design, *SRA FLEX Literacy*™ learning Experiences combine the best of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness.

THE DIGITAL EXPERIENCE

THE PRINT EXPERIENCE

THE PROJECT EXPERIENCE

Individualized Instruction

Computer-based instruction focuses on skill development through individualized and motivating technology. Scaffolded instruction, practice, assessment, remediation, and review opportunities are embedded.

Small-Group and Differentiated Instruction

Teacher-led, shared-reading lessons develop comprehension strategies using systematic, explicit instruction. Opportunities for skill differentiation and independent reading are informed by each student's performance in The Digital Experience.

Collaborative Learning

Whole-group learning, small-group collaboration, and independent application activities connect with compelling writing-centered projects built around 21st Century skills. Projects enable students to make cross-curricular and literacy connections with a technology focus.
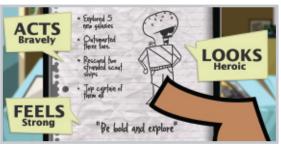
Powerful
Tools to Engage and Support Struggling Readers

Model
Engaging animations introduce, explain, and demonstrate skills.

Powerful Instruction

SRA FLEX Literacy™ makes the best use of computer-based and teacher-led instruction to accelerate student progress.

- Multiple teaching and learning modalities motivate and engage students to make learning fun

- Comprehensive instruction supports Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills

- The research-proven gradual release model of instruction accelerates student learning throughout The Experiences

Guide
Leveled text passages and supported activities provide guidance and instructional feedback.

Monitor
Independent practice activities build toward mastery with embedded opportunities for remediation and acceleration.
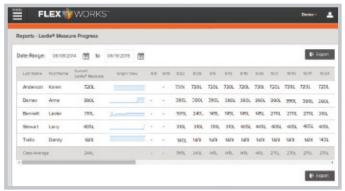
Characters & Settings Digital Lesson

Powerful Technology

Web-based technology enhances instruction for both teacher and student.

- Every student's needs are met through differentiated and scaffolded instruction—not just practice—with support and feedback throughout

- Teachers are empowered to monitor progress, differentiate instruction, and manage their classrooms with the *FLEX*Works Online Teacher Tool

Lexile Measure Progress

Powerful

Flexible
to Meet Today's School And District Needs

THE DIGITAL EXPERIENCE

25 Minutes
Individualized Reading Intervention

THE DIGITAL EXPERIENCE + **THE PRINT EXPERIENCE**

50 Minutes
Comprehensive Reading Intervention

THE DIGITAL EXPERIENCE + **THE PRINT EXPERIENCE** + **THE PROJECT EXPERIENCE**

90 Minutes
Comprehensive Reading & Language Arts Intervention
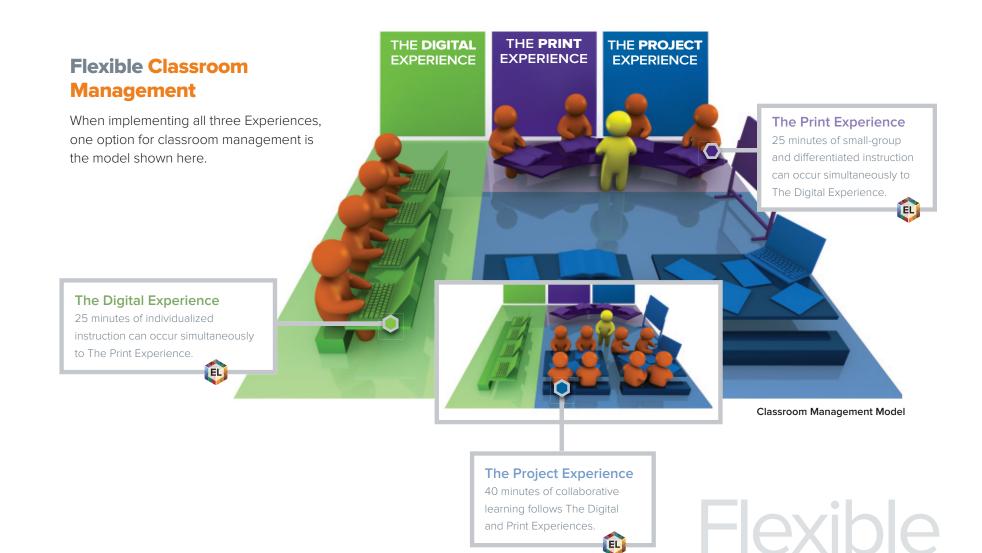
Flexible Implementation

SRA FLEX Literacy™ fits the intensive intervention needs of every classroom through multiple implementation options.

- Accommodates small or large groups
- Supports mixed-ability group instruction **EL**
- Includes foundational skill lessons for Beginning Readers, regardless of grade level
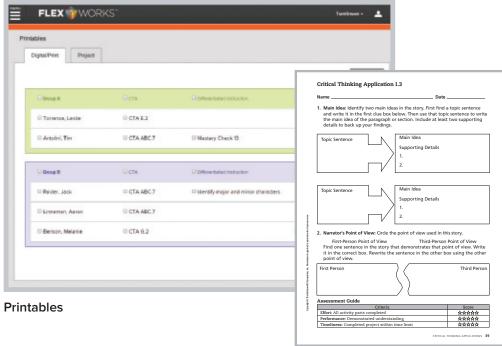
Flexible Classroom Management

When implementing all three Experiences, one option for classroom management is the model shown here.

THE DIGITAL EXPERIENCE | **THE PRINT EXPERIENCE** | **THE PROJECT EXPERIENCE**

The Print Experience
25 minutes of small-group and differentiated instruction can occur simultaneously to The Digital Experience.

The Digital Experience
25 minutes of individualized instruction can occur simultaneously to The Print Experience.

Classroom Management Model

The Project Experience
40 minutes of collaborative learning follows The Digital and Print Experiences.

Flexible

Data-Driven

Connections to Inform and Drive Instruction

Printables

Critical Thinking Applications
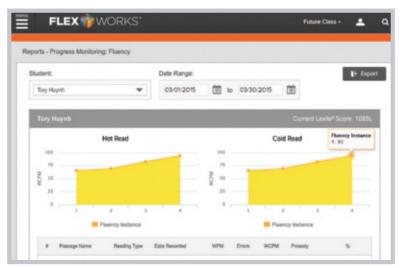
Data-Driven Differentiation

True differentiation is achieved because student performance throughout all three Experiences informs instruction.

- The Lexile® Measure Placement Test, ongoing assessment, and progress monitoring tailor instruction to each individual student's needs

- Relevant remediation ensures students receive the support they need, when they need it

- Critical Thinking Applications, informed by The Digital Experience, provide each student practice and extension opportunities for previously mastered digital skills

Data-Driven Progress Monitoring

*FLEX*Works Online Teacher Tool helps teachers monitor progress and easily target the needs of each student to maximize instructional effectiveness.
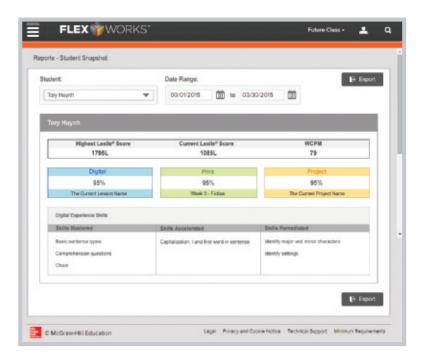
Fluency Report

Data-Driven Reporting
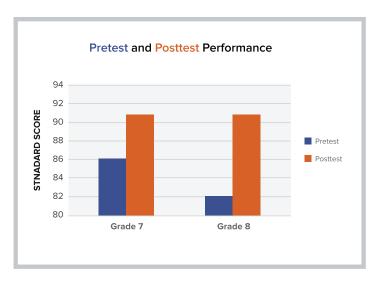
Relevant reporting is central to *SRA FLEX Literacy*™. Critical information to decision making is provided at a student, classroom, and school level.

Student Snapshot Report
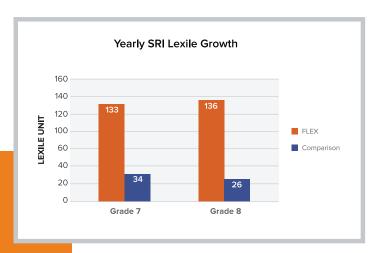
Results

Proven to engage students and increase

In the 2012-2013 school year over 140 students grade 6-8 in four states (Georgia, South Carolina, Tennessee, and Texas) implemented *SRA FLEX Literacy*™ with students two or more years below grade level with 86% receiving free and reduced lunch and 54% having special needs. *SRA FLEX Literacy*™ is associated with gains in basic reading skills for students considered at-risk in reading.

Pretest and **Posttest** Performance

STNADARD SCORE

- Pretest
- Posttest

Grade 7　　Grade 8
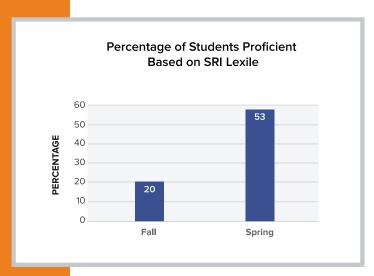
Student and teacher perceptions of the program were positive: students report that is "fun" and "cool", and teachers used such words as "challenging", "flexible", "engaging", and "intense" in describing the program.

Closing the gap in reading performance

Yearly SRI Lexile Growth

LEXILE UNIT

133　　136

34　　26

- FLEX
- Comparison

Grade 7　　Grade 8

During the 2013–2014 school year, the Deer Park School District, WA implemented *SRA FLEX Literacy*™ in four Deer Park Middle School classrooms that served over 44 at-risk readers.

FLEX Literacy is the first program we have in our elementary school that allows us to track Lexiles . . . And, it's the only program that allows us to track student progress toward mastery of the Common Core standards.

Percentage of Students Proficient Based on SRI Lexile

PERCENTAGE

20　　53

Fall　　Spring

The percentages of *SRA FLEX Literacy*™ students who scored 'proficient,' in the fall (before receiving *SRA FLEX Literacy*™ instruction) and in the spring (after receiving *SRA FLEX Literacy*™ instruction).

— Barbara Neslin,
Literacy Specialist

Proven Results

Lesson Overview

The Print Experience provides students with crucial instruction and practice in skills and strategies as they interact with text. Students work directly with the teacher who guides them through the reading selections, facilitates rich discussions, and provides differentiated instruction and the necessary level of support.

Each Teacher Edition volume is divided into 36 5-day lesson plans for 180 days of instruction. The regularity of the lesson sequence establishes a familiar and efficient classroom routine.

Day 1 — BEFORE READING

- Prepare for reading by discussing story elements or poetry features, setting a purpose, and building background.
- Model reading the story aloud to students.
- Provide skill differentiation with Individualized Instruction activities.

Days 2 & 3 — DURING READING

- Review and reread the story or poem with student participation.
- Engage in rich discussion and debate based on reading selections.
- Introduce and review vocabulary words and review story elements or poetry structure.
- Generate and answer questions, highlighting text evidence.
- Make and verify predictions about the story.

Days 4 & 5 — AFTER READING

- Reflect on and retell the story.
- Make connections, analyze point of view, compare and contrast.
- Develop reading fluency with Readers' Theater in Poetry.
- Meet individual needs with Skill Differentiation.
- Provide feedback and inform instruction with Assessment.

Gradual Release of Responsibility

Students become more independent as the amount of support provided by the teacher decreases.

The lessons in The Print Experience provide gradually decreasing amounts of teacher support—**Model, Guide,** and **Monitor**—equipping students to become increasingly more responsible for their own learning.

MODEL	
TEACHER	Introduces and models reading and writing strategies
STUDENTS	Read and respond following the teacher model
GUIDE	
TEACHER	Reviews, guides, and provides feedback
STUDENTS	Respond with teacher guidance
MONITOR	
TEACHER	Monitors and provides guidance as needed
STUDENTS	Apply strategies independently

Week 1 • Day 1

MODEL
GUIDE
MONITOR

WEEKLY OBJECTIVES

BEFORE READING
- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.
- Listen to text read aloud.

DURING READING
- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by identifying the characters and setting, highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING
- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Compare or contrast two or more characters, settings, or events.
- Write vocabulary definitions.

BEFORE READING   15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage

Direct students to **Interactive Reader** page 1. This week we'll read a story about a famous fictional detective named Sherlock Holmes. Stories about Sherlock Holmes always involve following clues and solving mysteries. What does it mean to solve a mystery? **Idea:** *to solve a problem by looking carefully for clues* What would you do if you had to solve a mystery? **Discuss.** In this story, we'll find out that Sherlock Holmes is very sick and may be dying.

2. Identify the Story Elements

Before we read a story, we need to look at the title. The title gives us information to help us understand the story. The title of this story is *The Adventure of the Dying Detective.* What's the title? **Say** with students: *The Adventure of the Dying Detective*

Let's circle the story title—*The Adventure of the Dying Detective.* **Model** circling as students copy what you circle. **Support** as needed.

The author is the person who wrote the story. His name is Sir Arthur Conan Doyle. Who's the author of today's story? **Say** with students: *Sir Arthur Conan Doyle* Let's underline the author's

4 THE ADVENTURE OF THE DYING DETECTIVE

ePresentation • Interactive Reader

The Adventure of the Dying Detective

By Sir Arthur Conan Doyle
Retold by Vidas Barzdukas

Purpose for Reading	Background Knowledge
to find out why Sherlock Holmes is sick	Detectives solve crimes.

name—Sir Arthur Conan Doyle. **Model** underlining as students copy what you underline.

This story was written a long time ago. It has been retold here by Vidas Barzdukas. He read Doyle's work and wrote it in his own words. Let's underline the name of the person who retold the story—*Vidas Barzdukas.* **Model** underlining as students copy what you underline.

The illustrator is the person who drew the art for a story. This book has illustrations, but they were drawn by many different people.

This story is fiction, which means it's made up by the author and isn't a true story. When authors write fiction stories, they want us to enjoy reading them. Let's write an *X* next to the word *Fiction.* **Model** writing as students copy what you write. **Support** as needed.

BEFORE READING W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

Built-in Pacing   15 Mins

SRA FLEX Literacy™ has built-in pacing that helps manage your instruction. The total daily time allotment for the Print Experience is 15 minutes. The timing for each instructional segment is provided.

California Common Core State Standards

Standards correlations located right on the pages help you track your lessons against the Common Core State Standards.

The Interactive Reader

Students write their responses to the text directly on the pages of the Interactive Reader. As a result, the Reader personalizes learning, becoming a record of each student's own performance and growth.
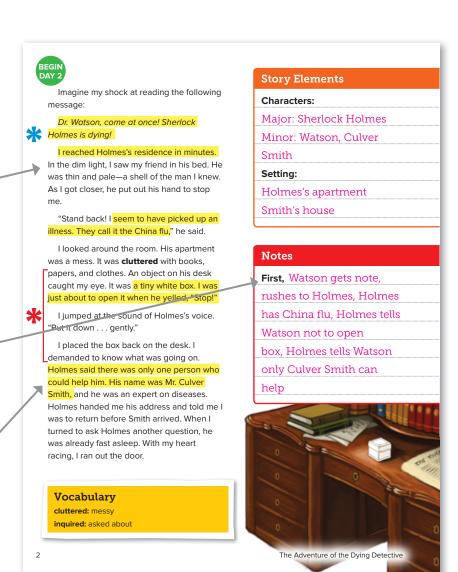
Accessible Text

Text becomes accessible and manageable to students as they engage with and respond to reading selections at point of use.

Taking Notes

Students learn to take notes and cite text evidence through direct on-page interaction with text.

Text Highlighting

Students access important ideas in the reading more easily because they can highlight or question directly in the text.

BEGIN DAY 2

Imagine my shock at reading the following message:

Dr. Watson, come at once! Sherlock Holmes is dying!

I reached Holmes's residence in minutes. In the dim light, I saw my friend in his bed. He was thin and pale—a shell of the man I knew. As I got closer, he put out his hand to stop me.

"Stand back! I seem to have picked up an illness. They call it the China flu," he said.

I looked around the room. His apartment was a mess. It was **cluttered** with books, papers, and clothes. An object on his desk caught my eye. It was a tiny white box. I was just about to open it when he yelled, "Stop!"

I jumped at the sound of Holmes's voice. "Put it down . . . gently."

I placed the box back on the desk. I demanded to know what was going on. Holmes said there was only one person who could help him. His name was Mr. Culver Smith, and he was an expert on diseases. Holmes handed me his address and told me I was to return before Smith arrived. When I turned to ask Holmes another question, he was already fast asleep. With my heart racing, I ran out the door.

Vocabulary
cluttered: messy
inquired: asked about

2   The Adventure of the Dying Detective

Story Elements

Characters:

Major: Sherlock Holmes

Minor: Watson, Culver Smith

Setting:

Holmes's apartment

Smith's house

Notes

First, Watson gets note, rushes to Holmes, Holmes has China flu, Holmes tells Watson not to open box, Holmes tells Watson only Culver Smith can help
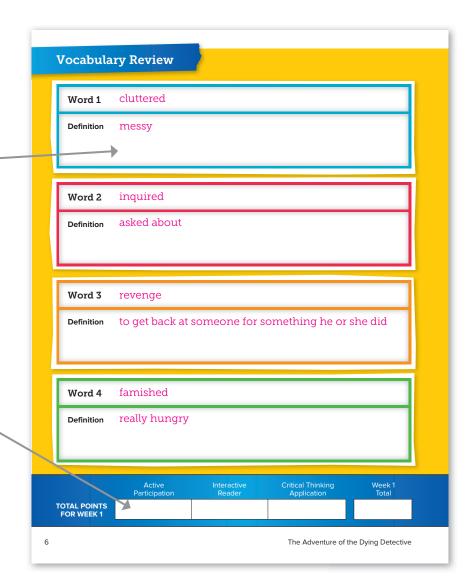
The Print Experience

Track Student Progress

Students track and document their own progress because the write-in text acts as a student portfolio—a written record of growth and accomplishment.

Authentic Assessment

The Interactive Reader facilitates authentic assessment because the teacher has the record of day-to-day student accomplishment in one easily accessible location.

Vocabulary Review

Word 1	cluttered
Definition	messy

Word 2	inquired
Definition	asked about

Word 3	revenge
Definition	to get back at someone for something he or she did

Word 4	famished
Definition	really hungry

TOTAL POINTS FOR WEEK 1	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total

6

The Adventure of the Dying Detective

ePresentation

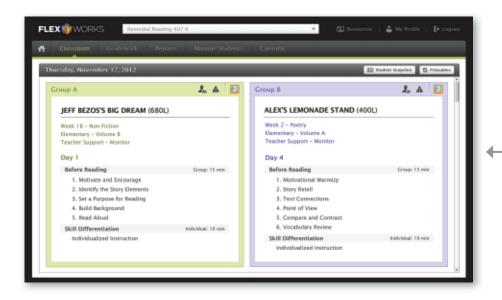All lessons are available for use on an interactive white board. Guide students as they answer the prompts in their *Interactive Readers*. Model student responses or click on prepared answers, providing the amount of support that is appropriate for your class.

Resources

The Print Experience seamlessly integrates technology and print tools to ensure that all students receive the instruction and feedback they need to succeed.

Technology

FLEXWorks

The *FLEXWorks* Online Teacher Tool allows for scheduling, planning, and managing The Print Experience in one convenient online location.

Assessment

Assessment Guides

Assess students' performance, enter the data into the *FLEXWorks* Gradebook, and run reports that show progress.
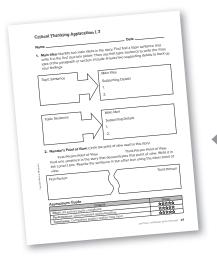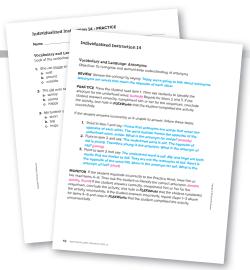
The Print Experience

Differentiated Instruction

Individualized Instruction

When students need extra support they are assigned Individualized Instruction activities. The *FLEXWorks* Online Teacher Tool provides just-in-time customized versions of these activities for you to implement one-on-one with students.

Critical Thinking Applications

Customized versions of these short activities are provided by *FLEXWorks* for each student based on his or her performance in the Digital Experience.

Decodables

Decodable Reader

The *Decodable Reader* provides additional practice for beginning readers who need extra support to develop automaticity and to practice fluency.
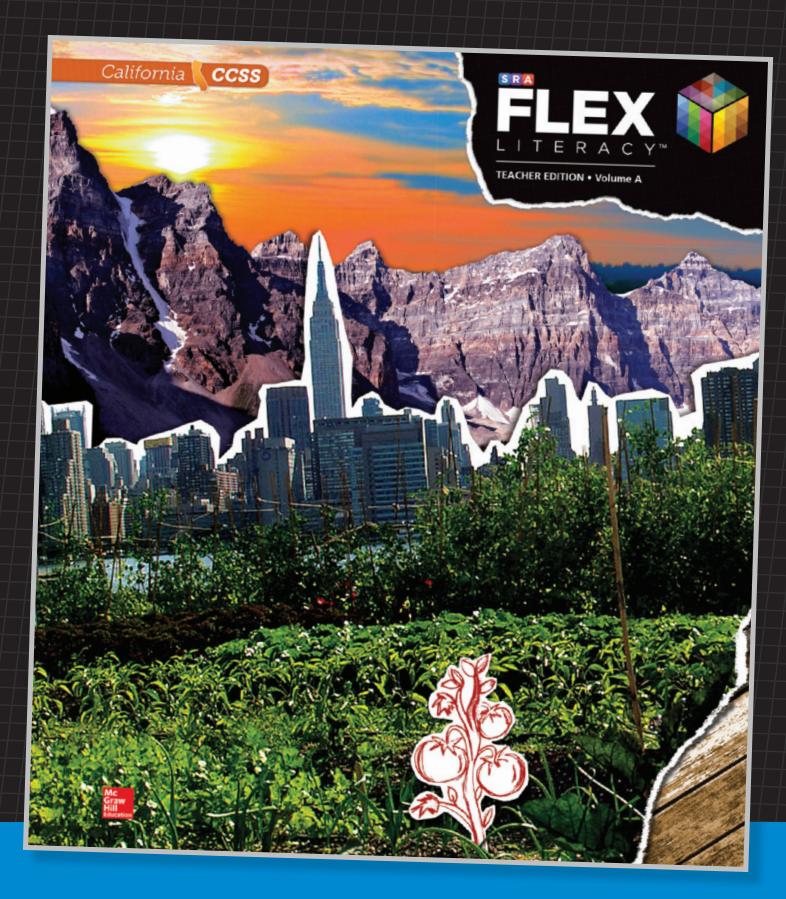
Trade Book Library

Trade Book Library

Encourage independent reading with a selection of high-interest books that have been specially chosen to align with students' reading-level needs.

California CCSS

SRA

FLEX LITERACY™

TEACHER EDITION • Volume A

TEACHER EDITION • Volume A
ELEMENTARY SYSTEM

McGraw Hill Education

Contents

Week 1

The Adventure of the Dying Detective

INSTRUCTIONAL SUPPORT
MODEL

GENRE
FICTION

The Adventure of the Dying Detective

Detective

By Sir Arthur Conan Doyle

Retold by
Vidas Barzdukas

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.
- Listen to text read aloud.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by identifying the characters and setting, highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING

- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Compare or contrast two or more characters, settings, or events.
- Write vocabulary definitions.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage

Direct students to **Interactive Reader** page 1. This week we'll read a story about a famous fictional detective named Sherlock Holmes. Stories about Sherlock Holmes always involve following clues and solving mysteries. What does it mean to solve a mystery? Idea: *to solve a problem by looking carefully for clues* What would you do if you had to solve a mystery? **Discuss.** In this story, we'll find out that Sherlock Holmes is very sick and may be dying.

2. Identify the Story Elements

Before we read a story, we need to look at the title. The title gives us information to help us understand the story. The title of this story is *The Adventure of the Dying Detective.* What's the title? **Say** with students: *The Adventure of the Dying Detective*

Let's circle the story title—*The Adventure of the Dying Detective.* **Model** circling as students copy what you circle. **Support** as needed.

The author is the person who wrote the story. His name is Sir Arthur Conan Doyle. Who's the author of today's story? **Say** with students: *Sir Arthur Conan Doyle* Let's underline the author's

ePresentation • Interactive Reader

Purpose for Reading
to find out why Sherlock Holmes is sick

Background Knowledge
Detectives solve crimes.

name—Sir Arthur Conan Doyle. **Model** underlining as students copy what you underline.

This story was written a long time ago. It has been retold here by Vidas Barzdukas. He read Doyle's work and wrote it in his own words. Let's underline the name of the person who retold the story—*Vidas Barzdukas.* **Model** underlining as students copy what you underline.

The illustrator is the person who drew the art for a story. This book has illustrations, but they were drawn by many different people.

This story is fiction, which means it's made up by the author and isn't a true story. When authors write fiction stories, they want us to enjoy reading them. Let's write an *X* next to the word *Fiction.* **Model** writing as students copy what you write. **Support** as needed.

CCSS **BEFORE READING** W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

BEGIN DAY 1

Imagine my shock at reading the following message:

Dr. Watson, come at once! Sherlock Holmes is dying!

I reached Holmes's residence in minutes. In the dim light, I saw my friend in his bed. He was thin and pale—a shell of the man I knew. As I got closer, he put out his hand to stop me.

"Stand back! I seem to have picked up an illness. They call it the China flu," he said.

I looked around the room. His apartment was a mess. It was **cluttered** with books, papers, and clothes. An object on his desk caught my eye. It was a tiny white box. I was just about to open it when he yelled, "Stop!"

I jumped at the sound of Holmes's voice. "Put it down . . . gently."

I placed the box back on the desk. I demanded to know what was going on. Holmes said there was only one person who could help him. His name was Mr. Culver Smith, and he was an expert on diseases. Holmes handed me his address and told me I was to return before Smith arrived. When I turned to ask Holmes another question, he was already fast asleep. With my heart racing, I ran out the door.

Vocabulary

cluttered: messy

inquired: asked about

Story Elements

Characters:

Setting:

Notes

First,

Smith lived in a large, gloomy-looking house, but in a nice part of town. A butler answered the bell. I thought about Holmes lying in his bed of sickness. I pushed past the butler and into the house. Smith rose from a chair near the fireplace.

"What is the meaning of this?" he cried.

I quickly introduced myself and told him I was a friend of Sherlock Holmes. As soon as I said the name, the anger left Smith's face. He **inquired** about Holmes and asked how he was feeling.

I explained that he was very sick and that he had come down with the China flu. As Smith turned away, I thought I saw a small smile on his face. Ignoring this, I told Smith that Holmes had specifically asked for him.

Smith nodded and then moved toward his bedroom. He said he would come with me but that he needed a moment to dress.

I remembered Holmes's request that I come alone. I excused myself and ran back to the street to catch a cab.

END DAY 1

Notes

Next,

Visualization

Make Prediction

The Adventure of the Dying Detective
2

The Adventure of the Dying Detective
3

---

3. Set a Purpose for Reading

Before we read a story, we should set a purpose for reading to helps us think about the story as we read. Doyle wrote this story so we have fun reading it. I want to find out why Sherlock Holmes is sick. In the *Purpose for Reading* box, let's write *to find out why Sherlock Holmes is sick.* **Model** writing as students copy what you write. **Support** as needed.

4. Build Background
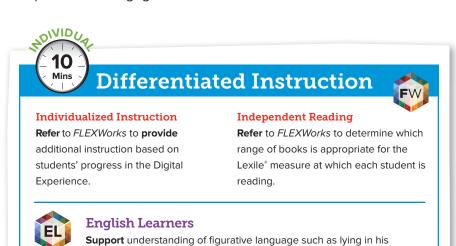
When we read, we should think about what we already know about the story. It's called activating our prior knowledge. We can talk about the topic to build our background knowledge. This story is about a detective named Sherlock Holmes. What do detectives do? Idea: *They work to solve crimes.* When I think about what I know about detectives, I remember a TV show about detectives solving a crime. In the *Background Knowledge* box, let's write *Detectives solve crimes.* **Model** writing as students copy what you write. **Support** as needed.

5. Read Aloud

Direct students to page 2. Now I'll read the first part of the story. Listen carefully, and enjoy it. **Read** pages 2 and 3 aloud with expression to engage students.

INDIVIDUAL

10 Mins

Differentiated Instruction

Individualized Instruction

Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL English Learners

Support understanding of figurative language such as lying in his bed of sickness. For more ideas, refer to the EL Strategies.

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** page 1. Let's review the work we did yesterday. **Ask** different students what they wrote on page 1.

2. Introduce Vocabulary

Direct students to pages 2 and 3. When we read, we need to understand the words, or the vocabulary, to know what's going on. The first part of our story has two vocabulary words that are bold in the text and in the box on page 2. **Read** the definitions, and then **use** each word in a sentence.

- **cluttered:** messy *(My mom asks me to clean up my room because it's so **cluttered.**)*
- **inquired:** asked about *(My sister **inquired** about working at the bookstore.)*

3. Reread the Story

Follow along while we reread the first part of the story. When you hear our two vocabulary words—***cluttered*** or ***inquired***—raise your thumb. **Reread** pages 2 and 3 aloud with expression to engage students. **Call on** students who have reached Lexile® 560L to help you read.
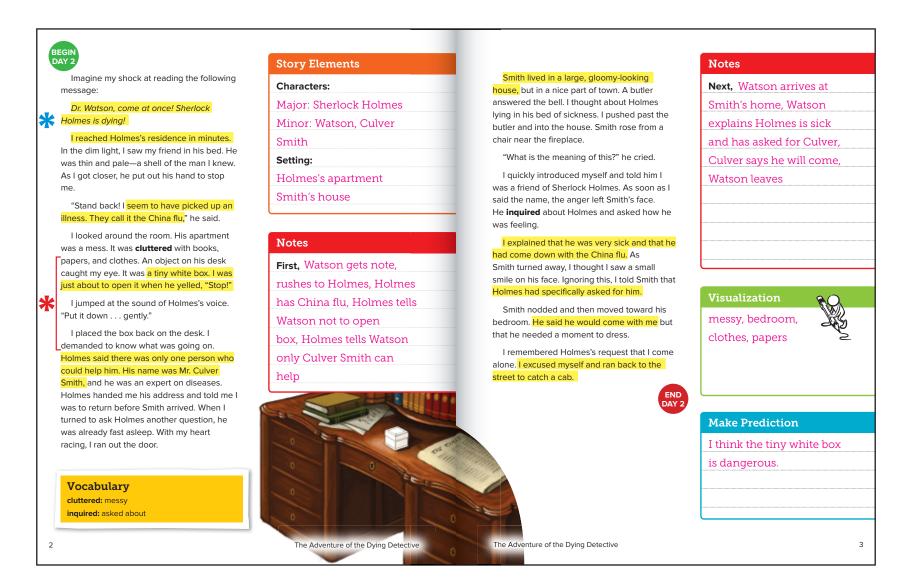
4. Identify the Story Elements

The people, animals, or other objects the story is about are the characters. This story is fiction, so the characters and setting are made up. Major characters are whom or what the story is mostly about. Minor characters have less of a role. Our story's major character is Sherlock Holmes. Dr. Watson and Culver Smith are minor characters. In the *Story Elements* box, next to *Characters,* let's write *Major: Sherlock Holmes* and *Minor: Watson* and *Culver Smith.* **Model** writing as students copy what you write. Another part of the story is the setting, which is where and when the story takes place. This story's setting is Holmes's apartment at the beginning and end and Culver Smith's house in the middle of the story. We don't know *when* this story happens. In the *Story Elements* box, next to *Setting,* let's write *Holmes's*

ePresentation • Interactive Reader

FICTION
NONFICTION

The Adventure of the Dying **Detective**

By Sir Arthur Conan Doyle
Retold by Vidas Barzdukas

Purpose for Reading	Background Knowledge
to find out why Sherlock Holmes is sick	Detectives solve crimes.

apartment and *Smith's house.* **Model** writing as students copy what you write.

5. Highlight and Take Notes

Let's take notes to help us remember the story. Later, you will use these notes to retell the story. Before we take notes, we'll highlight the text to help us find the most important information. Then we'll use those highlights to take notes. Our notes will be short, incomplete sentences that tell the most important things about the story. **Direct** students to page 2. First, let's highlight some important points. **Model** highlighting the text on page 2 as indicated while students do the same. We highlighted the most important things about the story, which are that Watson rushes to see Holmes, who is sick with the China flu and wants Culver Smith. In the *Notes* box, next to *First,* let's write *Watson gets note, rushes to Holmes, Holmes has China flu, Holmes tells Watson not to open box, Holmes tells Watson only Culver Smith can help.* **Model** writing as students copy what you write.

CCSS DURING READING RL.3–4.1, RL.3–5.2, RL.3–4.3, RL.3–5.4,W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

BEGIN DAY 2

Imagine my shock at reading the following message:

Dr. Watson, come at once! Sherlock Holmes is dying!

I reached Holmes's residence in minutes. In the dim light, I saw my friend in his bed. He was thin and pale—a shell of the man I knew. As I got closer, he put out his hand to stop me.

"Stand back! I seem to have picked up an illness. They call it the China flu," he said.

I looked around the room. His apartment was a mess. It was **cluttered** with books, papers, and clothes. An object on his desk caught my eye. It was a tiny white box. I was just about to open it when he yelled, "Stop!"

I jumped at the sound of Holmes's voice. "Put it down . . . gently."

I placed the box back on the desk. I demanded to know what was going on. Holmes said there was only one person who could help him. His name was Mr. Culver Smith, and he was an expert on diseases. Holmes handed me his address and told me I was to return before Smith arrived. When I turned to ask Holmes another question, he was already fast asleep. With my heart racing, I ran out the door.

Vocabulary
cluttered: messy
inquired: asked about

Story Elements

Characters:

Major: Sherlock Holmes

Minor: Watson, Culver Smith

Setting:

Holmes's apartment

Smith's house

Notes

First, Watson gets note, rushes to Holmes, Holmes has China flu, Holmes tells Watson not to open box, Holmes tells Watson only Culver Smith can help

---

Smith lived in a large, gloomy-looking house, but in a nice part of town. A butler answered the bell. I thought about Holmes lying in his bed of sickness. I pushed past the butler and into the house. Smith rose from a chair near the fireplace.

"What is the meaning of this?" he cried.

I quickly introduced myself and told him I was a friend of Sherlock Holmes. As soon as I said the name, the anger left Smith's face. He **inquired** about Holmes and asked how he was feeling.

I explained that he was very sick and that he had come down with the China flu. As Smith turned away, I thought I saw a small smile on his face. Ignoring this, I told Smith that Holmes had specifically asked for him.

Smith nodded and then moved toward his bedroom. He said he would come with me but that he needed a moment to dress.

I remembered Holmes's request that I come alone. I excused myself and ran back to the street to catch a cab.

END DAY 2

Notes

Next, Watson arrives at Smith's home, Watson explains Holmes is sick and has asked for Culver, Culver says he will come, Watson leaves

Visualization

messy, bedroom, clothes, papers

Make Prediction

I think the tiny white box is dangerous.

Repeat the process with page 3: *Watson arrives at Smith's home, Watson explains Holmes is sick and has asked for Culver, Culver says he will come, Watson leaves.*

6. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story helped you answer?

Literal: What does the message to Watson say about Sherlock Holmes? *It says Holmes is dying.*

Inferential: Why do you think Holmes does not want Watson to open the box? Idea: *Because it is dangerous in some way.*

Opinion: Holmes lies to Smith to prove Smith has committed a crime. Is it ever okay to lie to someone if it helps in the end? Answers will vary.
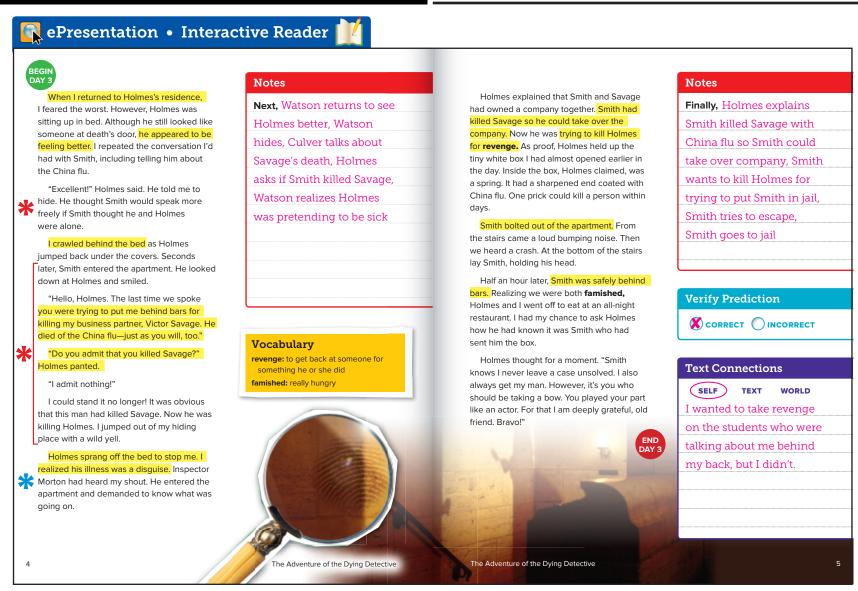
7. Visualize

When we read, we need to visualize, or create mental images. When we read *cluttered with books, papers, and clothes,* I saw a picture in my mind of my messy room when I was a kid. That helps me understand Holmes's apartment. In the *Visualization* box, let's write key words about what I visualized: *messy, bedroom, clothes, papers.* **Model** writing as students copy what you write.

8. Make Predictions

Predictions are guesses about what we think might happen next. I wonder if the tiny white box is dangerous. In the *Make Prediction* box, let's write *I think the tiny white box is dangerous.* **Model** writing as students copy what you write.

ePresentation • Interactive Reader

BEGIN DAY 3

When I returned to Holmes's residence, I feared the worst. However, Holmes was sitting up in bed. Although he still looked like someone at death's door, he appeared to be feeling better. I repeated the conversation I'd had with Smith, including telling him about the China flu.

"Excellent!" Holmes said. He told me to hide. He thought Smith would speak more freely if Smith thought he and Holmes were alone.

I crawled behind the bed as Holmes jumped back under the covers. Seconds later, Smith entered the apartment. He looked down at Holmes and smiled.

"Hello, Holmes. The last time we spoke you were trying to put me behind bars for killing my business partner, Victor Savage. He died of the China flu—just as you will, too."

"Do you admit that you killed Savage?" Holmes panted.

"I admit nothing!"

I could stand it no longer! It was obvious that this man had killed Savage. Now he was killing Holmes. I jumped out of my hiding place with a wild yell.

Holmes sprang off the bed to stop me. I realized his illness was a disguise. Inspector Morton had heard my shout. He entered the apartment and demanded to know what was going on.

Notes

Next, Watson returns to see Holmes better, Watson hides, Culver talks about Savage's death, Holmes asks if Smith killed Savage, Watson realizes Holmes was pretending to be sick

Vocabulary
revenge: to get back at someone for something he or she did
famished: really hungry

Holmes explained that Smith and Savage had owned a company together. Smith had killed Savage so he could take over the company. Now he was trying to kill Holmes for **revenge.** As proof, Holmes held up the tiny white box I had almost opened earlier in the day. Inside the box, Holmes claimed, was a spring. It had a sharpened end coated with China flu. One prick could kill a person within days.

Smith bolted out of the apartment. From the stairs came a loud bumping noise. Then we heard a crash. At the bottom of the stairs lay Smith, holding his head.

Half an hour later, Smith was safely behind bars. Realizing we were both **famished,** Holmes and I went off to eat at an all-night restaurant. I had my chance to ask Holmes how he had known it was Smith who had sent him the box.

Holmes thought for a moment. "Smith knows I never leave a case unsolved. I also always get my man. However, it's you who should be taking a bow. You played your part like an actor. For that I am deeply grateful, old friend. Bravo!"

END DAY 3

Notes

Finally, Holmes explains Smith killed Savage with China flu so Smith could take over company, Smith wants to kill Holmes for trying to put Smith in jail, Smith tries to escape, Smith goes to jail

Verify Prediction
⊗ CORRECT ◯ INCORRECT

Text Connections
SELF TEXT WORLD
I wanted to take revenge on the students who were talking about me behind my back, but I didn't.

4   The Adventure of the Dying Detective

The Adventure of the Dying Detective   5

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 2 and 3. Let's review the work we did yesterday. **Ask** different students what they wrote on pages 2 and 3.

2. Introduce Vocabulary

Direct students to pages 4 and 5. Remember, when we read a story, we need to understand the words, or the vocabulary, to know what's going on. The last part of our story has two vocabulary words that are bold in the text and in the box on page 4. **Read** the definitions, and then **use** each word in a sentence.

- **revenge:** to get back at someone for something he or she did *(I wanted **revenge** on the person who stole my sandwich.)*
- **famished:** really hungry *(I'm always famished by the time I have dinner.)*

3. Read the Story

ACT

Follow along while we read the last part of the story. When you hear our two vocabulary words—***revenge*** or ***famished***—raise your thumb. **Read** pages 4 and 5 aloud with expression to engage students. **Call on** students who have reached Lexile® 560L to help you read.

CCSS **DURING READING** RL.3–4.1, RL.3–5.2, RL.3–4.3, RL.3–5.4, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

4. Highlight and Take Notes

Let's take some quick notes on what we just read. Remember, taking notes helps us remember the story. Later, you will use these notes to retell the story. Before we take notes, we'll highlight the text. Highlighting helps us find the most important information about what we read. Then we'll use those highlights to take notes. Our notes will be short, incomplete sentences that tell the most important things about the story. **Direct** students to page 4. First, let's highlight some important points. 🖱**Model** highlighting the text on page 4 as indicated while students do the same. We highlighted the most important things about the story, which are that Watson returns to find Holmes looking better. Holmes tells Watson to hide. Holmes questions Smith about his partner's death and whether Smith used the box to give Savage the China flu. Holmes jumps out of bed, and Watson realizes Holmes was only pretending to be sick. In the *Notes* box, next to *Next,* let's write *Watson returns to see Holmes better, Watson hides, Culver talks about Savage's death, Holmes asks if Smith killed Savage, Watson realizes Holmes was pretending to be sick.* 🖱**Model** writing as students copy what you write. **Support** as needed.

Repeat the process with page 5: *Holmes explains Smith killed Savage with China flu so Smith could take over company, Smith wants to kill Holmes for trying to put Smith in jail, Smith tries to escape, Smith goes to jail.*

5. Discuss and Debate 💬

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story helped you answer?

✳ **Literal:** When Holmes jumps off the bed, what does Watson realize? *He realizes that Holmes's illness is just a disguise.*

✳ **Inferential:** Why do you think Holmes tries to trick Smith into believing Holmes is sick with the China flu? Idea: *Because he knows Smith is trying to kill him, and Holmes wants Smith to come to his apartment so Holmes can prove Smith is guilty.*

Opinion: Watson is a true friend to Holmes. He helps Holmes in whatever way Holmes asks. Do you think you should do things to help friends? If so, give examples. Answers will vary.

6. Verify Predictions

Direct students to page 3. When we verify a prediction, we check to see if we were correct about what we thought would happen in the story. In the *Make Prediction* box, let's read what we thought would happen in today's text: *I think the tiny white box is dangerous.*

Direct students to page 5. Was our prediction correct or incorrect? It was correct! In the *Verify Prediction* box, let's write an *X* next to *Correct.* If our prediction was wrong, we would write an *X* next to *Incorrect.* 🖱**Model** writing as students copy what you write. **Support** as needed.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 1. Today we'll look back at the story. 📑**Flip** through pages 1–5. My favorite part is when Holmes jumps off the bed and Watson realizes Holmes isn't really sick. What is your favorite part of the story? **Discuss.**

2. Retell the Story

Now that we've finished reading the story, we can retell the story. When we retell a story, we tell what happens in the story in the order it happens. We'll use our notes to remind us about the order, or sequence. **Direct** students to page 2. First, I'll read what I highlighted on this page, and then I'll read my notes to help me remember the important points. 📑**Read** aloud the highlighted text and notes on page 2. **Repeat** the process for pages 3–5. Now I'll retell the story. The written notes do not tell me everything about the story, but they do remind me of the important events, so I'll try to add even more details. I must make sure I include the information from the highlighted parts as I retell the story. 📑**Retell** the story, flipping through your notes from time to time.

Holmes calls Watson and tells him he has the China flu. He tells Watson to find Culver Smith, the only person who can help. Smith agrees to come to Holmes's apartment. When Smith arrives, Watson hides. Smith is happy to see Holmes sick and says Holmes will die. Holmes accuses Smith of killing Savage and proves this by showing how the white box is supposed to give a person the flu. Watson realizes Holmes is pretending to be sick. When Smith tries to escape, he is caught and sent to jail. Holmes explains to Watson how he solved the case.

📑 ePresentation • Interactive Reader 📖

Vocabulary Review

Word 1	cluttered
Definition	messy

Word 2	inquired
Definition	asked about

Word 3	revenge
Definition	to get back at someone for something he or she did

Word 4	famished
Definition	really hungry

	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total
TOTAL POINTS FOR WEEK 1				

6   The Adventure of the Dying Detective

3. Make Connections 📖

Direct students to page 5. When we're finished reading a story, we should try to make connections so we can relate to and remember the story. This is called making text connections. We can make three kinds of text connections. We will talk about only one kind today. The first kind is text-to-self, which is when we think about how a story relates to something we know. I made a text-to-self connection after I read this story. One time some students were talking about me behind my back. They were saying mean things about me, and I wanted to take revenge and say mean things about them. I didn't say those things, but making this text connection helps me understand the story better. In the *Text Connections* box, let's write my text-to-self connection and label it by circling the word *SELF*. Let's write *I wanted to take revenge on the students who were talking about me behind my back, but I didn't.* 📑**Model** circling and writing as students copy what you write. **Support** as needed.

CCSS **AFTER READING** RL.3–4.1, RL.3–5.2, RL.3–5.3, RL.3–5.4, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.4, L.3.5, L.3–5.6

4. Compare Characters

Let's compare Sherlock Holmes with Culver Smith. Each character acts a certain way and wants certain things. That shows what kind of person each character is. Holmes wants to catch Smith and send him to jail for murder. Smith wants to kill Holmes out of revenge. What does Holmes want? Idea: *to catch Smith, send him to jail for murder* What does Smith want? Idea: *to kill Holmes out of revenge* Both characters use tricks to catch the other person. Holmes pretends to have China flu so he can get Smith to come to his apartment and be caught. Smith sends Holmes a dangerous box so he can kill Holmes with China flu.

5. Review Vocabulary

Direct students to page 6. We've learned four new vocabulary words in this story. These words are *cluttered, inquired, revenge,* and *famished.* You're going to write these words on page 6 and then write their definitions. I'll help you begin. First, turn back to pages 2 and 3 to find the first two vocabulary words. **Locate** *cluttered* and *inquired.* Then turn back to page 6 to write *cluttered* in the *Word 1* box and *inquired* in the *Word 2* box. In the *Definition* box next to Word 1, write the definition of *cluttered* using the definition on page 2. After you complete Word 1, finish the rest of the page. **Have** students complete page 6.

INDIVIDUAL — 10 Mins

Differentiated Instruction

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5..

English Learners
Support student understanding of the sound of language. Ask students the following questions:

How would you describe the pace of the poem/story? How does that make you feel?

Day 5

INDIVIDUAL — 25 Mins

Differentiated Instruction

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

English Learners
Encourage students to ask partners about details in the reading. Partners should respond with as many details as possible. Use sentence frames to aid the question-response strategies.

When did _____? How do you know?
I know that _____ because _____.

Encourage students to discuss with partners to draw conclusions and make inferences from the text. Use the following sentence frame:

I think that _____ felt/did _____ because _____.

Week 1: Grading

After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

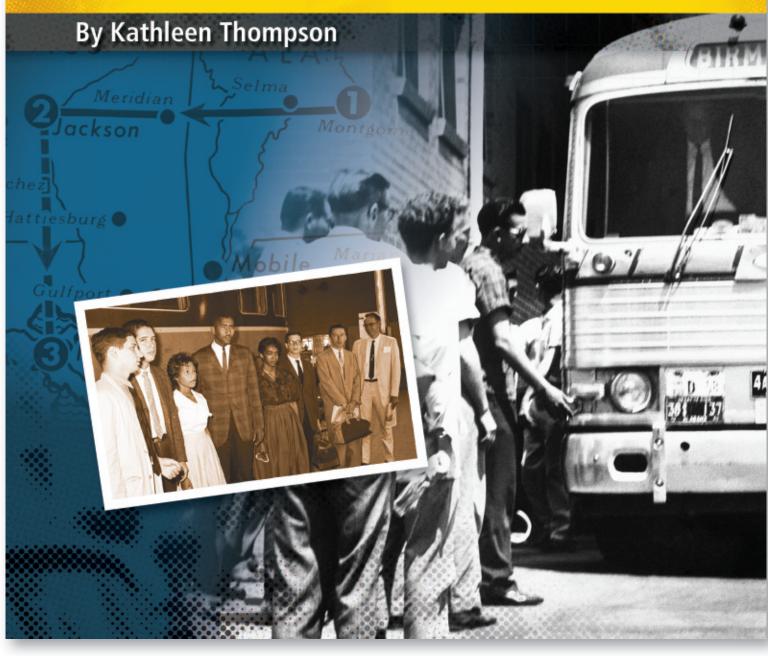|	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total
TOTAL POINTS FOR WEEK 1				

Week 12

The Long Road to Freedom

THE LONG ROAD TO FREEDOM

By Kathleen Thompson

WEEKLY OBJECTIVES

BEFORE READING
- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.

DURING READING
- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by identifying the characters and setting, highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING
- Retell a story using appropriate details.
- Make text connections to related to and remember a story.
- Compare or contrast two or more characters, settings, or events.
- Compare and contrast stories.
- Illustrate vocabulary meaning.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage

Direct students to **Interactive Reader** page 67. This week we'll read a story about some brave people in history called the Freedom Riders. They wanted everyone to know that segregation on interstate buses hadn't stopped in the South as it should have. How do you think they chose their name? **Discuss.** What would you do if people weren't following a law? **Discuss.** In this story, we'll find out what actions the Freedom Riders take to change segregation on buses.

2. Identify the Story Elements

Circle the title of today's story. *The Long Road to Freedom*
Support as needed, **circling** the title to help and verify student responses.
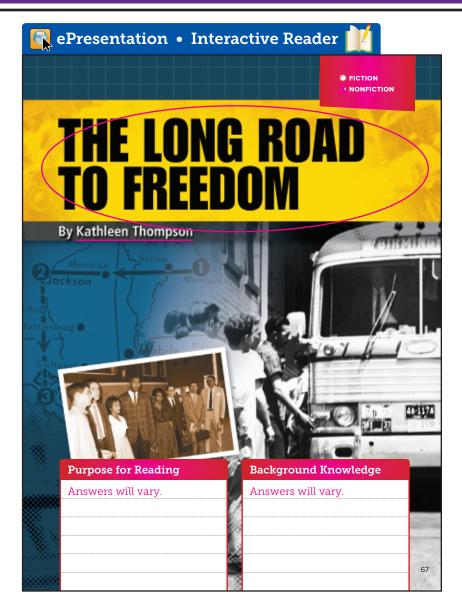
Underline the author of today's story. *Kathleen Thompson*
Support as needed, **underlining** the author to help and verify student responses.

This is a true story. Write an *X* by *Fiction* or *Nonfiction*. *nonfiction*
Support as needed, **writing** to help and verify student responses.

ePresentation • Interactive Reader

THE LONG ROAD TO FREEDOM
By Kathleen Thompson

FICTION
NONFICTION

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

67

3. Set a Purpose for Reading

In the *Purpose for Reading* box, write your purpose for reading today's story. Idea: *to learn about the Freedom Riders and what they wanted to accomplish* **Support** as needed, **writing** to help and verify student responses.

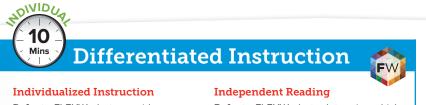**CCSS** **BEFORE READING** W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

BEGIN DAY 1

It was a beautiful Sunday in the spring of 1961. A group of students in Nashville were having a picnic. They were celebrating another victory over injustice. They had just ended **segregation** of the city's movie theaters. Suddenly a news report crackled over a portable radio one of them had carried along. A bus carrying Freedom Riders had been set on fire.

Shortly before, the Congress on Racial Equality (CORE) had decided to try to integrate buses that rode from one state to another. CORE was trying to change the rules so that both white and African American people could ride on a bus and sit wherever they wanted to sit. To start the ride, members of CORE had gotten on a bus in Washington, DC. They planned to stay on the buses all the way to New Orleans. There were thirteen riders called the Freedom Riders. Some of the white Freedom Riders sat in the back of the bus. Some of the African American Freedom Riders sat in the front. At stops, the African American riders went into white restrooms. All thirteen were prepared for violence. During the ride, some of the riders were arrested. Some were attacked. Then, in Atlanta, Georgia, the group split up to ride two different buses into Birmingham, Alabama.

Vocabulary
segregation: separation of one group from another
clustered: came together in a group

Story Elements
Characters:

Setting:

Notes
First,

Now the little group of students in Nashville **clustered** around the radio. All thoughts of celebration were gone. The radio reported that mobs had stoned one of the buses and slashed its tires at Anniston, Alabama. The bus had raced out of town and stopped six miles out to fix the tires. Angry mobs had followed and set the bus on fire. The Freedom Riders had gotten out alive, but they were attacked by the mob.

As the group in Nashville listened, another report came in. The second bus had made it to Birmingham. The police were supposed to be there to protect them. They weren't. A mob had attacked the riders and beaten them so badly that one of them was paralyzed for life.

One of the students gathered around the radio was Diane Nash. At just twenty-two, she had a reputation for being fierce and unstoppable. She called an emergency meeting at a nearby church. The students were up all night, arguing about what to do. By chance, one of the original thirteen Freedom Riders had joined them. A young man named John Lewis had left the bus before it had reached Alabama because he'd had an interview in Nashville.

END DAY 1

Notes
Next,

Visualization

Make Prediction

68 | The Long Road to Freedom

The Long Road to Freedom | 69

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4. Build Background

We know this story is about a group of people who decided to ride a bus through the South together in order to bring attention to the segregation still happening in the South. That was a pretty unpopular thing to do at the time. Have you ever done something you knew would be unpopular? **Discuss.** Do you think they were successful? **Discuss.** Tell me what else you're thinking about regarding this story. Answers will vary. **Have** students write in the *Background Knowledge* box. **Support** as needed, **writing** to help and verify student responses.

5. Read Aloud

Direct students to page 68. Now I'll read the first part of the story. Listen carefully, and enjoy it. **Read** pages 68 and 69 aloud with expression to engage students.

INDIVIDUAL
10 Mins

Differentiated Instruction

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL English Learners
Encourage students to list synonyms for the following terms: celebrating, change, reported, and arguing. For more ideas, refer to the EL Strategies.

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** page 67. Let's review the work we did yesterday. **Ask** different students what they wrote on page 67.

2. Introduce Vocabulary

Direct students to pages 68 and 69. The first part of our story has two vocabulary words that are bold in the text and in the box on page 68. **Read** the definitions, and then **use** each word in a sentence.

- **segregation:** separation of one group from another *(In my history class, we are learning a lot about the segregation of African Americans and white people.)*

- **clustered:** came together in a group *(The eggs in the nest were clustered together.)*
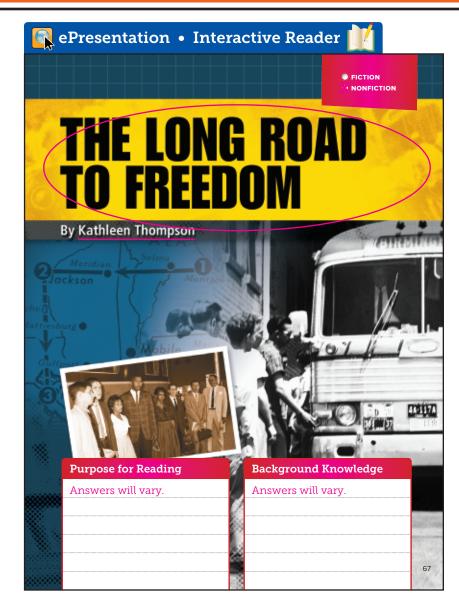
3. Reread the Story

Follow along while we reread the first part of the story. When you hear our two vocabulary words—*segregation* or *clustered*—raise your thumb. **Reread** pages 68 and 69 aloud with expression to engage students. **Call on** students who have reached Lexile® 700L to help you read.

4. Identify the Story Elements
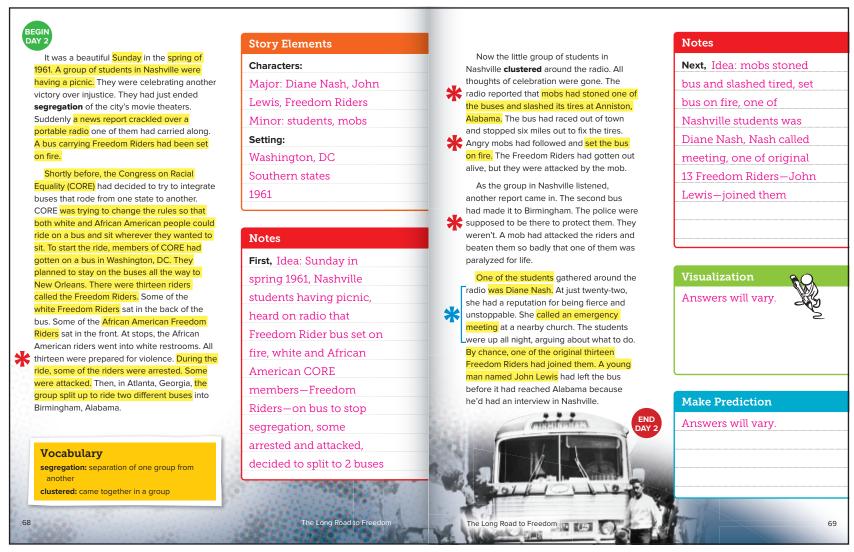
Remember, this is a nonfiction story. Are the characters and setting real or not real? *real* In the *Story Elements* box, next to *Characters,* write the major and minor characters. **Support** as needed, **writing** to help and verify student responses. *Major: Diane Nash, John Lewis, Freedom Riders; minor: students, mobs* In the *Story Elements* box, next to *Setting,* write the setting. **Support** as needed, **writing** to help and verify student responses. *Washington, DC; Southern states; 1961*

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ePresentation • Interactive Reader

● FICTION
● NONFICTION

THE LONG ROAD TO FREEDOM

By Kathleen Thompson

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

67

5. Highlight and Take Notes

Direct students to page 68. What should you highlight on page 68? **Discuss. Have** students highlight. **Support** as needed, **highlighting** to help and verify student responses. What notes should you take on page 68? **Discuss. Have** students write notes in the *Notes* box, next to *First.* **Support** as needed, **writing** to help and verify student responses. Idea: *Sunday in spring 1961, Nashville students having picnic, heard on radio that Freedom Rider bus set on fire, white and African American CORE members—Freedom Riders—on bus to stop segregation, some arrested and attacked, decided to split to 2 buses*

Repeat the process with page 69: Idea: *mobs stoned bus and slashed tires, set bus on fire, one of Nashville students was Diane Nash, Nash called meeting, one of original 13 Freedom Riders—John Lewis—joined them*

CCSS **DURING READING** RI.3–4.1, RI.3–5.2, RI.3–4.3, RI.3–5.4, RI.3.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

BEGIN DAY 2

It was a beautiful Sunday in the spring of 1961. A group of students in Nashville were having a picnic. They were celebrating another victory over injustice. They had just ended **segregation** of the city's movie theaters. Suddenly a news report crackled over a portable radio one of them had carried along. A bus carrying Freedom Riders had been set on fire.

Shortly before, the Congress on Racial Equality (CORE) had decided to try to integrate buses that rode from one state to another. CORE was trying to change the rules so that both white and African American people could ride on a bus and sit wherever they wanted to sit. To start the ride, members of CORE had gotten on a bus in Washington, DC. They planned to stay on the buses all the way to New Orleans. There were thirteen riders called the Freedom Riders. Some of the white Freedom Riders sat in the back of the bus. Some of the African American Freedom Riders sat in the front. At stops, the African American riders went into white restrooms. All thirteen were prepared for violence. During the ride, some of the riders were arrested. Some were attacked. Then, in Atlanta, Georgia, the group split up to ride two different buses into Birmingham, Alabama.

Vocabulary

segregation: separation of one group from another

clustered: came together in a group

Story Elements

Characters:

Major: Diane Nash, John Lewis, Freedom Riders

Minor: students, mobs

Setting:

Washington, DC

Southern states

1961

Notes

First, Idea: Sunday in spring 1961, Nashville students having picnic, heard on radio that Freedom Rider bus set on fire, white and African American CORE members—Freedom Riders—on bus to stop segregation, some arrested and attacked, decided to split to 2 buses

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Now the little group of students in Nashville **clustered** around the radio. All thoughts of celebration were gone. The radio reported that mobs had stoned one of the buses and slashed its tires at Anniston, Alabama. The bus had raced out of town and stopped six miles out to fix the tires. Angry mobs had followed and set the bus on fire. The Freedom Riders had gotten out alive, but they were attacked by the mob.

As the group in Nashville listened, another report came in. The second bus had made it to Birmingham. The police were supposed to be there to protect them. They weren't. A mob had attacked the riders and beaten them so badly that one of them was paralyzed for life.

One of the students gathered around the radio was Diane Nash. At just twenty-two, she had a reputation for being fierce and unstoppable. She called an emergency meeting at a nearby church. The students were up all night, arguing about what to do. By chance, one of the original thirteen Freedom Riders had joined them. A young man named John Lewis had left the bus before it had reached Alabama because he'd had an interview in Nashville.

END DAY 2

Notes

Next, Idea: mobs stoned bus and slashed tired, set bus on fire, one of Nashville students was Diane Nash, Nash called meeting, one of original 13 Freedom Riders—John Lewis—joined them

Visualization

Answers will vary.

Make Prediction

Answers will vary.

6. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story helped you answer?

Literal: Who does the author say had a reputation for being "fierce and unstoppable"? *Diane Nash*

Inferential: Even though the Supreme Court ruled that segregation on interstate buses was unconstitutional, bus segregation continued in the South. Why do you think that happened? Idea: *Because segregation was a way of life in the South, so even when the laws changed, the people did not want to follow the laws. Some people continued doing the same things they had always done. They thought if they used violence, they would scare people enough so change would not happen.*

Opinion: The Freedom Riders were trying to get unfair rules changed. What do you think is the best way to change unfair rules? Explain. Answers will vary.

7. Visualize

What did you visualize during the story? **Discuss. Have** students draw or write key words in the *Visualization* box. **Support** as needed. **Call on** students to share as time permits.

8. Make Predictions

What's your prediction about what might happen next in the story? **Discuss. Have** students write in the *Make Prediction* box. **Support** as needed, **writing** to help and verify student responses.

ePresentation • Interactive Reader

BEGIN DAY 3

On Monday morning, CORE announced that the Freedom Riders would not go on to New Orleans. But the Freedom Rides were not over. Nash decided they must continue. She was afraid people would think violence could stop the African American people. She called the head of CORE and asked for permission to take over the Freedom Rides.

Nash herself was part of the Student Nonviolent Coordinating Committee (SNCC). SNCC students demonstrated anywhere African Americans were kept out. SNCC students often went to jail. For a while, they allowed others to bail them out. Then they started refusing bail. They wanted people to pay attention. They knew people would have **compassion** for jails full of students. They were right. Newspapers and television followed their stories. But it was very dangerous. Going to jail in the South at that time was a very brave thing to do.

Nash gathered a group of SNCC members, including John Lewis. They got on the bus at Birmingham, Alabama. State police guarded the bus with a plane. Police cars stood along the highway. But then the bus reached the Montgomery city limits. The planes and police cars disappeared. Another mob surrounded the bus.

Notes

Next, Idea: CORE said Freedom Riders wouldn't continue, Nash took over, Nash was part of SNCC, SNCC members fought for freedom, went to jail, wanted people to pay attention, Nash and others got on bus, mob surrounded bus

Vocabulary

compassion: feeling that you want to help someone

sentenced: gave someone a punishment like going to jail

A few hours later, the Freedom Riders were taken to a hospital. They were in very bad shape. Robert Kennedy sent six hundred federal marshals to keep the peace. Martin Luther King, Jr., flew into the city to support the Freedom Riders.

When the Freedom Riders got out of the hospital, they climbed back on the buses. Some of them were only eighteen or nineteen years old. They knew they might die. But they believed in freedom. This time, the Freedom Riders made it to Jackson, Mississippi. Police were there to meet them. They were going to jail.

There was a short trial. Police accused the Freedom Riders of trespassing. The judge **sentenced** the students to sixty days in the state prison. The students were very scared, but they did not pay bail. They went off to prison. And Diane Nash sent another group of Freedom Riders. Police arrested them, too. When they also went to prison, more Freedom Riders came to Jackson. In all, more than a thousand African American and white Freedom Riders rode the buses. And 328 went to jail in Mississippi that year. They refused to stop fighting for freedom.

END DAY 3

Notes

Finally, Idea: Freedom Riders went to hospital, got back on buses, Mississippi police arrested them, short trial, Riders went to prison, Freedom Rides continued, many went to jail

Verify Prediction

○ CORRECT ○ INCORRECT

Text Connections

| SELF | TEXT | WORLD |

Answers will vary.

70 The Long Road to Freedom

The Long Road to Freedom 71

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 68 and 69. Let's review the work we did yesterday. **Ask** different students what they wrote on pages 68 and 69.

2. Introduce Vocabulary

Direct students to pages 70 and 71. The last part of our story has two vocabulary words that are bold in the text and in the box on page 70. **Read** the definitions, and then **use** each word in a sentence.

- **compassion:** a feeling that you want to help someone *(My best friend has a lot of **compassion** for sick animals.)*
- **sentenced:** gave someone a punishment like going to jail *(The thief was **sentenced** to two years in prison.)*

3. Read the Story

A C T

Follow along while we read the last part of the story. When you hear our two vocabulary words—***compassion*** or ***sentenced***—raise your thumb. **Read** pages 70 and 71 aloud with expression to engage students. **Call on** students who have reached Lexile® 700L to help you read.

CCSS **DURING READING** RI.3–4.1, RI.3–5.2, RI.3–4.3, RI.3–5.4, RI.3.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

4. Highlight and Take Notes

Direct students to page 70. What should you highlight on page 70? **Discuss. Have** students highlight. **Support** as needed, **highlighting** to help and verify student responses. What notes should you take on page 70? **Discuss. Have** students write notes in the *Notes* box, next to *Next*. **Support** as needed, **writing** to help and verify student responses. Idea: *CORE said Freedom Riders wouldn't continue, Nash took over, Nash was part of SNCC, SNCC members fought for freedom, went to jail, wanted people to pay attention, Nash and others got on bus, mob surrounded bus*

Repeat the process with page 71: Idea: *Freedom Riders went to hospital, got back on buses, Mississippi police arrested them, short trial, Riders went to prison, Freedom Rides continued, many went to jail*

5. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story helped you answer?

✳ **Literal:** The state police protected the bus on the way from Birmingham to Montgomery. When did they stop protecting it? Idea: *The police left the bus when it reached the Montgomery city limits.*

✳ **Inferential:** How do you think that staying in jail and not getting bailed out brought attention to the Freedom Riders? Idea: *Because it would be big news if people chose to stay in jail. This big news would cause news organizations to come interview the students and ask them why they did not want to pay bail. The students could then talk about their fight to end segregation on buses. That would build compassion for their cause and help end unjust laws.*

Opinion: Protesters attacked the Freedom Riders because they disagreed with them. What do you think is the best way to show you disagree with someone or something? Answers will vary.

6. Verify Predictions

Direct students to page 69. In the *Make Prediction* box, reread your prediction of what would happen in today's text. Was your prediction correct or incorrect? **Discuss.**

Direct students to page 71. In the *Verify Prediction* box, write an *X*. **Support** as needed, **writing** an *X* to help and verify student responses.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

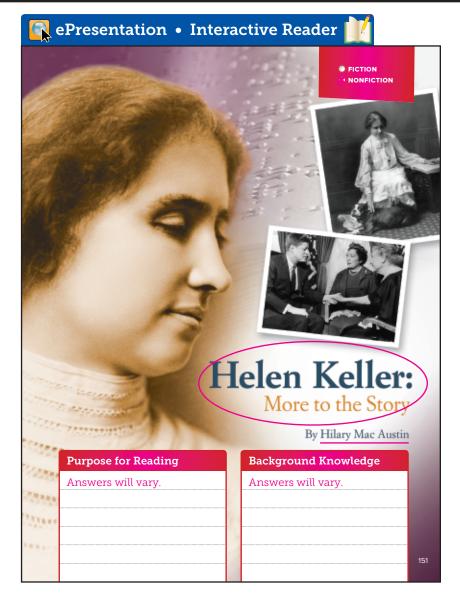### 1. Reflect

Direct students to **Interactive Reader** page 67. Today we'll look back at the story. **Flip** through pages 67–71. My favorite part of the story is when Nash keeps sending more students to Jackson, and they keep being put in jail. What is your favorite part of the story? **Discuss.**

2. Retell the Story

A C T

Let's retell the story. **Have** students whisper read all highlights and notes to themselves.

Assign partners. Now it's time to turn and talk. Retell the story quietly to your partner. **Support** as needed. Idea: *In 1961, a bus carrying Freedom Riders, African American and white people fighting to end segregation, was set on fire. They were riding buses from Washington, DC, to New Orleans. Diane Nash and John Lewis worked with other students to decide what to do. Those who continued to ride the buses were sent to jail. Injured Freedom Riders went to the hospital. In Jackson, police accused them of trespassing. There was a trial and they were sent to prison. More than one thousand Freedom Riders rode the buses, and 328 went to jail in Mississippi, but they never stopped fighting for freedom.*

3. Make Connections
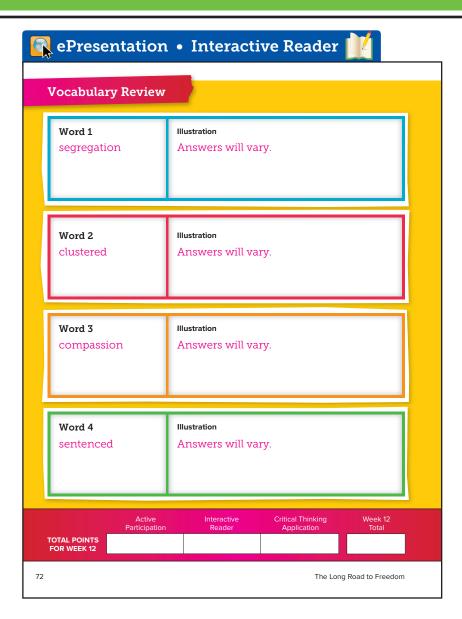
Direct students to page 71. We can make three kinds of text connections: text-to-self, text-to-text, and text-to-world. I'm going to make a text-to-world connection. I remember seeing protests on the news in which people were unhappy with their government.

Now it's your turn. Make a text connection about the story. Answers will vary. **Have** students write in the *Text Connections* box and circle the correct label. **Support** as needed, **writing** to help and verify student responses.

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ePresentation • Interactive Reader

Vocabulary Review

Word 1 segregation	Illustration Answers will vary.
Word 2 clustered	Illustration Answers will vary.
Word 3 compassion	Illustration Answers will vary.
Word 4 sentenced	Illustration Answers will vary.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 12 Total
TOTAL POINTS FOR WEEK 12				

72   The Long Road to Freedom

4. Compare Characters

Let's compare the Freedom Riders with the police. Each character acts a certain way and wants certain things. What kind of people were the Freedom Riders, and what did they want? Ideas: *The Freedom Riders were mostly students, both black and white, from many states. They refused to obey unjust laws that took away African Americans' rights. They wanted to be arrested so everyone would see how wrong the laws were.* What kind of people were the police? Ideas: *The state police guarded Freedom Riders' buses until they entered a city. Then the city police stood by and let mobs burn the buses and injure the students. The city police seemed to hate the Freedom Riders.*

CCSS **AFTER READING**   RL.3–4.1, RL.3–5.2, RL.3–5.3, RL.3–5.4, RL.3–4.9, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.4, L.3.5, L.3–5.6

5. Compare and Contrast

If necessary, briefly **summarize** the previous stories before proceeding. Let's compare and contrast two stories we've read. How are *The Long Road to Freedom* and *Claudette Colvin: A Time for Justice* the same? **Discuss.** Ideas: *Both stories deal with African Americans fighting for their rights. Both stories are about riding buses. In both stories, people were arrested, and there were injustices by white people toward African Americans.*

How are *The Long Road to Freedom* and *Claudette Colvin: A Time for Justice* different? **Discuss**. Ideas: *In* A Time for Justice, *Colvin was riding on a city bus, but in* The Long Road to Freedom, *Freedom Riders were riding on buses across many states. In* A Time for Justice, *only one girl was fighting for rights, but in* The Long Road to Freedom, *there were many people on buses fighting for rights. In* A Time for Justice, *people were not attacked or injured, but in* The Long Road to Freedom, *people were injured.*

6. Review Vocabulary

Direct students to page 72. We've learned four new vocabulary words in this story. These words are **segregation, clustered, compassion,** and **sentenced.** Complete your Vocabulary Review on page 72. **Have** students complete page 72.

INDIVIDUAL

10 Mins

Differentiated Instruction

FW

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL **English Learners**
Support student understanding of details. Have them list three examples of details that demonstrate negative emotions.

Day 5

INDIVIDUAL

25 Mins

Differentiated Instruction

FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL **English Learners**
Encourage students to discuss with partners to draw conclusions and make inferences from the text. Use the following sentence frame.

I think that _____ felt/did _____ because _____.

Week 12: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 12 Total
TOTAL POINTS FOR WEEK 12				

Week 26

Helen Keller: More to the Story

INSTRUCTIONAL SUPPORT
MONITOR

GENRE
NONFICTION

Helen Keller:
More to the Story

By Hilary Mac Austin

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by identifying the characters and setting, highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING

- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Compare or contrast two or more characters, settings, or events.
- Compare and contrast stories.
- Illustrate vocabulary meaning.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage

Direct students to **Interactive Reader** page 151. This week we'll read the true story of Helen Keller. Keller was blind and deaf and didn't learn to communicate until she was seven years old. Despite these obstacles, Keller went on to get an education and to fight for justice for all people. How do you think it's possible to learn to communicate if you can't see or hear? **Discuss.** What would you do if you lost one of your senses? **Discuss.** In this story, we'll read about Helen Keller's accomplishments as an adult.

2. Identify the Story Elements

This is a true story written by Hilary Mac Austin. Write the necessary marks for the title and author of today's story, and write an *X* indicating whether the story is fiction or nonfiction. **Support** as needed. Circle title: *Helen Keller: More to the Story;* underline author: *Hilary Mac Austin; X* next to *Nonfiction*

Call on students to share what they wrote, **writing** correct responses to verify student work.

ePresentation • Interactive Reader

FICTION
NONFICTION

Helen Keller:
More to the Story
By Hilary Mac Austin

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

151

3. Set a Purpose for Reading

Write the purpose for reading today's story. **Support** as needed. Idea: *to learn about Helen Keller's accomplishments as an adult*

Call on students to share what they wrote, **writing** correct responses to verify student work.

CCSS **BEFORE READING** W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

BEGIN DAY 1

Inspirational and *hero* are probably the two words that come to mind when people think of Helen Keller. But there is more to the story. Do you ever think of Helen Keller as a dangerous **revolutionary?** Probably not, but at one time, some people did think Helen Keller was a dangerous woman.

Imagine you are blind and deaf. Imagine a world of silence, darkness, and confusion. There is no light and no sound. There is no way to share your thoughts or to ask questions. Every day a person makes scratches on your hand. The person won't let you pull away. One day something is poured over one hand. At the same time, those strange, annoying scratches are being made on your other hand. Why is someone making these scratches? What do they mean?

Helen Keller, who became blind and deaf from a fever she had at 19 months old, wrote about the moment when she first understood a word spelled into her hand. "Somehow the mystery of language was revealed to me. I knew then that 'w-a-t-e-r' meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away," she said.

> **Vocabulary**
> **inspirational:** making someone want to do something good
> **revolutionary:** person who causes great changes

Story Elements

Characters:

Setting:

Notes

First,

For many people, Keller's story stops at that moment. In fact, her story was just beginning. She did sweep away most barriers in her path. However, Keller did something even more amazing. She spent the rest of her life working to remove the barriers facing others, too.

As Keller was educated, she learned about the world outside her home and classrooms. When she learned about injustice and poverty, she wanted to help. This led her to fight for the rights of women, workers, and the poor.

In the early 1900s Keller started to write publicly about the fact that she thought women should be able to vote. She wrote articles and marched in suffrage (women's right to vote) parades. In one article she wrote, "Perhaps one of the chief reasons for the present . . . condition of things is that the world has been trying to get along with only half of itself." She argued that giving women the vote would help all humanity. At the time this was a very radical, shocking idea. Many people thought women weren't smart enough to vote intelligently, but Keller knew better.

END DAY 1

Notes

Next,

Visualization

Make Prediction

4. Build Background

We know this story is about Helen Keller. She believed in equal rights for all people. What are some rights you have? **Discuss.** Has there ever been a time when you felt you didn't have rights? How did it make you feel? **Discuss.** Write what else you're thinking about regarding this story. Answers will vary. **Support** as needed.

Call on students to share what they wrote, **writing** correct responses to verify student work.

5. Read Aloud

Direct students to page 152. Now I'll read the first part of the story. Listen carefully, and enjoy it. **Read** pages 152 and 153 aloud with expression to engage students.

INDIVIDUAL
10 Mins

Differentiated Instruction

FW

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL English Learners
Support understanding of figurative language such as barriers that could in time be swept away. For more ideas, refer to the EL Strategies in *FLEXWorks*.

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** page 151. Let's review the work we did yesterday. **Ask** different students what they wrote on page 151.

2. Introduce Vocabulary

Direct students to pages 152 and 153. The first part of our story has two vocabulary words that are bold in the text and in the box on page 152. **Read** the definitions, and then **use** each word in a sentence.

- **inspirational:** making someone want to do something good *(The leader of the group gave an inspirational speech.)*
- **revolutionary:** person who causes great changes *(Martin Luther King, Jr., was a revolutionary in the Civil Rights movement.)*

3. Reread the Story
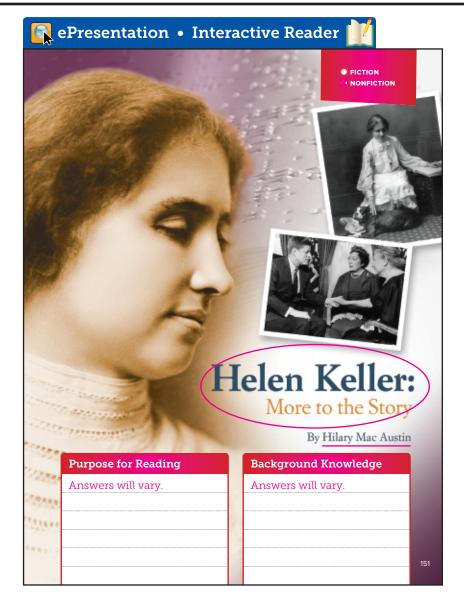
Follow along while we reread the first part of the story. When you hear our two vocabulary words—*inspirational* or *revolutionary*—raise your thumb. **Reread** pages 152 and 153 aloud with expression to engage students. **Call on** students who have reached Lexile® 820L to help you read.

4. Identify the Story Elements

Is this story fiction or nonfiction? *nonfiction* What does this tell you about the characters and setting? *The characters and setting are real.* Write the major and minor characters and the setting. **Support** as needed. Major: *Helen Keller;* minor: *none;* setting: *early 1900s*

Call on students to share what they wrote, **writing** correct responses to verify student work.

ePresentation • Interactive Reader

● FICTION
● NONFICTION

Helen Keller:
More to the Story

By Hilary Mac Austin

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

151

5. Highlight and Take Notes
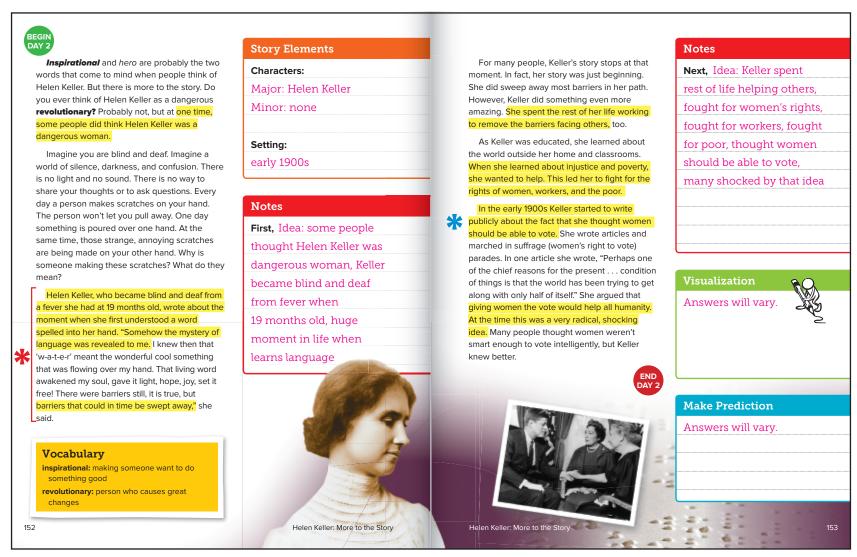
Direct students to pages 152 and 153. Highlight and take notes on these pages. **Support** as needed.

Page 152: Idea: *some people thought Helen Keller was dangerous woman, Keller became blind and deaf from fever when 19 months old, huge moment in life when learns language*

Page 153: Idea: *Keller spent rest of life helping others, fought for women's rights, fought for workers, fought for poor, thought women should be allowed to vote, many shocked by that idea*

Call on students to share what they wrote, **writing** correct responses to verify student work.

BEGIN DAY 2

Inspirational and *hero* are probably the two words that come to mind when people think of Helen Keller. But there is more to the story. Do you ever think of Helen Keller as a dangerous **revolutionary?** Probably not, but at one time, some people did think Helen Keller was a dangerous woman.

Imagine you are blind and deaf. Imagine a world of silence, darkness, and confusion. There is no light and no sound. There is no way to share your thoughts or to ask questions. Every day a person makes scratches on your hand. The person won't let you pull away. One day something is poured over one hand. At the same time, those strange, annoying scratches are being made on your other hand. Why is someone making these scratches? What do they mean?

✳ Helen Keller, who became blind and deaf from a fever she had at 19 months old, wrote about the moment when she first understood a word spelled into her hand. "Somehow the mystery of language was revealed to me. I knew then that 'w-a-t-e-r' meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away," she said.

Vocabulary
inspirational: making someone want to do something good
revolutionary: person who causes great changes

Story Elements

Characters:
Major: Helen Keller
Minor: none

Setting:
early 1900s

Notes

First, Idea: some people thought Helen Keller was dangerous woman, Keller became blind and deaf from fever when 19 months old, huge moment in life when learns language

Helen Keller: More to the Story

For many people, Keller's story stops at that moment. In fact, her story was just beginning. She did sweep away most barriers in her path. However, Keller did something even more amazing. She spent the rest of her life working to remove the barriers facing others, too.

As Keller was educated, she learned about the world outside her home and classrooms. When she learned about injustice and poverty, she wanted to help. This led her to fight for the rights of women, workers, and the poor.

✳ In the early 1900s Keller started to write publicly about the fact that she thought women should be able to vote. She wrote articles and marched in suffrage (women's right to vote) parades. In one article she wrote, "Perhaps one of the chief reasons for the present . . . condition of things is that the world has been trying to get along with only half of itself." She argued that giving women the vote would help all humanity. At the time this was a very radical, shocking idea. Many people thought women weren't smart enough to vote intelligently, but Keller knew better.

END DAY 2

Notes

Next, Idea: Keller spent rest of life helping others, fought for women's rights, fought for workers, fought for poor, thought women should be able to vote, many shocked by that idea

Visualization
Answers will vary.

Make Prediction
Answers will vary.

Helen Keller: More to the Story

152 / 153

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6. Discuss and Debate

Ask the following questions to encourage use of *text evidence* and to prompt story discussion. **Guide** responses by asking What part of the story helped you answer?

✳ **Literal:** What did Keller start to write about in the early 1900s? *She started to write about her belief that women should be allowed to vote.*

✳ **Inferential:** What was it like for Helen Keller to be able finally to communicate with others? Idea: *Keller could match words to things; she could match w-a-t-e-r to something flowing over her hand. The world awakened to her. She felt barriers were lifted.*

Opinion: This story tells us that Helen Keller was deaf and blind. How difficult do you think it would be to overcome a disability like this? Explain. Answers will vary.

7. Visualize

Draw or write key words about something you visualized during the story. Answers will vary. **Support** as needed. **Call on** students to share as time permits.

8. Make Predictions

Write a prediction about what you think might happen next in the story. Answers will vary. **Support** as needed.

Call on students to share what they wrote, **writing** correct responses to verify student work.

📱 ePresentation • Interactive Reader 📖

BEGIN DAY 3

Keller also wanted to help the poor. Early in her career, she researched the causes of blindness and was shocked by what she discovered. She learned that most blindness was caused by accidents in factories or by lack of medical care. This went against her sense of justice. She came to believe that the government should help the poor and workers more than it did.

Many people wanted Keller to be a simple, quiet, and sweet heroine, but while she was sweet, she was not simple, and she was not quiet. She was smart, caring, and passionate. She wanted justice and a fair chance, not just for herself but for everyone.

Keller explained the change in her thinking in the book *Mainstream:* "I had once believed that we are all masters of our fate—that we could [mold] our lives into any form we pleased . . . . I had overcome deafness and blindness . . . and I supposed that anyone could come out victorious if he threw himself . . . into life's struggle. But as I went more and more about the country I learned that I had spoken . . . on a subject I knew little about. I forgot that I owed my success partly to the advantages of my birth and environment . . . . Now, however, I learned that the power to rise in the world is not within the reach of everyone."

Notes

Next, Idea: Keller learned that most blindness was caused by accidents or lack of medical care, wanted government to help more, wanted justice and fair chance for everyone

Vocabulary

criticized: said negative words to find fault with someone

patronized: acted as if you were better than someone else

Of course many people did not agree with Keller's beliefs. They **criticized** her. Keller did not mind. "I do not object to harsh criticism, so long as I am treated like a human being with a mind of her own," she said.

Keller *did* mind being **patronized.** Some people who had once praised her intelligence changed their tune when she wrote about politics. They said she was not smart enough to understand the subject. An editor of the *Brooklyn Eagle* once said her beliefs were "mistakes" caused by the "limitations of her development." Keller wrote to the newspaper and reminded readers that the same editor had once called Helen Keller a very intelligent woman.

By 1924 women had won the vote, and Keller decided to concentrate on improving conditions for those who are blind. She did not want to drive people away from that cause by being too shocking. She quieted her political writing, even if she did not change all her views.

Knowing more of Helen Keller's story makes her an even more inspirational hero. Despite all the barriers she faced living in darkness and silence, she worked all her life to help others. She never stopped working to bring down barriers facing all people.

END DAY 3

Notes

Finally, Idea: many disagreed with Keller and criticized her, some who once called her smart later said she wasn't, women earned right to vote by 1924, Keller worked to improve conditions for blind

Verify Prediction

○ CORRECT   ○ INCORRECT

Answers will vary.

Text Connections

SELF   TEXT   WORLD

Answers will vary.

154 | Helen Keller: More to the Story

Helen Keller: More to the Story | 155

DURING READING

25 Mins

📱 **ePresentation** Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 152 and 153. Let's review the work we did yesterday. 📱**Ask** different students what they wrote on pages 152 and 153.

2. Introduce Vocabulary

Direct students to pages 154 and 155. The last part of our story has two vocabulary words that are bold in the text and in the box on page 154. **Read** the definitions, and then **use** each word in a sentence.

- **criticized:** said negative words to find fault with someone *(Tom **criticized** his friend for getting a speeding ticket.)*

- **patronized:** acted as if you were better than someone else *(The man **patronized** the girl for answering incorrectly.)*

3. Read the Story

Follow along while we read the last part of the story. When you hear our two vocabulary words—*criticized* or *patronized*—raise your thumb. **Read** pages 154 and 155 aloud with expression to engage students. **Call on** students who have reached Lexile® 820L to help you read.

CCSS **DURING READING** RI.3–4.1, RI.3–5.2, RI.3–4.3, RI.3–5.4, RI.3.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

4. Highlight and Take Notes

Direct students to pages 154 and 155. Highlight and take notes on these pages. **Support** as needed.

Page 154: Idea: *Keller learned that most blindness was caused by accidents or lack of medical care, wanted government to help more, wanted justice and fair chance for everyone*

Page 155: Idea: *many disagreed with Keller and criticized her, some who once called her smart later said she wasn't, women earned right to vote by 1924, Keller worked to improve conditions for blind*

Call on students to share what they wrote, **writing** correct responses to verify student work.

5. Discuss and Debate

Ask the following questions to encourage use of *text evidence* and to prompt story discussion. **Guide** responses by asking What part of the story helped you answer?

* **Literal:** Some people had praised Helen Keller for being very smart. When she began to write things they disagreed with, what did they say about her intelligence? *They said she wasn't smart enough.*

* **Inferential:** Why do you think Keller worked to get the government to give more rights to the poor and blind people? Idea: *Helen Keller used to think all people could overcome problems by themselves as she had done. Later, she learned that some people can't help themselves and need outside help.*

Text-to-Self Connection: Assign partners. Now it's time to turn and talk. Make a text-to-self connection about what we read today. Share it with your partner. Answers will vary.

6. Verify Predictions

Write the necessary *X* for your prediction from yesterday. **Support** as needed. **Call on** students to share as time permits.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 151. Today we'll look back at the story. ⬛**Flip** through pages 151–155. My favorite part is when Helen Keller says she wants to be treated as a human being with a mind of her own. What is your favorite part of the story? **Discuss.**

2. Retell the Story
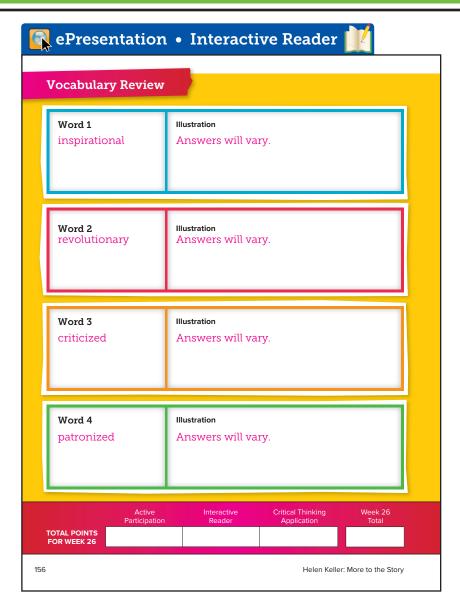
Assign partners. Now it's time to turn and talk to retell the story. Whisper read your notes to your partner, and then retell the story quietly to your partner. **Support** as needed. Idea: *Helen Keller was considered inspirational until people changed their minds and thought she was dangerous. She was deaf and blind from early in her life, but once she could communicate, she overcame many barriers. Keller spent most of her life working to help others. She believed women should be able to vote. At the time, this idea was shocking. People wanted Keller to be quiet and sweet, but she spoke out on behalf of those with no power to change their lives. Many people disagreed with Keller's political views, so they claimed she was not intelligent. After women got the right to vote, Keller spent her time working to improve conditions for those who were blind.*

3. Make Connections

Direct students to page 155. Write a text connection you've made and label it as text-to-world or text-to-text. Do not write a text-to-self connection. Answers will vary. **Support** as needed.

⬛**Call on** students to share what they wrote, **writing** correct responses to verify student work.

ePresentation • Interactive Reader

Vocabulary Review

Word 1 inspirational	Illustration Answers will vary.
Word 2 revolutionary	Illustration Answers will vary.
Word 3 criticized	Illustration Answers will vary.
Word 4 patronized	Illustration Answers will vary.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 26 Total
TOTAL POINTS FOR WEEK 26				

156   Helen Keller: More to the Story

4. Compare Characters

Let's compare Helen Keller's views with the views of the editor of the Brooklyn Eagle newspaper. **Discuss.** Ideas: *Keller worked to get women the right to vote and tried to get government to help the poor and workers. People knew she was smart and well-educated. The editor of the Brooklyn Eagle disagreed with Keller's views. He had already written that she was intelligent, but later he wrote that she wasn't, since she believed things he did not believe.*

CCSS **AFTER READING** RI.3–4.1, RI.3–5.2, RI.3–5.3, RI.3–5.4, RI.3–4.9, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.4, L.3.5, L.3–5.6

5. Compare and Contrast

If necessary, briefly **summarize** the previous stories before proceeding. Let's compare and contrast two stories we've read. How are *Helen Keller: More to the Story* and *Claudette Colvin: A Time for Justice* the same? **Discuss.** Ideas: *In both stories the major character is a female. Both women fought for equal rights. Both stood up for what they believed.*

How are *Helen Keller: More to the Story* and *Claudette Colvin: A Time for Justice* different? **Discuss.** Ideas: *Helen Keller's story is about a white woman, but Claudette Colvin's story is about an African American woman. Keller isn't arrested for writing about her beliefs, but Colvin is arrested for trying to get a law changed.*

6. Review Vocabulary

Direct students to page 156. Complete your Vocabulary Review. **Have** students complete page 156.

INDIVIDUAL
10 Mins

Differentiated Instruction FW

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activities independently, **encouraging** them to refer to the story as needed. Students should begin their activities on Day 4 and finish on Day 5.

EL **English Learners**
Encourage students to ask partners about details in the reading. Partners should respond with as many details as possible. Use the sentence frames to aid the question-response strategies. A: When did _____? How do you know? B: I know that _____ because _____.

INDIVIDUAL
25 Mins

Differentiated Instruction FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL **English Learners**
Encourage students to ask partners about characters or events in the story. Use the sentence frames with a bank of adjectives that describe these people/events. Then have students explain their answer choices. For example:

A: Do you think _____ is happy/sad/ scary/ friendly/ boring/ interesting?

B: I think _____ is _____ because _____.

Week 26: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 26 Total
TOTAL POINTS FOR WEEK 26				

California CCSS

SRA
FLEX
LITERACY™

TEACHER EDITION • Volume B

McGraw Hill Education

TEACHER EDITION • Volume B
ELEMENTARY SYSTEM

Contents

Week 1

Because of Winn Dixie

Because of
Winn Dixie

By Kate DiCamillo

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by describing character and setting traits, citing text evidence through highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING

- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Describe how point of view influences how events are described.
- Write vocabulary definitions.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage
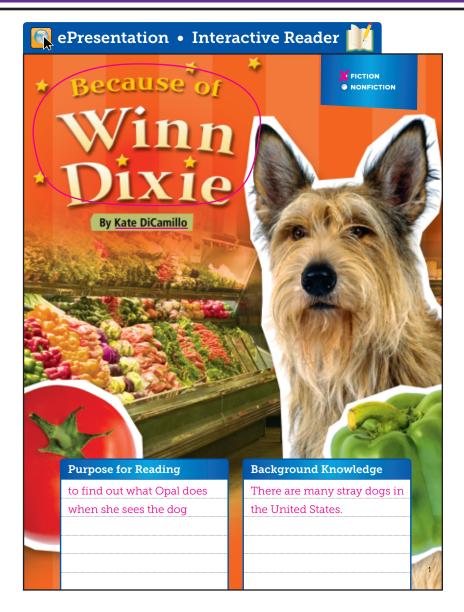
Direct students to **Interactive Reader** page 1. This week we'll read a story about a young girl named Opal who finds a stray dog. A stray dog is a lost dog. Opal is at the grocery store and notices the store manager is upset that there is a stray dog in the store. Have any of you ever found a stray dog? What did you do? **Discuss.** What would you do if you saw someone speaking badly to a pet? **Discuss.** In this story, we'll read about how Opal makes a quick decision that surprises her and affects everyone in the story.

2. Identify the Story Elements

Before we read a story, we need to look at the title. The title gives us important information to help us understand the story. The title of this story is *Because of Winn-Dixie.* What's the title? **Say** with students: *Because of Winn-Dixie*

Let's circle the story title—*Because of Winn-Dixie.* **Model** circling as students copy what you circle. **Support** as needed.

This story is just one part from a larger book titled *Because of Winn-Dixie.* You can check this book out of a library and read the whole book if you are interested in reading more about Opal.

ePresentation • Interactive Reader

Purpose for Reading	Background Knowledge
to find out what Opal does when she sees the dog	There are many stray dogs in the United States.

The author is the person who wrote the story. Her name is Kate DiCamillo. Who's the author of today's story? **Say** with students: *Kate DiCamillo* Let's underline the author's name—Kate DiCamillo. **Model** underlining as students copy what you underline. **Support** as needed.

The illustrator is the person who drew the art for a story. It's important to look for the name of the illustrator if the book has one. This book sometimes has illustrations, but they were drawn by many different people.

This story is fiction, which means it's made up by the author and isn't a true story. When authors write fiction stories, they want us to enjoy reading them. Let's write an *X* next to the word *Fiction.* **Model** writing as students copy what you write. **Support** as needed.

3. Set a Purpose for Reading

Before we read a story, we should set a purpose for reading. This helps us think about the story as we read. Kate DiCamillo wrote

CCSS BEFORE READING W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

BEGIN DAY 1

My name is India Opal Buloni, and last summer my daddy, the **preacher,** sent me to the store for a box of macaroni-and-cheese, some white rice, and two tomatoes and I came back with a dog. This is what happened: I walked into the produce section of the Winn-Dixie grocery store to pick out my two tomatoes and I almost bumped right into the store manager. He was standing there all red-faced, screaming and waving his arms around.

"Who let a dog in here?" he kept on shouting. "Who let a dirty dog in here?"

At first, I didn't see a dog. There were just a lot of vegetables rolling around on the floor, tomatoes and onions and green peppers. And there was what seemed like a whole army of Winn-Dixie employees running around waving their arms just the same way the store manager was waving his.

And then the dog came running around the corner. He was a big dog. And ugly. And he looked like he was having a real good time. His tongue was hanging out and he was wagging his tail. He skidded to a stop and smiled right at me. I had never before in my life seen a dog smile, but that is what he did. He pulled back his lips and showed me all his teeth. Then he wagged his tail so hard that he knocked some oranges off a display, and they went rolling everywhere, mixing in with the tomatoes and onions and green peppers.

The manager screamed, "Somebody grab that dog!"

Story Elements

Characters:

Setting:

Text Evidence

Describe the stray dog that is running around the Winn-Dixie grocery store.

Vocabulary

preacher: a person who gives talks on religion

pound: place to send stray animals

The dog went running over to the manager, wagging his tail and smiling. He stood up on his hind legs. You could tell that all he wanted to do was get face to face with the manager and thank him for the good time he was having in the produce department, but somehow he ended up knocking the manager over.

And the manager must have been having a bad day, because lying there on the floor, right in front of everybody, he started to cry. The dog leaned over him, real concerned, and licked his face.

"Please," said the manager. "Somebody call the **pound.**"

"Wait a minute!" I hollered. "That's my dog. Don't call the pound."

END DAY 1

Text Evidence

Explain how the store manager ends up lying on the floor.

Visualization

Make Prediction

2 Because of Winn-Dixie

Because of Winn-Dixie 3

---

this fiction story so we could have fun reading it. I also want to find out what Opal does when she sees the stray dog. In the *Purpose for Reading* box, let's write *to find out what Opal does when she sees the dog.* **Model** writing as students copy what you write. **Support** as needed.

4. Build Background
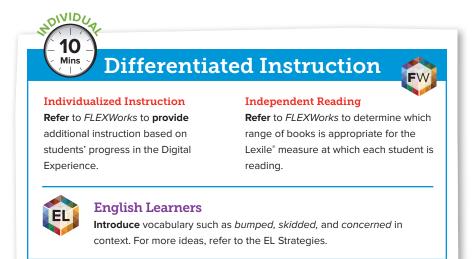
When we read, we should think about what we already know about the story. This thinking is called activating our prior knowledge. If we don't know anything about the story, we can talk about the topic to learn more and build our background knowledge. We know this story is about Opal and a stray dog she finds. We also know she makes a quick decision. When I think about what I already know about stray dogs, I remember seeing a TV show about how many stray dogs there are in the United States. In the *Background Knowledge* box, let's write *There are many stray dogs in the United States.* **Model** writing as students copy what you write. **Support** as needed.

5. Read Aloud

Direct students to page 2. Now I'll read the first part of the story. Listen carefully, and enjoy it. **Read** pages 2 and 3 aloud with expression to engage students.

INDIVIDUAL 10 Mins

Differentiated Instruction

Individualized Instruction

Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

English Learners

Introduce vocabulary such as *bumped, skidded,* and *concerned* in context. For more ideas, refer to the EL Strategies.

DURING READING

25 Mins

> **ePresentation** Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** page 1. Let's review the work we did yesterday. **Ask** different students what they wrote on page 1.

2. Introduce Vocabulary

Direct students to pages 2 and 3. The first part of our story has two vocabulary words that are bold in the text and in the box on page 2. **Read** the definitions, and then **use** each word in a sentence.

- **preacher:** a person who gives talks on religion *(My mother is a preacher and gives sermons every Sunday.)*
- **pound:** place to send stray animals *(We went to the pound to adopt a dog for our family.)*

3. Reread the Story

A C T
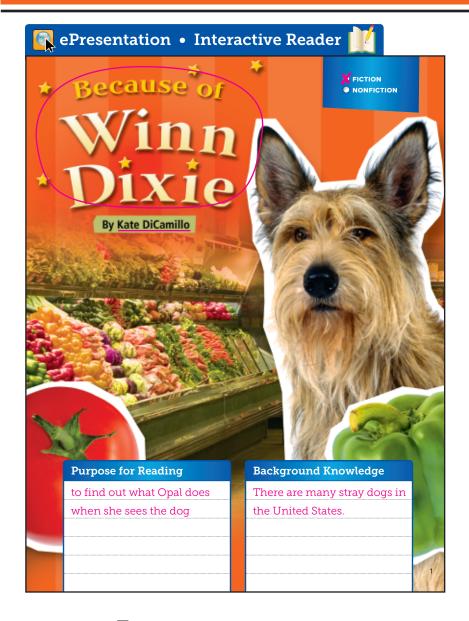
Follow along while we reread the story. When you hear our two vocabulary words—*preacher* or *pound*—raise your thumb. **Reread** pages 2 and 3 aloud with expression to engage students. **Call on** students who have reached Lexile® 730L to help you read.

4. Identify the Story Elements

The people, animals, or other objects the story is about are the characters. Major characters are whom or what the story is mostly about. This story is fiction, so the characters and setting are made up. Minor characters have less of a role. Our story's major characters are Opal and the stray dog. The store manager is a minor character. In the *Story Elements* box, next to *Characters,* let's write *Major: Opal* and *stray dog* and *Minor: store manager.* **Model** writing as students copy what you write. Another part of the story is the setting. The setting is where and when the story mostly takes place. This story's setting begins inside a grocery store. At the end of the story the setting is outside the grocery store. We don't know *when* this story happens. In the *Story Elements* box, next to *Setting,* let's write *inside and outside a*

> **ePresentation • Interactive Reader**

☒ FICTION
○ NONFICTION

Because of Winn Dixie

By Kate DiCamillo

Purpose for Reading	Background Knowledge
to find out what Opal does when she sees the dog	There are many stray dogs in the United States.

1

grocery store. **Model** writing as students copy what you write. **Support** as needed.

5. Highlight and Find Text Evidence

A C T

Sometimes we need to find evidence in the text to support the answer to a question. If someone told you to prove your answer, you'd be able to say, "Here's the evidence from the story for my answer." **Direct** students to page 2. Let's read the question in the *Text Evidence* box: *Describe the stray dog that is running around the Winn-Dixie grocery store.* First, let's highlight the text evidence we need to answer that question. **Model** highlighting the text on page 2 as indicated while students do the same. Now let's answer the question by writing the evidence we found to support the answer. In the *Text Evidence* box, let's write *stray dog is big, ugly, having good time, tongue hanging out, wagging tail, smiles, wags tail so hard he knocks oranges on floor.* **Model** writing as students copy what you write. **Support** as needed.

CCSS **DURING READING** RL.3–4.1, RL.3–5.2, RL.3–4.3, RL.3–5.4, RL.3.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

BEGIN DAY 2

My name is India Opal Buloni, and last summer my daddy, the **preacher,** sent me to the store for a box of macaroni-and-cheese, some white rice, and two tomatoes and I came back with a dog. This is what happened: I walked into the produce section of the Winn-Dixie grocery store to pick out my two tomatoes and I almost bumped right into the store manager. He was standing there all red-faced, screaming and waving his arms around.

"Who let a dog in here?" he kept on shouting. "Who let a dirty dog in here?"

At first, I didn't see a dog. There were just a lot of vegetables rolling around on the floor, tomatoes and onions and green peppers. And there was what seemed like a whole army of Winn-Dixie employees running around waving their arms just the same way the store manager was waving his.

And then the dog came running around the corner. He was ==a big dog.== And ==ugly.== And he ==looked like he was having a real good time. His tongue was hanging out== and ==he was wagging his tail.== He ==skidded to a stop and smiled right at me.== I had never before in my life seen a dog smile, but that is what he did. He pulled back his lips and showed me all his teeth. Then he ==wagged his tail so hard that he knocked some oranges off a display,== and they went rolling everywhere, mixing in with the tomatoes and onions and green peppers.

The manager screamed, "Somebody grab that dog!"

Story Elements

Characters:

Major: Opal, stray dog

Minor: store manager

Setting:

inside and outside a

grocery store

Text Evidence

Describe the stray dog that is running around the Winn-Dixie grocery store.

stray dog is big, ugly,

having good time, tongue

hanging out, wagging tail,

smiles, wags tail so hard

he knocks oranges

on floor

Vocabulary

preacher: a person who gives talks on religion

pound: place to send stray animals

The ==dog went running over to the manager,== wagging his tail and smiling. ==He stood up on his hind legs.== You could tell that ==all he wanted to do was== get face to face with the manager and ==thank him for the good time== he was having in the produce department, but ==somehow he ended up knocking the manager over.==

And the manager must have been having a bad day, because lying there on the floor, right in front of everybody, he started to cry. The dog leaned over him, real concerned, and licked his face.

"Please," said the manager. "Somebody call the **pound.**"

"Wait a minute!" I hollered. "That's my dog. Don't call the pound."

END DAY 2

Text Evidence

Explain how the store manager ends up lying on the floor.

dog runs to manager,

stands on hind legs, wants

to thank manager for good

times, knocks manager

over

Visualization

orange, red, white,

green

Make Prediction

I think Opal will take the

dog home.

Repeat the process with page 3: Explain how the store manager ends up lying on the floor. *dog runs to manager, stands on hind legs, wants to thank manager for good time, knocks manager over.*

6. Discuss and Debate

Ask the following questions to encourage use of *text evidence* and to prompt story discussion. **Guide** responses by asking What part of the story on pages 2 and 3 helped you answer?

✳ **Literal:** What does the dog do after he skids to a stop in front of Opal? *He smiles at her.*

✳ **Inferential:** Why do you think Winn-Dixie smiles at Opal? Ideas: *He's friendly, and he likes her. He's excited and is having a good time running around.*

Opinion: Opal makes a quick decision when she says the dog is hers. Is it acceptable to tell a small lie to save an animal from going to the pound? Why or why not? Answers will vary.

7. Visualize
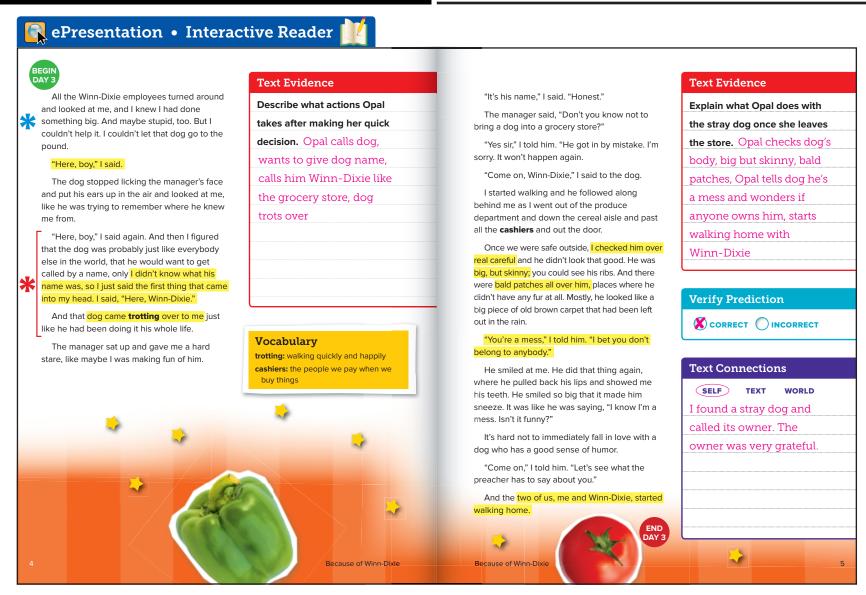
When we read, we need to visualize, or create mental images. When we read *he knocked some oranges off a display, and they went everywhere, mixing in with the tomatoes and onions and green peppers,* in my mind I saw the colors orange, red, white, and green all mixed up on a shiny floor. That helps me understand the grocery store scene. In the *Visualization* box, let's write key words about what I visualized: *orange, red, white, green.* 🖺**Model** writing as students copy what you write. **Support** as needed.

8. Make Predictions

Predictions are good guesses about what we think might happen next. I wonder if Opal is going to take the dog home. In the *Make Prediction* box, let's write *I think Opal will take the dog home.* 🖺**Model** writing as students copy what you write. **Support** as needed.

ePresentation • Interactive Reader

BEGIN DAY 3

All the Winn-Dixie employees turned around and looked at me, and I knew I had done something big. And maybe stupid, too. But I couldn't help it. I couldn't let that dog go to the pound.

"Here, boy," I said.

The dog stopped licking the manager's face and put his ears up in the air and looked at me, like he was trying to remember where he knew me from.

"Here, boy," I said again. And then I figured that the dog was probably just like everybody else in the world, that he would want to get called by a name, only I didn't know what his name was, so I just said the first thing that came into my head. I said, "Here, Winn-Dixie."

And that dog came **trotting** over to me just like he had been doing it his whole life.

The manager sat up and gave me a hard stare, like maybe I was making fun of him.

Text Evidence

Describe what actions Opal takes after making her quick decision. Opal calls dog, wants to give dog name, calls him Winn-Dixie like the grocery store, dog trots over

Vocabulary

trotting: walking quickly and happily
cashiers: the people we pay when we buy things

"It's his name," I said. "Honest."

The manager said, "Don't you know not to bring a dog into a grocery store?"

"Yes sir," I told him. "He got in by mistake. I'm sorry. It won't happen again."

"Come on, Winn-Dixie," I said to the dog.

I started walking and he followed along behind me as I went out of the produce department and down the cereal aisle and past all the **cashiers** and out the door.

Once we were safe outside, I checked him over real careful and he didn't look that good. He was big, but skinny; you could see his ribs. And there were bald patches all over him, places where he didn't have any fur at all. Mostly, he looked like a big piece of old brown carpet that had been left out in the rain.

"You're a mess," I told him. "I bet you don't belong to anybody."

He smiled at me. He did that thing again, where he pulled back his lips and showed me his teeth. He smiled so big that it made him sneeze. It was like he was saying, "I know I'm a mess. Isn't it funny?"

It's hard not to immediately fall in love with a dog who has a good sense of humor.

"Come on," I told him. "Let's see what the preacher has to say about you."

And the two of us, me and Winn-Dixie, started walking home.

END DAY 3

Text Evidence

Explain what Opal does with the stray dog once she leaves the store. Opal checks dog's body, big but skinny, bald patches, Opal tells dog he's a mess and wonders if anyone owns him, starts walking home with Winn-Dixie

Verify Prediction

✖ CORRECT ◯ INCORRECT

Text Connections

SELF   TEXT   WORLD

I found a stray dog and called its owner. The owner was very grateful.

4   Because of Winn-Dixie   Because of Winn-Dixie   5

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 2 and 3. Let's review the work we did yesterday. **Ask** different students what they wrote on pages 2 and 3.

2. Introduce Vocabulary

Direct students to pages 4 and 5. The last part of our story has two vocabulary words that are bold in the text and in the box on page 4. **Read** the definitions, and then **use** each word in a sentence.

- **trotting:** walking quickly and happily *(I saw the deer **trotting** into the forest with her baby.)*
- **cashiers:** the people we pay when we buy things *(The **cashiers** at the store always tell me to have a good day when I pay for my groceries.)*

3. Read the Story

Follow along while we read the last part of the story. When you hear our two vocabulary words—***trotting*** or ***cashiers***—raise your thumb. **Read** pages 4 and 5 aloud with expression to engage students. **Call on** students who have reached Lexile® 730L to help you read.

CCSS DURING READING RL.3–4.1, RL.3–5.2, RL.3–4.3, RL.3–5.4, RL.3.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

4. Highlight and Find Text Evidence

Sometimes we need to find evidence in the text to support the answer to a question. Remember, if someone told you to prove your answer, you'd be able to say, "Here's the evidence from the story for my answer." **Direct** students to page 4. Let's read the question in the *Text Evidence* box: *Describe what actions Opal takes after making her quick decision.* First, let's highlight the text evidence we need to answer that question. **Model** highlighting the text on page 4 as indicated while students do the same. Now let's answer the question by writing the evidence we found to support the answer. In the *Text Evidence* box, let's write *Opal calls dog, wants to give dog name, calls him Winn-Dixie like the grocery store, dog trots over.* **Model** writing as students copy what you write. **Support** as needed.

Repeat the process with page 5: Explain what Opal does with the stray dog once she leaves the store. *Opal checks dog's body, big but skinny, bald patches, Opal tells dog he's a mess and wonders if anyone owns him, starts walking home with Winn-Dixie.*

5. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story on pages 4 and 5 helped you answer?

Literal: Opal has just said Winn-Dixie is her dog. What does she say about her own decision? *She says she knew she had done something big, and maybe stupid.*

Inferential: Why do you think the dog trots over to Opal? Idea: *Because he likes her immediately. He wants someone to care about him and give him a name.*

Opinion: At one point in the story, Opal says that lying about the dog being hers is something "big" and "maybe stupid, too." Do you agree with Opal? Why or why not? Answers will vary.

6. Verify Predictions

Direct students to page 3. When we verify a prediction, we check to see if we were correct about what we thought would happen in the story. In the *Make Prediction* box, let's read what we thought would happen in today's text: *I think Opal will take the dog home.*

Direct students to page 5. Was our prediction correct or incorrect? It was correct! In the *Verify Prediction* box, let's write an *X* next to *Correct.* If our prediction was wrong, we would write an *X* next to *Incorrect.* **Model** writing as students copy what you write. **Support** as needed.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 1. Today we'll look back at the story. **Flip** through pages 1–5. My favorite part is when Opal makes up the name Winn-Dixie for a dog she doesn't know. What is your favorite part of the story? **Discuss.**
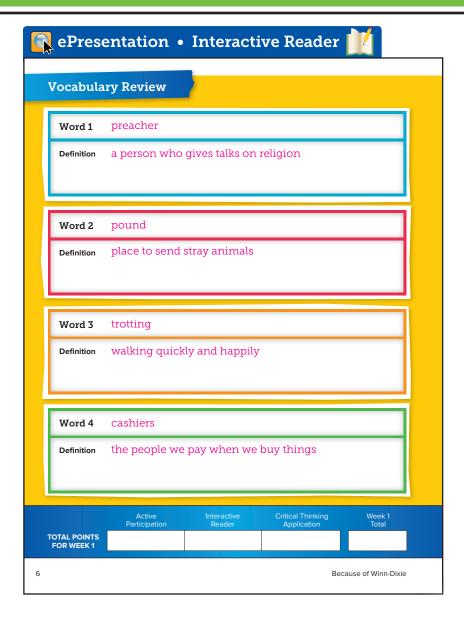
2. Retell the Story

Now that we've finished reading the story, we can retell the story. When we retell a story, we tell what happens in the story in the order it happens. Think about the important characters in the story and the most important events that happen in the story. Then retell the story from memory. First, I'll look through the story quickly to help me remember it. **Flip** through pages 1–5. Now I'll retell the story, using as many details as I can remember.

Opal goes to the grocery store to buy some food. The store manager is screaming, and there's food on the floor. Opal sees a dog running through the store. He stops and smiles at Opal. Then the dog accidentally knocks the manager over. Opal says the dog is hers and decides to call him Winn-Dixie. The dog trots over to her. Opal and the dog go outside, and she sees that Winn-Dixie is not in good shape. She decides to take the dog home with her.

3. Make Connections

Direct students to page 5. When we're finished reading a story, we should try to make connections so we can relate to and remember the story. This is called making text connections. We can make three kinds of text connections. We will talk about only one kind today. The first kind is text-to-self, which is when we think about how a story relates to something we know. I made a text-to-self connection after I read this story. One time I saw a dog running around my neighborhood. I found a phone number on his collar, and I called his owner. The owner picked him up and was very grateful. In the *Text Connections* box, let's write my text-to-self connection and label it by circling the word *SELF.* Let's write *I found a stray dog and called its owner. The owner was*

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Vocabulary Review

Word 1	preacher
Definition	a person who gives talks on religion

Word 2	pound
Definition	place to send stray animals

Word 3	trotting
Definition	walking quickly and happily

Word 4	cashiers
Definition	the people we pay when we buy things

TOTAL POINTS FOR WEEK 1	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total

6   Because of Winn-Dixie

very grateful. **Model** circling and writing as students copy what you write. **Support** as needed.

4. Analyze Point of View

Point of view refers to who's telling the story. The person or character who tells the story is the narrator. If a character tells it, it's called "first-person narrator." If someone outside the story tells it, it's "third-person narrator." Opal is the narrator, so the point of view is first-person. Opal is a character; we see things through her eyes.

How would the story be different if the manager were telling it? I think it would be different because the manager doesn't care what happens to Winn-Dixie. We wouldn't know how Opal feels. How else would it be different? Ideas: *wouldn't be as funny, manager wouldn't see how friendly Winn-Dixie is*

5. Review Vocabulary

Direct students to page 6. We've learned four new vocabulary words in this story. These words are *preacher, pound, trotting,* and *cashiers.* You're going to write these words on page 6 and then write their definitions. I'll help you begin. First, turn back to pages 2 and 3 to find the first two vocabulary words. 📖**Locate** *preacher* and *pound.* Then turn back to page 6 to write *preacher* in the *Word 1* box and *pound* in the *Word 2* box. In the *Definition* box, write the definition of *preacher* using the definition on page 2. After you complete Word 1, finish the rest of the page. **Have** students complete page 6.

INDIVIDUAL

10 Mins
Differentiated Instruction
FW

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL **English Learners**
Encourage students to discuss the illustrations and visuals. Have students generate questions and discuss how the visuals enrich the meaning of the text. Use the following sentence frame:

The image on page _____ helps me to _____.

Day 5

INDIVIDUAL

25 Mins
Differentiated Instruction
FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL **English Learners**
Encourage students to ask partners about details in the reading. Partners should respond with as many details as possible. Use sentence frames to aid the question-response strategies.

When did _____? How do you know?

I know that _____ because _____.

Encourage students to discuss with partners to draw conclusions and make inferences from the text. Use the following sentence frame:

I think that _____ felt/did _____ because _____.

Week 1: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total
TOTAL POINTS FOR WEEK 1				

Week 8

Lost and Found

LOST and FOUND

By Andrew Clements

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by describing character and setting traits, citing text evidence through highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING

- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Describe how point of view influences how events are described.
- Compare and contrast characters in different stories.
- Identify examples of vocabulary meaning.
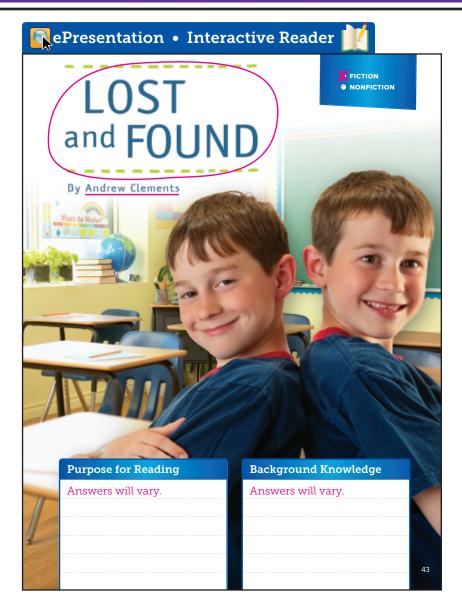
BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage

Direct students to **Interactive Reader** page 43. This week we'll read a story about twin boys, Jay and Ray Grayson, who are starting a new school. Ray is sick the first day, so Jay goes to class alone—something he is not used to doing. Do you know any twins? How do you think twins are alike? **Discuss.** What would you do for fun if you had a twin? **Discuss.** In this story, we'll read about Jay's first day.

ePresentation • Interactive Reader

FICTION
NONFICTION

LOST and FOUND
By Andrew Clements

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

43

2. Identify the Story Elements
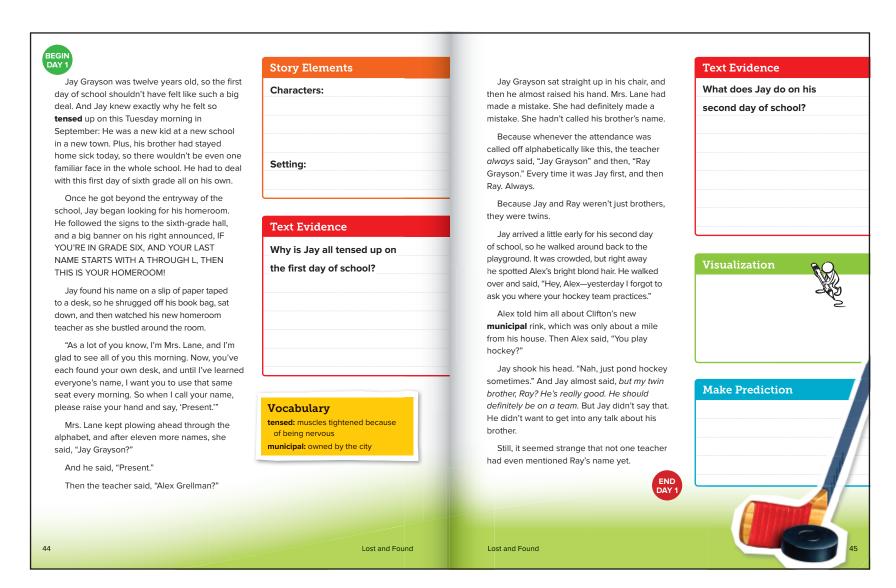
Circle the title of today's story. *Lost and Found* Support as needed, **circling** the title to help and verify student responses.

This story is just one part from a larger book titled *Lost and Found.* You can check this book out of a library and read the whole book if you are interested in reading more about Jay.

Underline the author of today's story. *Andrew Clements* Support as needed, **underlining** the author to help and verify student responses.

The author made up this story. Write an *X* by *Fiction* or *Nonfiction.* *fiction* Support as needed, **writing** to help and verify student responses.

CCSS **BEFORE READING** W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

LEXILE® 890L

BEGIN DAY 1

Jay Grayson was twelve years old, so the first day of school shouldn't have felt like such a big deal. And Jay knew exactly why he felt so **tensed** up on this Tuesday morning in September: He was a new kid at a new school in a new town. Plus, his brother had stayed home sick today, so there wouldn't be even one familiar face in the whole school. He had to deal with this first day of sixth grade all on his own.

Once he got beyond the entryway of the school, Jay began looking for his homeroom. He followed the signs to the sixth-grade hall, and a big banner on his right announced, IF YOU'RE IN GRADE SIX, AND YOUR LAST NAME STARTS WITH A THROUGH L, THEN THIS IS YOUR HOMEROOM!

Jay found his name on a slip of paper taped to a desk, so he shrugged off his book bag, sat down, and then watched his new homeroom teacher as she bustled around the room.

"As a lot of you know, I'm Mrs. Lane, and I'm glad to see all of you this morning. Now, you've each found your own desk, and until I've learned everyone's name, I want you to use that same seat every morning. So when I call your name, please raise your hand and say, 'Present.'"

Mrs. Lane kept plowing ahead through the alphabet, and after eleven more names, she said, "Jay Grayson?"

And he said, "Present."

Then the teacher said, "Alex Grellman?"

Story Elements

Characters:

Setting:

Text Evidence

Why is Jay all tensed up on the first day of school?

Vocabulary
tensed: muscles tightened because of being nervous
municipal: owned by the city

Jay Grayson sat straight up in his chair, and then he almost raised his hand. Mrs. Lane had made a mistake. She had definitely made a mistake. She hadn't called his brother's name.

Because whenever the attendance was called off alphabetically like this, the teacher *always* said, "Jay Grayson" and then, "Ray Grayson." Every time it was Jay first, and then Ray. Always.

Because Jay and Ray weren't just brothers, they were twins.

Jay arrived a little early for his second day of school, so he walked around back to the playground. It was crowded, but right away he spotted Alex's bright blond hair. He walked over and said, "Hey, Alex—yesterday I forgot to ask you where your hockey team practices."

Alex told him all about Clifton's new **municipal** rink, which was only about a mile from his house. Then Alex said, "You play hockey?"

Jay shook his head. "Nah, just pond hockey sometimes." And Jay almost said, *but my twin brother, Ray? He's really good. He should definitely be on a team.* But Jay didn't say that. He didn't want to get into any talk about his brother.

Still, it seemed strange that not one teacher had even mentioned Ray's name yet.

END DAY 1

Text Evidence

What does Jay do on his second day of school?

Visualization

Make Prediction

3. Set a Purpose for Reading

In the *Purpose for Reading* box, write your purpose for reading today's story. Idea: *to find out more about Jay's first day of school* **Support** as needed, **writing** to help and verify student responses.

4. Build Background

We know this story is about two brothers starting a new school. How do you feel about the first day of school? **Discuss.** What sorts of things happen on the first day of school? **Discuss.** Tell me what else you're thinking about regarding this story. Answers will vary. **Have** students write in the *Background Knowledge* box. **Support** as needed, **writing** to help and verify student responses.

5. Read Aloud

Direct students to page 44. Now I'll read the first part of the story. Listen carefully, and enjoy it. **Read** pages 44 and 45 aloud with expression to engage students.

INDIVIDUAL
10 Mins

Differentiated Instruction

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL English Learners
Encourage students to list synonyms for the following terms: beyond, glad, and strange. For more ideas, refer to the EL Strategies in *FLEXWorks*.

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** page 43. Let's review the work we did yesterday. 🔖**Ask** different students what they wrote on page 43.

2. Introduce Vocabulary

Direct students to pages 44 and 45. The first part of our story has two vocabulary words that are bold in the text and in the box on page 44. **Read** the definitions, and then **use** each word in a sentence.

- **tensed:** muscles tightened because of being nervous *(Jim's jaw tensed when he went to the doctor.)*
- **municipal:** owned by the city *(The municipal park is open every day.)*

3. Reread the Story ACT
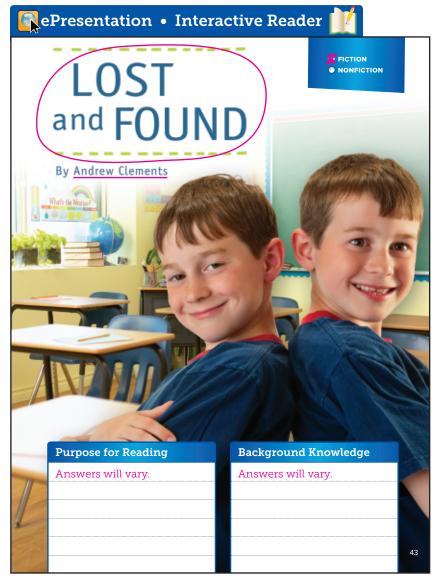
Follow along while we reread the story. When you hear our two vocabulary words—**tensed** or **municipal**—raise your thumb. **Reread** pages 44 and 45 aloud with expression to engage students. **Call on** students who have reached Lexile® 890L to help you read.

4. Identify the Story Elements

This is a fiction story. Are the characters and setting real or not real? *not real* In the *Story Elements* box, next to *Characters,* write the major and minor characters. 🔖**Support** as needed, **writing** to help and verify student responses. *Major: Jay Grayson; minor: Mrs. Lane, Alex* In the *Story Elements* box, next to *Setting,* write the setting. 🔖**Support** as needed, **writing** to help and verify student responses. *school, Clifton*

ePresentation • Interactive Reader

☒ FICTION
● NONFICTION

LOST and FOUND

By Andrew Clements

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

43

5. Highlight and Find Text Evidence ACT
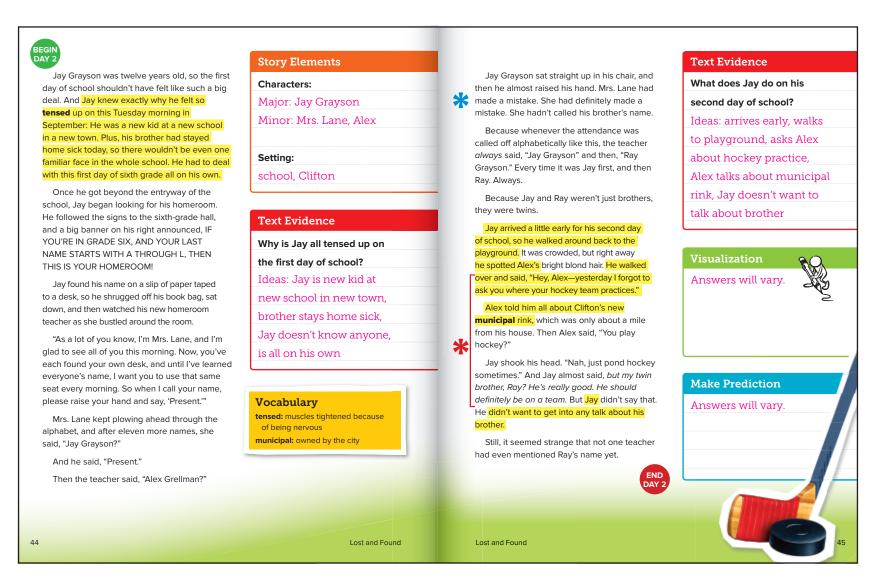
Direct students to page 44. Let's read the question in the *Text Evidence* box: *Why is Jay all tensed up on the first day of school?* What should you highlight on page 44? **Discuss. Have** students highlight. 🔖**Support** as needed, **writing** to help and verify student responses. What should you write underneath the question on page 44? **Discuss. Have** students write the evidence to support their answer in the *Text Evidence* box. 🔖**Support** as needed, **writing** to help and verify student responses. Idea: *Jay is new kid at new school in new town, brother stays home sick, Jay doesn't know anyone, is all on his own*

Repeat the process with page 45: What does Jay do on his second day of school? Idea: *arrives early, walks to playground, asks Alex about hockey practice, Alex talks about municipal rink, Jay doesn't want to talk about brother*

CCSS **DURING READING** RL.3–4.1, RL.3–5.2, RL.3–5.3, RL.3–5.4, RL.3–5.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

BEGIN DAY 2

Jay Grayson was twelve years old, so the first day of school shouldn't have felt like such a big deal. And Jay knew exactly why he felt so **tensed** up on this Tuesday morning in September: He was a new kid at a new school in a new town. Plus, his brother had stayed home sick today, so there wouldn't be even one familiar face in the whole school. He had to deal with this first day of sixth grade all on his own.

Once he got beyond the entryway of the school, Jay began looking for his homeroom. He followed the signs to the sixth-grade hall, and a big banner on his right announced, IF YOU'RE IN GRADE SIX, AND YOUR LAST NAME STARTS WITH A THROUGH L, THEN THIS IS YOUR HOMEROOM!

Jay found his name on a slip of paper taped to a desk, so he shrugged off his book bag, sat down, and then watched his new homeroom teacher as she bustled around the room.

"As a lot of you know, I'm Mrs. Lane, and I'm glad to see all of you this morning. Now, you've each found your own desk, and until I've learned everyone's name, I want you to use that same seat every morning. So when I call your name, please raise your hand and say, 'Present.'"

Mrs. Lane kept plowing ahead through the alphabet, and after eleven more names, she said, "Jay Grayson?"

And he said, "Present."

Then the teacher said, "Alex Grellman?"

Story Elements

Characters:

Major: Jay Grayson

Minor: Mrs. Lane, Alex

Setting:

school, Clifton

Text Evidence

Why is Jay all tensed up on the first day of school?

Ideas: Jay is new kid at new school in new town, brother stays home sick, Jay doesn't know anyone, is all on his own

Vocabulary

tensed: muscles tightened because of being nervous
municipal: owned by the city

Jay Grayson sat straight up in his chair, and then he almost raised his hand. Mrs. Lane had made a mistake. She had definitely made a mistake. She hadn't called his brother's name.

Because whenever the attendance was called off alphabetically like this, the teacher *always* said, "Jay Grayson" and then, "Ray Grayson." Every time it was Jay first, and then Ray. Always.

Because Jay and Ray weren't just brothers, they were twins.

Jay arrived a little early for his second day of school, so he walked around back to the playground. It was crowded, but right away he spotted Alex's bright blond hair. He walked over and said, "Hey, Alex—yesterday I forgot to ask you where your hockey team practices."

Alex told him all about Clifton's new **municipal** rink, which was only about a mile from his house. Then Alex said, "You play hockey?"

Jay shook his head. "Nah, just pond hockey sometimes." And Jay almost said, *but my twin brother, Ray? He's really good. He should definitely be on a team.* But Jay didn't say that. He didn't want to get into any talk about his brother.

Still, it seemed strange that not one teacher had even mentioned Ray's name yet.

END DAY 2

Text Evidence

What does Jay do on his second day of school?

Ideas: arrives early, walks to playground, asks Alex about hockey practice, Alex talks about municipal rink, Jay doesn't want to talk about brother

Visualization

Answers will vary.

Make Prediction

Answers will vary.

6. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story on pages 44 and 45 helped you answer?

* **Literal:** What mistake does Mrs. Lane make when she calls the students' names in the order of the alphabet? *She doesn't call Jay's brother's name, Ray.*

* **Inferential:** Why do you think Jay asks Alex where his hockey team practices? Ideas: *Because Jay's brother Ray isn't at school, and the story says Ray is a good hockey player. Maybe Jay wants to find out about the local hockey team to tell Ray.*

Opinion: If you were Jay and you knew your brother was supposed to be on your teacher's class list, would you have asked the teacher why she didn't call your brother's name? Explain. Answers will vary.

7. Visualize

What did you visualize during the story? **Discuss. Have** students draw or write key words in the *Visualization* box. **Support** as needed. **Call on** students to share as time permits.

8. Make Predictions

What's your prediction about what might happen next in the story? **Discuss. Have** students write in the *Make Prediction* box. **Support** as needed, **writing** to help and verify student responses.

ePresentation • Interactive Reader

BEGIN DAY 3

So during language arts class on the afternoon of that second day, Jay did a little snooping. Because that file box of student folders he had noticed in the morning during homeroom was still sitting on a chair beside Mrs. Lane's desk.

Even though he didn't need help with the grammar review sheet the class was working on, Jay pretended he did—so that he could stand in the line at the teacher's desk. And as he stood there, he took a careful look and saw his own folder. His name was printed on a label, plain as day: Grayson, Jay Ray.

And the folder for Grayson, Ray Jay? Not there. Missing.

And then Jay noticed something else. His folder looked way too thick. In fact, that bright blue student folder looked more than *twice* as thick as any of the other ones.

And in a flash, Jay understood exactly why none of the teachers had been calling his brother's name during attendance.

And in a second flash, Jay knew exactly what to do about that.

Text Evidence

Explain what Jay does in class on the second day and why he does it. Ideas: Jay snoops in the file box next to Mrs. Lane's desk, stands in line at desk, sees his folder, doesn't see Ray's folder, notices his folder is very thick

Vocabulary

snooping: looking secretly
deal: a promise

"You're crazy!"

That's what Ray said to Jay on Wednesday afternoon.

"So it's like the school completely lost your records!" Jay said, his eyes wide and wild.

Jay said, "They think there's only *one* of us. So only one of us has to go to school, and I've got it all planned out—it's going to be great! We *have* to do this, Ray, we *have* to! Don't you *see*?"

The twins looked at each other for a long moment. It was like looking into a mirror. And Jay could see Ray thinking. And Jay knew what Ray was going to say before he said it.

"All right," Ray said. "I'm in." He raised his eyebrows. "*But* . . . I'm only trying it out for one day, okay?"

Jay stuck out his right hand. "So . . . we've got a deal, right?"

Ray nodded. "Deal."

And the Grayson brothers shook on it.

END DAY 3

Text Evidence

What is Jay's plan, and how does he get Ray to agree to it? Ideas: Jay says school lost Ray's record, Jay's plan is only one brother has to go to school, Jay says they have to do this, Ray agrees but for only one day, they shake hands

Verify Prediction

○ CORRECT ○ INCORRECT
Answers will vary.

Text Connections

SELF   TEXT   WORLD
Answers will vary.

46   Lost and Found

Lost and Found   47

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 44 and 45. Let's review the work we did yesterday. **Ask** different students what they wrote on pages 44 and 45.

2. Introduce Vocabulary

Direct students to pages 46 and 47. The last part of our story has two vocabulary words that are bold in the text and in the box on page 46. **Read** the definitions, and then **use** each word in a sentence.

- **snooping:** looking secretly *(Sarah caught her friend snooping in Sarah's diary.)*
- **deal:** a promise *(They made a deal that both of them would go to the party.)*

3. Read the Story

A C T

Follow along while we read the last part of the story. When you hear our two vocabulary words—*snooping* or *deal*—raise your thumb. **Read** pages 46 and 47 aloud with expression to engage students. **Call on** students who have reached Lexile® 890L to help you read.

CCSS DURING READING   RL.3–4.1, RL.3–5.2, RL.3–5.3, RL.3–5.4, RL.3–5.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

4. Highlight and Find Text Evidence

Direct students to page 46. Let's read the question in the *Text Evidence* box: *Explain what Jay does in class on the second day and why he does it.* What should you highlight on page 46? **Discuss. Have** students highlight. **Support** as needed, **writing** to help and verify student responses. What should you write underneath the question on page 46? **Discuss. Have** students write the evidence to support their answer in the *Text Evidence* box. **Support** as needed, **writing** to help and verify student responses. Ideas: *Jay snoops in the file box next to Mrs. Lane's desk, stands in line at desk, sees his folder, doesn't see Ray's folder, notices his folder is very thick*

Repeat the process with page 47: What is Jay's plan, and how does he get Ray to agree to it? Ideas: *Jay says school lost Ray's record, Jay's plan is only one brother has to go to school, Jay says they have to do this, Ray agrees but for only one day, they shake hands*

5. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story on pages 46 and 47 helped you answer?

✳ **Literal:** How does Jay find out that there's only one folder for both him and Ray? *He finds out by snooping in the file box next to Mrs. Lane's desk.*

✳ **Inferential:** What does Jay think happened to Ray's records, and what makes him think this? Idea: *Jay thinks Ray's records were mixed in with his. He probably thinks this because when he sees his school file, it is twice as thick as the others. Teachers haven't called Ray's name during roll call because Ray's records are stuck in Jay's folder by mistake.*

Opinion: Do you think what Jay and Ray are about to do at school is the right thing to do? Explain. Answers will vary.

6. Verify Predictions

Direct students to page 45. In the *Make Prediction* box, reread your prediction of what would happen in today's text. Was your prediction correct or incorrect? **Discuss.**

Direct students to page 47. In the *Verify Prediction* box, write an *X*. **Support** as needed, **writing a**n *X* to help and verify student responses.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 43. Today we'll look back at the story. **Flip** through pages 43–47. My favorite part of the story is when Jay sees his thick file. What is your favorite part of the story? **Discuss.**

2. Retell the Story

A C T
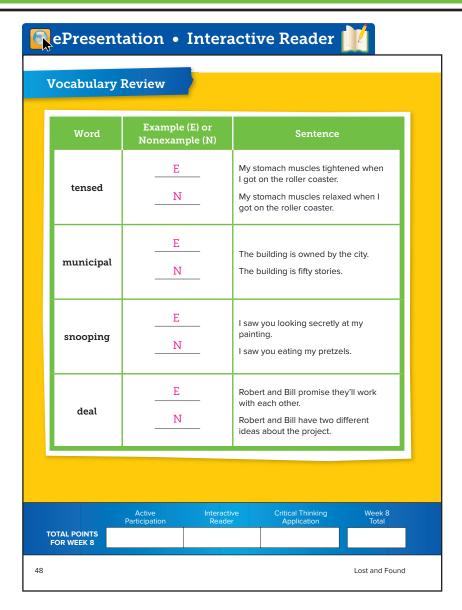
Let's retell the story. **Have** students flip through pages 43–47. **Assign** partners. Now retell the story with your partner. Use as many details as you can remember. **Support** as needed. Idea: *Jay Grayson is at his first day of sixth grade at a new school. He is nervous because his identical twin brother, Ray, is home sick. He arrives at his homeroom, and roll is called, but the teacher calls only his name, she do not call Ray's name. On his second day of school Jay talks with a classmate, Alex, before school starts, but Jay does not mention his brother. During language arts class, Jay pretends he doesn't understand a worksheet so he can snoop at the teacher's desk. He sees his file, but it is twice as big as the others. This is when it hits him: The school must think Jay and Ray are one person because Ray's file must be mixed in with Jay's file. Jay goes home and tells Ray. Jay has a plan: Only one of them has to go to school. He asks Ray to make a deal with him, and Ray says he will try it, but just for one day.*

3. Make Connections

Direct students to page 47. We can make three kinds of text connections: text-to-self, text-to-text, and text-to-world. I'm going to make a text-to-text connection. I remember reading a book about two identical twins who always knew what the other was thinking, and who could finish each other's sentences. Now it's your turn. Make a text connection about the story. Answers will vary. **Have** students write in the *Text Connections* box and circle the correct label. **Support** as needed, **writing** to help and verify student responses.

ePresentation • Interactive Reader

Vocabulary Review

Word	Example (E) or Nonexample (N)	Sentence
tensed	E _____ N _____	My stomach muscles tightened when I got on the roller coaster. / My stomach muscles relaxed when I got on the roller coaster.
municipal	E _____ N _____	The building is owned by the city. / The building is fifty stories.
snooping	E _____ N _____	I saw you looking secretly at my painting. / I saw you eating my pretzels.
deal	E _____ N _____	Robert and Bill promise they'll work with each other. / Robert and Bill have two different ideas about the project.

TOTAL POINTS FOR WEEK 8	Active Participation	Interactive Reader	Critical Thinking Application	Week 8 Total

48

Lost and Found

4. Analyze Point of View

Remember, point of view refers to who is telling the story, and that person or character is the narrator. What do we call the narrator when a character in the story tells the story? *1st person* What do we call the narrator when someone outside the story tells it? *3rd person* Who is telling this story? *someone outside the story* What person narrator is it? *3rd person* Explain how you know. Ideas: *Someone outside the story is telling us about Jay's first day of sixth grade. The narrator tells us Jay was twelve years old. Jay doesn't tell the story himself and neither does Mrs. Lane or any other character.*

How would the story be different if Jay had told it himself? Do you think he would have said he was snooping? **Discuss.** Answers will vary.

CCSS **AFTER READING** RL.3–4.1, RL.3–5.2, RL.3–4.3, RL.3–5.4, RL.5.6, RL.4–5.9, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.4, L.3.5, L.3–5.6

5. Compare and Contrast

If necessary, briefly **summarize** the previous stories before proceeding. Let's compare and contrast two characters from two stories we've read. How are Jay Grayson from *Lost and Found* and Nellie Steiner from *A Faraway Island* the same? **Discuss.** Ideas: *Both are young kids. Both have siblings. Both care about their siblings. Both are experiencing new things.*

How are Jay Grayson and Nellie Steiner different? **Discuss.** Ideas: *Jay is a boy, but Nellie is a girl. Jay lives in modern times, but Nellie lives many years ago. Jay's brother is his twin, but Nellie's sister, Stephie, is not her twin. Jay lives at home and goes to school, but Nellie has been taken from her home and doesn't know where she is going to live.*

6. Review Vocabulary

Direct students to page 48. We've learned four new vocabulary words in this story. These words are t*ensed, municipal, snooping,* and *deal.* Complete your Vocabulary Review on page 48. **Have** students complete page 48.

INDIVIDUAL
10 Mins

Differentiated Instruction FW

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL English Learners
Support student understanding of organization by helping them create a timeline of events. Use the following sentence frames:

In the beginning, _____.

At the end, _____.

Day 5

INDIVIDUAL
25 Mins

Differentiated Instruction FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL English Learners
Support identifying causes and effects by having students draw graphic organizers. List the cause on one side and the effect on the other side. Model one example before students create their own examples.

Encourage students to discuss with partners to draw conclusions and make inferences from the text. Use the following sentence frame:

Because _____, it is possible that _____.

Week 8: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 8 Total
TOTAL POINTS FOR WEEK 8				

Week 27

Mark Zuckerberg

Mark Zuckerberg

By Dennis Fertig

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by describing character and setting traits, citing text evidence through highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING

- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Describe how point of view influences how events are described.
- Use vocabulary words in sentences.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage
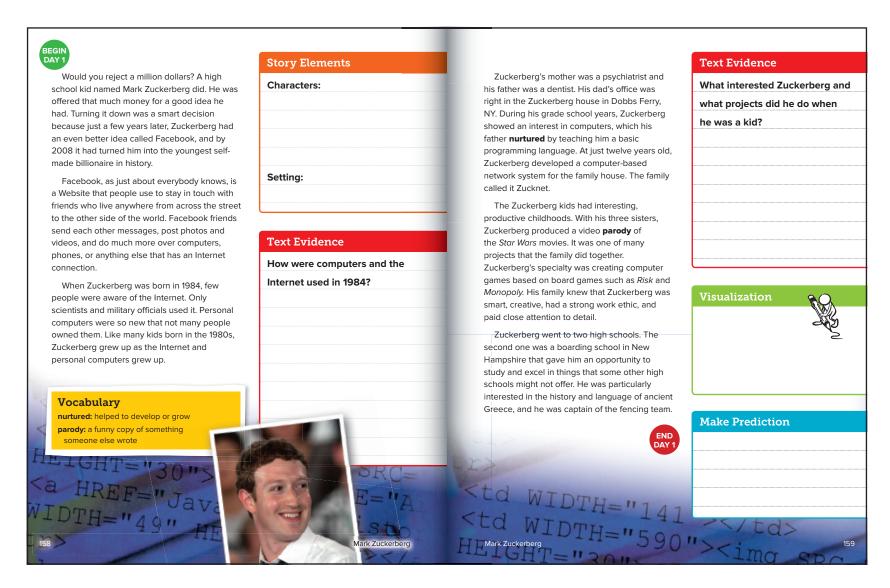
Direct students to **Interactive Reader** page 157. This week we'll read a story about the creator of Facebook, Mark Zuckerberg. Facebook has over 700 million users today and is worth a lot of money. What do you know about Facebook? **Discuss.** What do you think it would be like to be a billionaire before you were out of college? **Discuss.** In this story, we'll find out more about Mark Zuckerberg and the creation of Facebook.

ePresentation • Interactive Reader

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

2. Identify the Story Elements

This is a true story written by Dennis Fertig. Write the necessary marks for the title and author of today's story, and write an *X* indicating whether the story is fiction or nonfiction. **Support** as needed. Circle title: *Mark Zuckerberg;* underline author: *Dennis Fertig, X* next to Nonfiction.

Call on students to share what they wrote, **writing** correct responses to verify student work.

CCSS **BEFORE READING** W.3–5.10, SL.3–5.1, SL.3–5.4, SL.3–5.6

BEGIN DAY 1

Would you reject a million dollars? A high school kid named Mark Zuckerberg did. He was offered that much money for a good idea he had. Turning it down was a smart decision because just a few years later, Zuckerberg had an even better idea called Facebook, and by 2008 it had turned him into the youngest self-made billionaire in history.

Facebook, as just about everybody knows, is a Website that people use to stay in touch with friends who live anywhere from across the street to the other side of the world. Facebook friends send each other messages, post photos and videos, and do much more over computers, phones, or anything else that has an Internet connection.

When Zuckerberg was born in 1984, few people were aware of the Internet. Only scientists and military officials used it. Personal computers were so new that not many people owned them. Like many kids born in the 1980s, Zuckerberg grew up as the Internet and personal computers grew up.

Vocabulary
nurtured: helped to develop or grow
parody: a funny copy of something someone else wrote

Story Elements

Characters:

Setting:

Text Evidence

How were computers and the Internet used in 1984?

Zuckerberg's mother was a psychiatrist and his father was a dentist. His dad's office was right in the Zuckerberg house in Dobbs Ferry, NY. During his grade school years, Zuckerberg showed an interest in computers, which his father **nurtured** by teaching him a basic programming language. At just twelve years old, Zuckerberg developed a computer-based network system for the family house. The family called it Zucknet.

The Zuckerberg kids had interesting, productive childhoods. With his three sisters, Zuckerberg produced a video **parody** of the *Star Wars* movies. It was one of many projects that the family did together. Zuckerberg's specialty was creating computer games based on board games such as *Risk* and *Monopoly*. His family knew that Zuckerberg was smart, creative, had a strong work ethic, and paid close attention to detail.

Zuckerberg went to two high schools. The second one was a boarding school in New Hampshire that gave him an opportunity to study and excel in things that some other high schools might not offer. He was particularly interested in the history and language of ancient Greece, and he was captain of the fencing team.

END DAY 1

Text Evidence

What interested Zuckerberg and what projects did he do when he was a kid?

Visualization

Make Prediction

158   Mark Zuckerberg

Mark Zuckerberg   159

---

3. Set a Purpose for Reading

Write the purpose for reading today's story. **Support** as needed. Idea: *to learn about Mark Zuckerberg and Facebook*

Call on students to share what they wrote, **writing** correct responses to verify student work.

4. Build Background

We know this story is about Facebook and its creator, Mark Zuckerberg. Zuckerberg knew a lot about computers and wrote his first computer program before he was a teenager. If you could write a computer program, what would it do? **Discuss.** How do you communicate with your friends? Which way do you think is best? **Discuss.** Write what else you're thinking about regarding this story. Answers will vary. **Support** as needed.

5. Read Aloud

Direct students to page 158. Now I'll read the first part of the story. Listen carefully, and enjoy it. **Read** pages 158 and 159 aloud with expression to engage students.

INDIVIDUAL
10 Mins

Differentiated Instruction

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL   English Learners
Encourage students to list synonyms for the following terms: *decision, interest,* and *creating.* For more ideas, refer to the EL Strategies.

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** page 157. Let's review the work we did yesterday. **Ask** different students what they wrote on page 157.

2. Introduce Vocabulary

Direct students to pages 158 and 159. The first part of our story has two vocabulary words that are bold in the text and in the box on page 158. **Read** the definitions, and then **use** each word in a sentence.

- **nurtured:** helped to develop or grow *(The mama duck **nurtured** her ducklings.)*
- **parody:** a funny copy of something someone else wrote *(The class skit was a **parody** of the TV show.)*

3. Reread the Story

Follow along while we reread the story. When you hear our two vocabulary words—***nurtured*** or ***parody***—raise your thumb. **Reread** pages 158 and 159 aloud with expression to engage students. **Call on** students who have reached Lexile® 950L to help you read.

4. Identify the Story Elements

Is this story fiction or nonfiction? *nonfiction* What does this tell you about the characters and setting? *The characters and setting are real.* Write the major and minor characters and the setting. **Support** as needed. Major: *Mark Zuckerberg;* minor: *Mark's mother, father, and sisters;* setting: *New York, 1984–present*

Call on students to share what they wrote, **writing** correct responses to verify student work.

ePresentation • Interactive Reader

FICTION
NONFICTION

Mark Zuckerberg

By Dennis Fertig

Purpose for Reading	Background Knowledge
Answers will vary.	Answers will vary.

157

5. Highlight and Find Text Evidence
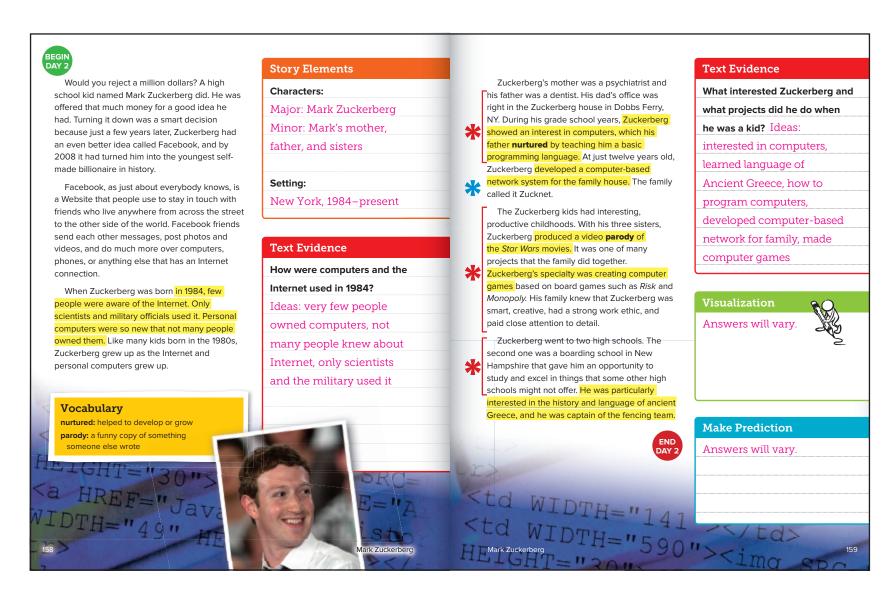
Direct students to page 158. Let's read the question in the *Text Evidence* box: *How were computers and the Internet used in 1984?* Highlight the answer and then write on page 158. **Support** as needed. Ideas: *very few people owned computers, not many people knew about Internet, only scientists and the military used it*

Repeat the process with page 159: What interested Zuckerberg and what projects did he do when he was a kid? Ideas: *interested in computers, learned language of Ancient Greece, how to program computers, developed computer-based network for family, made computer games*

Call on students to share what they wrote, **writing** correct responses to verify student work.

CCSS **DURING READING** RI.3–4.1, RI.3–5.2, RI.3–5.3, RI.3–5.4, RI.3–5.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

BEGIN DAY 2

Would you reject a million dollars? A high school kid named Mark Zuckerberg did. He was offered that much money for a good idea he had. Turning it down was a smart decision because just a few years later, Zuckerberg had an even better idea called Facebook, and by 2008 it had turned him into the youngest self-made billionaire in history.

Facebook, as just about everybody knows, is a Website that people use to stay in touch with friends who live anywhere from across the street to the other side of the world. Facebook friends send each other messages, post photos and videos, and do much more over computers, phones, or anything else that has an Internet connection.

When Zuckerberg was born in 1984, few people were aware of the Internet. Only scientists and military officials used it. Personal computers were so new that not many people owned them. Like many kids born in the 1980s, Zuckerberg grew up as the Internet and personal computers grew up.

Vocabulary

nurtured: helped to develop or grow

parody: a funny copy of something someone else wrote

Story Elements

Characters:

Major: Mark Zuckerberg

Minor: Mark's mother, father, and sisters

Setting:

New York, 1984–present

Text Evidence

How were computers and the Internet used in 1984?

Ideas: very few people owned computers, not many people knew about Internet, only scientists and the military used it

---

Zuckerberg's mother was a psychiatrist and his father was a dentist. His dad's office was right in the Zuckerberg house in Dobbs Ferry, NY. During his grade school years, Zuckerberg showed an interest in computers, which his father **nurtured** by teaching him a basic programming language. At just twelve years old, Zuckerberg developed a computer-based network system for the family house. The family called it Zucknet.

The Zuckerberg kids had interesting, productive childhoods. With his three sisters, Zuckerberg produced a video **parody** of the *Star Wars* movies. It was one of many projects that the family did together. Zuckerberg's specialty was creating computer games based on board games such as *Risk* and *Monopoly*. His family knew that Zuckerberg was smart, creative, had a strong work ethic, and paid close attention to detail.

Zuckerberg went to two high schools. The second one was a boarding school in New Hampshire that gave him an opportunity to study and excel in things that some other high schools might not offer. He was particularly interested in the history and language of ancient Greece, and he was captain of the fencing team.

END DAY 2

Text Evidence

What interested Zuckerberg and what projects did he do when he was a kid? Ideas:

interested in computers, learned language of Ancient Greece, how to program computers, developed computer-based network for family, made computer games

---

Visualization

Answers will vary.

Make Prediction

Answers will vary.

---

158   Mark Zuckerberg   Mark Zuckerberg   159

---

6. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story on pages 158 and 159 helped you answer?

✴ **Literal:** What did the Zuckerberg family call the network Mark developed for their home? *They called it Zucknet.*

✴ **Inferential:** What do you think helped make Mark so successful as a young man? Idea: *He was very smart, and his father helped and encouraged him. He was also creative, had a lot of interests, worked hard, and went to a high school that challenged him.*

Opinion: What do you think about putting personal information on social networking sites like Facebook? Explain. Answers will vary.

7. Visualize

Draw or write key words about something you visualized during the story. Answers will vary. **Support** as needed. **Call on** students to share as time permits.

8. Make Predictions

Write a prediction about what you think might happen next in the story. Answers will vary. **Support** as needed.

📖 **Call on** students to share what they wrote, **writing** correct responses to verify student work.

MODEL
GUIDE
MONITOR

ePresentation • Interactive Reader

BEGIN DAY 3

Zuckerberg also **dabbled** in computer-related activities and continued to make his own games. With a friend, he created a sophisticated program that could track a person's music interests and then recommend further music choices. This program could have made Zuckerberg a teenage millionaire. AOL and Microsoft wanted to pay him to develop the program. Zuckerberg said no because it would mean postponing his college education.

Zuckerberg attended Harvard, a college filled with bright kids and other programming wizards like himself. He studied computer science and psychology.

In his spare time, Zuckerberg worked on creating a new website called Facemash that allowed students to rate the attractiveness of their classmates, but it angered many people on campus. He immediately regretted doing it, but he did learn that students reacted to the social nature of the site.

Soon Zuckerberg was working with other students to create an online social network where people exchanged information about themselves. Zuckerberg liked the idea because it combined two of his interests: computer programming and the psychology of how people interact. However, he didn't like the group's approach so he began to work on his own.

Zuckerberg's efforts paid off, and on February 4, 2004, he launched a website called the facebook.com. It was built around a program he created that invited Harvard

Text Evidence

What did Zuckerberg do as a young man? Ideas: made program to keep track of music people liked, went to Harvard, made website Facemash, made website thefacebook.com

Vocabulary

dabbled: played around with

voluntarily: done because you want to, not because you are forced to

students to **voluntarily** exchange information: photos, interests, and so on. Users also could meet each other's friends online and learn about their interests as well. This created an ever-growing social network of people who shared information.

The site immediately spread to other colleges. Zuckerberg ran it out of his dormitory room with the help of buddies. He saw a chance to create his own company, this time without help from AOL, Microsoft, or anyone else. It was then that he decided to quit college to get the company started.

Zuckerberg changed the name of the site to Facebook. Facebook quickly grew incredibly popular. Investors gave millions of dollars to help the company develop even faster. In less than two years, 5.5 million Facebook users had "friended" each other.

Facebook is free, so how does the company earn money? Facebook sells advertising. It can connect advertisers with Facebook friends who might like a company's product. Advertisers have found the connection to be profitable. That has made Zuckerberg a billionaire, a very generous one. In 2010, he pledged $100 million to the Newark, NJ, schools. He has also promised that during his lifetime he'll give away half of his fortune—potentially billions and billions of dollars!

Mark Zuckerberg is still a young man. Where will he take Facebook? What other ideas will he turn into gold? You can stay tuned to his adventures by "friending" him on . . . well, you know where!

END DAY 3

Text Evidence

How does Facebook make money? Ideas: sells advertising, advertisers connect with people who might like company's product, advertisers make profit and buy more ads

Verify Prediction

○ **CORRECT** ○ **INCORRECT**
Answers will vary.

Text Connections

SELF	TEXT	WORLD

Answers will vary.

160   Mark Zuckerberg   Mark Zuckerberg   161

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 158 and 159. Let's review the work we did yesterday. **Ask** different students what they wrote on pages 158 and 159.

2. Introduce Vocabulary

Direct students to pages 160 and 161. The last part of our story has two vocabulary words that are bold in the text and in the box on page 160. **Read** the definitions, and then **use** each word in a sentence.

- **dabbled:** played around with (*I **dabbled** in arts and crafts at summer camp.*)
- **voluntarily:** done because you want to, not because you are forced to (*Josh left the team **voluntarily** after telling the coach he had cheated.*)

CCSS **DURING READING**   RI.3–4.1, RI.3–5.2, RI.3–5.3, RI.3–5.4, RI.3–5.10, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.6

3. Read the Story

Follow along while we read the last part of the story. When you hear our two vocabulary words—*dabbled* or *voluntarily*—raise your thumb. **Read** pages 160 and 161 aloud with expression to engage students. **Call on** students who have reached Lexile® 950L to help you read.

4. Highlight and Find Text Evidence

Direct students to page 160. Let's read the question in the *Text Evidence* box: *What did Zuckerberg do as a young man?* Highlight the answer and then write on page 160. **Support** as needed. Idea: *made program to keep track of music people liked, went to Harvard, made website Facemash, made website thefacebook.com.*

Repeat the process with page 161: How does Facebook make money? Ideas: *sells advertising, advertisers connect with people who might like company's product, advertisers make profit and buy more ads*

Call on students to share what they wrote, **writing** correct responses to verify student work.

5. Discuss and Debate

Ask the following questions to encourage use of **text evidence** and to prompt story discussion. **Guide** responses by asking What part of the story on pages 160 and 161 helped you answer?

✳ **Literal:** What has Zuckerberg promised to do with the billions of dollars he makes? *He has pledged to give away half of it.*

✳ **Inferential:** What kind of person do you think Mark Zuckerberg is? Ideas: *Zuckerberg is very smart. He is also determined and generous. He wanted to develop his ideas in his own way and to be in charge of them without help from big computer companies. If he hadn't been driven to control his own business, he might have sold his idea for a million dollars instead of staying focused. Zuckerberg also didn't understand that people wouldn't like a negative website like Facemash. He might not have been very good at getting along with people.*

Text-to-World Connection: Assign partners. Now it's time to turn and talk. Make a text-to-world connection about what we read today. Share it with your partner. Answers will vary.

6. Verify Predictions

Write the necessary *X* for your prediction from yesterday. **Support** as needed. **Call on** students to share as time permits.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect
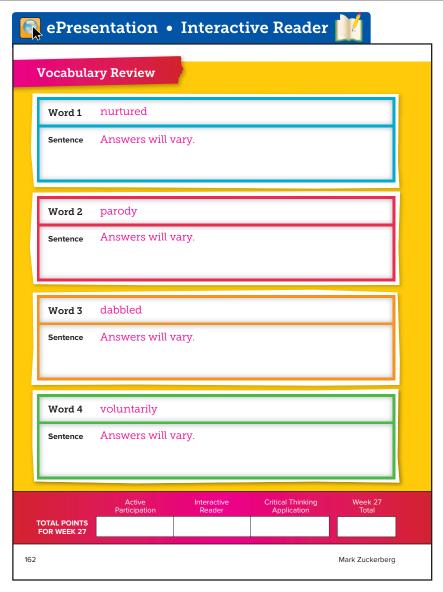
Direct students to **Interactive Reader** page 157. Today we'll look back at the story. **Flip** through pages 157–161. My favorite part of the story is when Mark and his sisters made a parody of *Star Wars*. What is your favorite part of the story? **Discuss.**

2. Retell the Story

Assign partners. Now it's time to retell the story with your partner. Use as many details as you can remember. **Support** as needed. Idea: *Mark Zuckerberg was born in New York in 1984. He was very interested in computers, and his father helped him make a computer-based network for his house. He was smart and creative and made computer games based on board games. He liked studying ancient Greece and was on the fencing team. Zuckerberg and a friend created a program that tracked a person's musical interests. Microsoft and AOL wanted to pay him to keep working on this, but he said no because it would have meant not going to college. When Zuckerberg was in college at Harvard, he and a friend created a website called Facemash, but Zuckerberg broke off and started his own website called thefacebook.com. It let college kids exchange photos and information about themselves. He changed the name to Facebook and quit college to run the company. The website became extremely profitable, and Zuckerberg made millions of dollars. In 2010 he gave $100 million to the Newark, New Jersey, school system.*

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ePresentation • Interactive Reader

Vocabulary Review

Word 1	nurtured
Sentence	Answers will vary.

Word 2	parody
Sentence	Answers will vary.

Word 3	dabbled
Sentence	Answers will vary.

Word 4	voluntarily
Sentence	Answers will vary.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 27 Total
TOTAL POINTS FOR WEEK 27				

162   Mark Zuckerberg

3. Make Connections

Direct students to page 161. Write a text connection you've made and label it as text-to-text or text-to-self. Do not write a text-to-world connection. Answers will vary. **Support** as needed.

CCSS **AFTER READING** RI.3–4.1, RI.3–5.2, RI.3–5.4, RI.4.6, W.3–5.10, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.4, L.3.5, L.3–5.6

4. Analyze Point of View

What is point of view? *the person who tells the story* What do we call the person or character who tells the story? *the narrator* Who is telling this story? Idea: *someone outside the story* What person narrator is it? *3rd person* Explain how you know. Ideas: *The author tells us about Mark Zuckerberg. He wrote about what he learned about Zuckerberg. Zuckerberg didn't tell the story himself.*

How might the story be different if Zuckerberg had told it? Answers will vary.

5. Review Vocabulary

Direct students to page 162. Complete your Vocabulary Review. **Have** students complete page 162.

INDIVIDUAL
10 Mins
Differentiated Instruction FW

Individualized Instruction
Refer to *FLEXWorks* to **provide** additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL **English Learners**
Support student understanding of key ideas and details. Encourage students to quote from the text using sentence frame:
The text says _____.

Day 5

INDIVIDUAL
25 Mins
Differentiated Instruction FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL **English Learners**
Encourage students to ask partners about characters or events in the story. Use sentence frames with a bank of adjectives that describe these people/events. Then have students explain their answer choices. For example:

Do you think _____ is happy/sad/ scary/ friendly/ boring/ interesting?
I think _____ is _____ because _____.

Week 27: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 27 Total
TOTAL POINTS FOR WEEK 27				

California CCSS

SRA
FLEX
LITERACY™

TEACHER EDITION • Volume C

McGraw Hill Education

TEACHER EDITION • Volume C
ELEMENTARY SYSTEM

Contents

Week 1

Hosting the World Cup

Hosting the
World Cup

By Aileen Wagner

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Preview the text.
- Identify story elements, including title, author, and genre.

DURING READING

- Listen to and read text aloud with a purpose.
- Annotate and engage with informational text to develop knowledge.
- Answer text-dependent focus questions to enrich meaning making.
- Expand vocabulary knowledge through contextual analysis.

AFTER READING

- Clarify thinking through reflecting and writing a summary.
- Process information deeply through close reading of complex text.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate, Engage, and Build Background

Direct students to **Interactive Reader** page 1. This week we'll read text that tells about World Cup soccer. Why do you think soccer is the most popular sport in the world? **Discuss.** When we read, we should think about what we already know about the topic. How do you think the soccer you and your friends play is the same as and different from World Cup soccer? **Discuss.** In the *Build Background* box, let's write *The soccer I play with friends is the same as World Cup soccer because it has many of the same rules. It is different because World Cup Soccer players are professional athletes.*

ePresentation • Interactive Reader

GENRE

Informational Text

Hosting the World Cup
By Aileen Wagner

Build Background

The soccer I play with friends is the same as World Cup soccer because it has many of the same rules. It is different because World Cup Soccer players are professional athletes.

1

2. Preview the Text

What's the title of today's text? *Hosting the World Cup* Who's the author? *Aileen Wagner* Circle the title and underline the author. **Support** as needed.

Today you'll read text that is nonfiction, which means it contains facts and is about real events. When authors inform us about a topic so we learn something, it is called informational text. Write *Informational Text* in the Genre box. **Support** as needed.

CCSS **BEFORE READING** RI.3-4.7, RI.3-5.10

BEGIN DAY 1

Soccer is the most popular sport in the world. More people play and watch soccer than any other sport. In most parts of the world, soccer is called football. A game, or match, is played on a large field with two large goal nets at either end. Two teams of eleven players compete to win the match. Players score points by getting the soccer ball in the other team's goal. One player guards the goal and can use any part of his or her body to keep the ball out of the net. The other players are not allowed to touch the ball with their hands. They move the ball by kicking it and bouncing it off their heads.

The World's Biggest Sporting Event

Every four years, soccer players from around the world meet to play for their home countries in a special tournament. This competition is called the World Cup. The group that runs the World Cup is known as FIFA, which stands for Fédération Internationale de Football Association. It is based in Zurich, Switzerland. The team that wins the World Cup earns the title of best men's soccer team in the world. The best women players compete in the Women's World Cup.

The Women's World Cup is also played every four years. Billions of people watch the FIFA World Cup on television. The most recent World Cup was held in Brazil in the summer of 2014. Sixty-four games were played at twelve different stadiums. More than three million tickets were sold to soccer fans who came to watch the tournament.

Annotations

Focus Questions

The Cost of Hosting the World Cup

Every four years, FIFA chooses a new location where the World Cup will be played. Countries all over the world hope to be chosen to host the next World Cup. Hosting the World Cup is a great honor. It also brings huge profits to the host country's businesses. This money helps the host country's economy, but hosting such a big event is a lot of work. A country must invest a great deal of time and money to prepare for it. In 2014, Brazil spent about $14 billion dollars preparing to host the World Cup. Most of this money was spent building soccer stadiums and improving roads. Some money was used to expand bus and train service. To meet FIFA's rules, Brazil built new stadiums and made its older stadiums bigger. To make room for the new stadiums, the Brazilian government tore down many homes and businesses. The new stadiums also made the neighborhoods where they were built more expensive. As a result, some families could not afford to stay in homes they had lived in for many years. These changes upset many people in Brazil. Some protested outside the World Cup stadiums. Some even booed the president of Brazil during the World Cup opening ceremony.

END DAY 1

Annotations

Focus Questions

3. Read Aloud

Direct students to page 2. Now I'll read the first part of the text. Listen carefully, and follow along as I read. **Read** pages 2 and 3 aloud to engage students.

INDIVIDUAL 10 Mins

Differentiated Instruction

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

English Learners
Introduce vocabulary such as tournament, stadiums, and concerts in context. For more Ideas, refer to the EL Strategies in *FLEXWorks*.
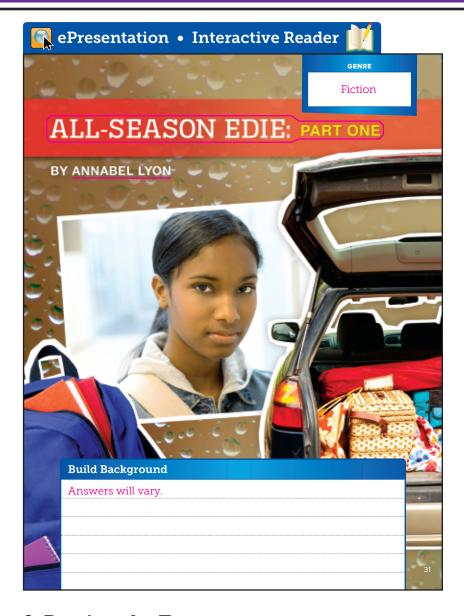
DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** page 1. Let's review the work we did the last time we met. **Ask** different students what they wrote on page 1.
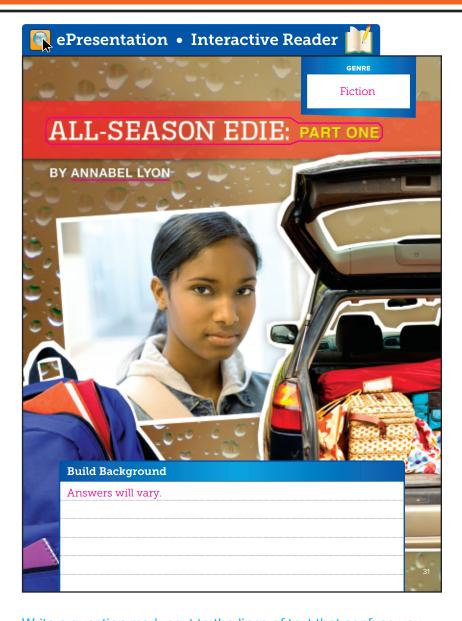
2. Reread with a Purpose
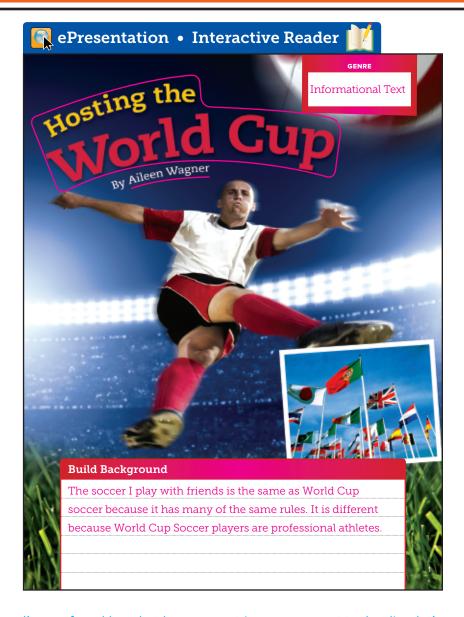
Direct students to page 2. Follow along while we reread the first part of the text. As we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate the text. Annotate means to write notes and comments about what we read. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the *Annotations* box. **Reread** pages 2 and 3 aloud to engage students. **Call on** students who have reached Lexile® 890L to help you read.

Model annotating the text as students copy what you write. **Support** as needed. Let's annotate by circling the words *profits* and *economy* because I'm not sure what those words mean. The text says huge profits are brought to the host country, and that money helps the host country's economy. I think *profits* and *economy* have to do with the money that the country makes from hosting the World Cup.

Let's underline *Brazilian government tore down many homes and businesses* because I think it's interesting that the government had to do that to build the stadiums.

ePresentation • Interactive Reader

GENRE
Informational Text

Hosting the World Cup
By Aileen Wagner

Build Background

The soccer I play with friends is the same as World Cup soccer because it has many of the same rules. It is different because World Cup Soccer players are professional athletes.

1

I'm confused by what home countries are, so next to that line let's write a question mark, and in the *Annotations* box on page 2, let's write *home countries*. The text says that players from around the world meet to play for their home countries. I think *home countries* are the countries the different players are from. I'm also confused by FIFA's rules, so let's write a question mark next to that line, and in the *Annotations* box on page 3, let's write *FIFA's rules*. The text says that Brazil had to build new stadiums to meet FIFA's rules, so FIFA must tell countries what they have to do in order to host the World Cup.

CCSS **DURING READING** RI.3-5.2, RI.3-5.3, RI.3-4.7, RI.3-5.10, RF.3-5.4, SL.3-5.1 SL.3-5.2, SL.3-5.4, L. 3-5.4

BEGIN DAY 2

Soccer is the most popular sport in the world. More people play and watch soccer than any other sport. In most parts of the world, soccer is called football. A game, or match, is played on a large field with two large goal nets at either end. Two teams of eleven players compete to win the match. Players score points by getting the soccer ball in the other team's goal. One player guards the goal and can use any part of his or her body to keep the ball out of the net. The other players are not allowed to touch the ball with their hands. They move the ball by kicking it and bouncing it off their heads.

The World's Biggest Sporting Event

? Every four years, soccer players from around the world meet to play for their home countries in a special tournament. This competition is called the World Cup. The group that runs the World Cup is known as FIFA, which stands for Fédération Internationale de Football Association. It is based in Zurich, Switzerland. The team that wins the World Cup earns the title of best men's soccer team in the world. The best women players compete in the Women's World Cup.

The Women's World Cup is also played every four years. Billions of people watch the FIFA World Cup on television. The most recent World Cup was held in Brazil in the summer of 2014. Sixty-four games were played at twelve different stadiums. More than three million tickets were sold to soccer fans who came to watch the tournament.

Annotations

home countries

Focus Questions

The name of the group that runs the World Cup is FIFA. The letters are an abbreviation for Fédération Internationale de Football. FIFA is based in Zurich, Switzerland.

The Cost of Hosting the World Cup

? Every four years, FIFA chooses a new location where the World Cup will be played. Countries all over the world hope to be chosen to host the next World Cup. Hosting the World Cup is a great honor. It also brings huge profits to the host country's businesses. This money helps the host country's economy, but hosting such a big event is a lot of work. A country must invest a great deal of time and money to prepare for it. In 2014, Brazil spent about $14 billion dollars preparing to host the World Cup. Most of this money was spent building soccer stadiums and improving roads. Some money was used to expand bus and train service. To meet FIFA's rules, Brazil built new stadiums and made its older stadiums bigger. To make room for the new stadiums, the Brazilian government tore down many homes and businesses. The new stadiums also made the neighborhoods where they were built more expensive. As a result, some families could not afford to stay in homes they had lived in for many years. These changes upset many people in Brazil. Some protested outside the World Cup stadiums. Some even booed the president of Brazil during the World Cup opening ceremony.

END DAY 2

Annotations

FIFA's rules

Focus Questions

Brazil spent most of its money on building soccer stadiums and roads for the 2014 World Cup. A tournament is a sports competition with many teams that compete over several days to find a champion.

2   Hosting the World Cup

Hosting the World Cup   3

3. Answer Text-Dependent Focus Questions

A C T

Let's make sure we understand what we read by answering focus questions. **Present** each question. **Model** writing the answers as students copy what you write. **Support** as needed. **Discuss**.
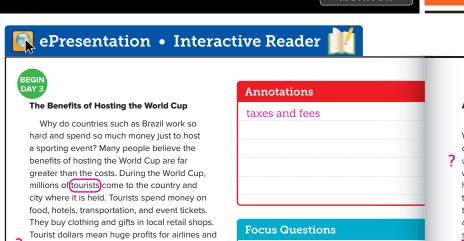
Direct students to pages 2 and 3. The first type of focus question we'll answer is a *find it* question. The answer to a *find it* question is right there in the text. We need to go back into the text and use text evidence to support our answers. When we answer focus questions, we need to use part of the question in our answer. Let's write our answers for the first two questions in the *Focus Questions* box on page 2. We'll write our answers for the second two questions in the *Focus Questions* box on page 3.

- What is the name of the group that runs the World Cup? *The name of the group that runs the World Cup is FIFA. The letters are an abbreviation for Fédération Internationale de Football.*

- Where is FIFA based? *FIFA is based in Zurich, Switzerland.*

- What did Brazil spend most of its money on to host the 2014 World Cup? *Brazil spent most of its money on building soccer stadiums and roads for the 2014 World Cup.*

- The author uses the word *tournament* several times in the text. Use information from the text to tell what a *tournament* is. Idea: *A* tournament *is a sports competition with many teams that compete over several days to find a champion.*

ePresentation • Interactive Reader

BEGIN DAY 3

The Benefits of Hosting the World Cup

Why do countries such as Brazil work so hard and spend so much money just to host a sporting event? Many people believe the benefits of hosting the World Cup are far greater than the costs. During the World Cup, millions of (tourists) come to the country and city where it is held. Tourists spend money on food, hotels, transportation, and event tickets. They buy clothing and gifts in local retail shops. Tourist dollars mean huge profits for airlines and bus, train, and taxi companies. Taxes and fees paid by tourists bring in millions of dollars for government programs. During the World Cup, the host city is the center of attention of sports fans all over the world. This kind of attention can attract even more tourists and money. Host countries also improve their roads, buses, and trains to help visitors travel more easily. After the World Cup is over, these improvements make life easier for local residents. Construction projects also create jobs for local workers. Thousands of local people are also hired to work in stadiums, restaurants, and hotels during the World Cup.

Annotations

taxes and fees

Focus Questions

Host countries have to improve roads, buses, and trains to help visitors travel more easily. Brazil is going to use some of the stadiums it built for the 2014 World Cup when it hosts the 2016 Summer Olympic Games.

After the World Cup

What happens to the stadiums after the World Cup ends? Sometimes they are used for concerts and sports. Many stand empty and unused. Some people think the stadiums are a waste of money that could have been used to help local people. Ideas for creative ways to use the empty stadiums have come from all over the world. For example, two (architects) created a plan that would turn the outside walls of the stadiums into apartment units. This might be a good plan for Brazil and other countries that do not have enough homes for all their people. It would also be a smart way to reuse buildings that cost millions of dollars to build. Brazil also plans to use some of the stadiums again when it hosts the 2016 Summer Olympic Games.

Looking Toward the Future

Russia will host the next World Cup in 2018. Planning for this exciting event has already begun. Construction projects will continue until the 2018 World Cup begins. Russia plans to spend even more money on stadiums than Brazil did. Do you think this is a good idea? How would you feel if your city or town were chosen to host the 2022 World Cup? What suggestions would you make to help your town prepare for this exciting event?

END DAY 3

Annotations

many stand empty and unused

Focus Questions

Russia is hosting the World Cup in 2018. An architect is a person who designs buildings.

4 — Hosting the World Cup

Hosting the World Cup — 5

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** pages 2 and 3. Let's review the work we did the last time we met. **Ask** different students what they wrote on pages 2 and 3.

2. Read with a Purpose

Direct students to pages 4 and 5. Follow along while we read the second part of the text. Remember, as we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Annotate means to write notes and comments about what we read. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the *Annotations* box. **Read** pages 4 and 5 aloud to engage students. **Call on** students who have reached Lexile® 890L to help you read.

Model annotating the text as students copy what you write. **Support** as needed. Let's annotate by circling the words ***tourists*** and ***architects*** because I'm not sure what those words mean. The text says that millions of tourists come to the country where the World Cup is held. I think ***tourists*** are people who visit a country. The text says architects created a plan that would

CCSS DURING READING RI.3-5.2, RI.3-5.3, RI.3-4.7, RI.3-5.10, RF.3-5.4, SL.3-5.1 SL.3-5.2, SL.3-5.4, L. 3-5.4

turn the outsides of stadiums into apartment buildings. I think *architects* are people who design and oversee the construction of buildings.

Let's underline *turn the outside walls of the stadiums into apartment units* because I think it's interesting that the stadiums are turned into housing.

I'm confused by how taxes and fees raise money, so next to that line let's write a question mark, and in the *Annotations* box on page 4, let's write *taxes and fees*. The text says tourists spend money on food, hotels, and gifts. The taxes and fees paid by tourists on these items must be the millions of dollars brought in to the country. I'm also confused by how the stadiums are used after the World Cup, so next to that line let's write a question mark, and in the *Annotations* box on page 5, let's write *many stand empty and unused.* The text says that only some stadiums are turned into housing and some are reused for events like concerts and other sports.

3. Answer Text-Dependent Focus Questions

Let's make sure we understand what we read by answering focus questions. **Present** each question. **Model** writing the answers as students copy what you write. **Support** as needed. **Discuss**.

Direct students to pages 4 and 5. The type of focus question we'll answer is a *find it* question. Remember, the answer to a *find it* question is right there in the text. We need to go back into the text and use text evidence to support our answers. When we answer focus questions, we need to use part of the question in our answer. Let's write our answers for the first two questions in the *Focus Questions* box on page 4. We'll write our answers for the second two questions in the *Focus Questions* box on page 5.

- What is one thing countries have to do to host the World Cup? *Host countries have to improve roads, buses, and trains to help visitors travel more easily.*

- What does Brazil plan to do with some of the stadiums it built for the 2014 World Cup? *Brazil is going to use some of the stadiums it built for the 2014 World Cup when it hosts the 2016 Summer Olympic Games.*

- Who is hosting the World Cup in 2018? *Russia is hosting the World Cup in 2018.*

- According to the text, two *architects* created a plan to turn the outside walls of the stadiums into apartment buildings. Based on this, what do you think an *architect* is? *An architect is a person who designs buildings.*

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 1. Today we'll look back at the text. **Flip** through pages 1–5. Why do you think countries spend so much money to host the World Cup for only a short amount of time? Ideas: *The World Cup helps the economy by bringing in many tourists who spend money. Hosting the World Cup helps improve roads and transportation.* **Discuss.**

2. Summarize the Text
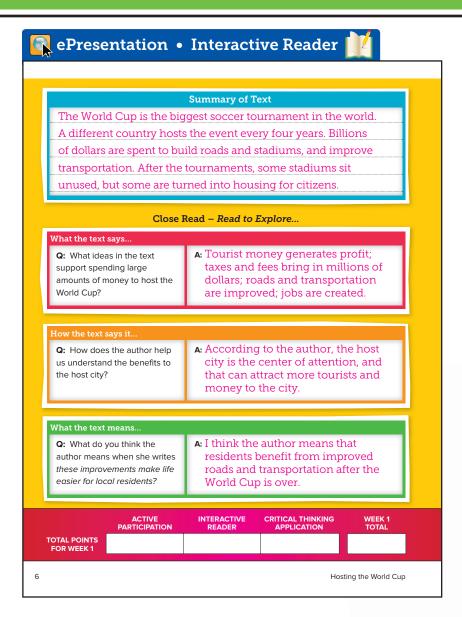
Direct students to **Interactive Reader** page 6. Now that we've finished reading, we can summarize the text. To summarize text, begin by identifying what the text is about. Add the important details. Then write that information in as few words as possible. In the *Summary of Text* box. Let's write *The World Cup is the biggest soccer tournament in the world. A different country hosts the event every four years. Billions of dollars are spent to build road and stadiums, and improve transportation. After the tournaments, some stadiums sit unused, but some are turned into housing for citizens.* **Model** writing as students copy what you write. **Support** as needed.

3. Conduct a Close Read

Direct students to Interactive Reader page 6. Let's explore what we've read by looking closely at the first paragraph on page 4 under *The Benefits of Hosting the World Cup.* Remember to use evidence directly from the text to support your answers.

As we pass through the text the first time, let's think about *What the text says* so that we can answer the question *What ideas in the text support spending large amounts of money to host the World Cup?* **Read** the section of the text. **Call on** students who have reached Lexile® 890L to help you read. **Have** students write in the *What the text says* box. **Support** as needed. **Call on** students to share what they wrote.

ePresentation • Interactive Reader

Summary of Text

The World Cup is the biggest soccer tournament in the world. A different country hosts the event every four years. Billions of dollars are spent to build roads and stadiums, and improve transportation. After the tournaments, some stadiums sit unused, but some are turned into housing for citizens.

Close Read – *Read to Explore...*

What the text says...

Q: What ideas in the text support spending large amounts of money to host the World Cup?

A: Tourist money generates profit; taxes and fees bring in millions of dollars; roads and transportation are improved; jobs are created.

How the text says it...

Q: How does the author help us understand the benefits to the host city?

A: According to the author, the host city is the center of attention, and that can attract more tourists and money to the city.

What the text means...

Q: What do you think the author means when she writes *these improvements make life easier for local residents?*

A: I think the author means that residents benefit from improved roads and transportation after the World Cup is over.

	ACTIVE PARTICIPATION	INTERACTIVE READER	CRITICAL THINKING APPLICATION	WEEK 1 TOTAL
TOTAL POINTS FOR WEEK 1				

6   Hosting the World Cup

Q: What ideas in the text support spending large amounts of money to host the World Cup?

A: Ideas: *Tourist money generates profit; taxes and fees bring in millions of dollars; roads and transportation are improved; jobs are created.*

As we pass through the text the second time, let's think about *How the text says it* so that we can answer the question *How does the author helps us understand the benefits to the host city?* **Read** the section of the text. **Call on** students who have reached Lexile® 890L to help you read. **Have** students write in the *How the text says it* box **Support** as needed. **Call on** students to share what they wrote.

Q: How does the author helps us understand the benefits to the host city?

A: Idea: *The author writes that the host city is the center of attention, and that can attract more tourists and money to the city.*

CCSS **AFTER READING** RI.3-5.1, RI.3-5.2, RI.3-4.7, RF.3-5.

As we pass through the text the third time, let's think about *What the text means* so that we can answer the question *What do you think the author meant when she wrote these improvements make life easier for local residents?* **Read** the section of the text. **Call on** students who have reached Lexile® 890L to help you read. **Have** students write in the *How the text says* it box 🔖 **Support** as needed. **Call on** students to share what they wrote.

Q: **What do you think the author means when she writes *these improvements make life easier for local residents*?**

A: Idea: *I think the author means that residents benefit from improved roads and transportation after the World Cup is over.*

Day 5

INDIVIDUAL
25 Mins

Differentiated Instruction

FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL **English Learners**
Encourage students to list synonyms for the following terms: improvements, reuse, and location. For more ideas, refer to the EL Strategies in *FLEXWorks*.

INDIVIDUAL
10 Mins

Differentiated Instruction

FW

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL **English Learners**
Encourage students to ask and answer questions with a partner. Use the following sentence frame: What is the most popular sport in the world? What is the World Cup? For more ideas, refer to the EL Strategies in *FLEXWorks*.

Week 1: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total
TOTAL POINTS FOR WEEK 1				

Week 6

All-Season Edie: Part One

INSTRUCTIONAL SUPPORT
GUIDE

GENRE
FICTION

ALL-SEASON EDIE: PART ONE

BY ANNABEL LYON

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Preview the text.
- Identify story elements, including title, author, and genre.

DURING READING

- Listen to and read text aloud with a purpose.
- Annotate and engage with fictional text to develop comprehension.
- Answer text-dependent focus questions to enrich meaning making.
- Expand vocabulary knowledge through contextual analysis.

AFTER READING

- Clarify thinking through reflecting and writing a summary.
- Process information deeply through close reading of complex text.

BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate, Engage, and Build Background
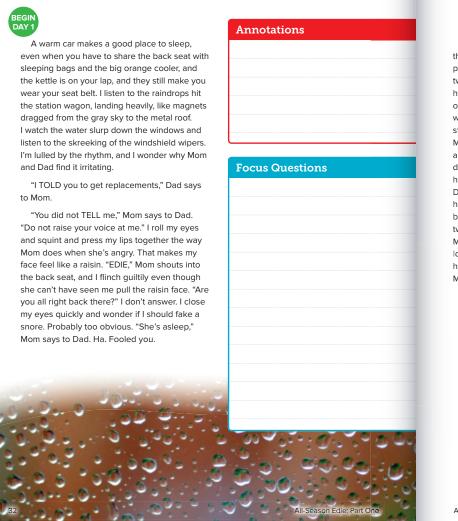
Direct students to **Interactive Reader** page 31. This week we'll read the first part of a story about Edie, who is on vacation with her parents. For the first time, her older sister, Dexter, isn't with them. Do you think Edie misses Dexter, or is she glad to be on her own, or both? **Discuss**. Would you like to go on vacation with adults and no other kids? **Discuss**. Tell me what else you're thinking about regarding this text. Answers will vary. **Have** students write in the *Build Background* box. **Support** as needed, **writing** to help and verify student responses.

GENRE

Fiction

ALL-SEASON EDIE: PART ONE

BY ANNABEL LYON

Build Background

Answers will vary.

31

2. Preview the Text

What's the title of today's text? *All-Season Edie - Part 1* Who's the author? *Annabel Lyon* Circle the title and underline the author. **Support** as needed.

Today we'll read text that is made up by the author and isn't a true story. What genre of writing is this? *Fiction* **Have** students write *Fiction* in the *Genre* box. **Support** as needed.

BEGIN DAY 1

A warm car makes a good place to sleep, even when you have to share the back seat with sleeping bags and the big orange cooler, and the kettle is on your lap, and they still make you wear your seat belt. I listen to the raindrops hit the station wagon, landing heavily, like magnets dragged from the gray sky to the metal roof. I watch the water slurp down the windows and listen to the skreeking of the windshield wipers. I'm lulled by the rhythm, and I wonder why Mom and Dad find it irritating.

"I TOLD you to get replacements," Dad says to Mom.

"You did not TELL me," Mom says to Dad. "Do not raise your voice at me." I roll my eyes and squint and press my lips together the way Mom does when she's angry. That makes my face feel like a raisin. "EDIE," Mom shouts into the back seat, and I flinch guiltily even though she can't have seen me pull the raisin face. "Are you all right back there?" I don't answer. I close my eyes quickly and wonder if I should fake a snore. Probably too obvious. "She's asleep," Mom says to Dad. Ha. Fooled you.

Annotations

Focus Questions

32   All-Season Edie: Part One

I wait for them to start talking about me, but they start talking about Dexter instead. I'm peeved. Dexter is my sister and the number two most common topic of conversation in my house at the moment. She's thirteen—two years older than me—and for the first time she isn't with us on summer vacation. Instead, she's staying for two weeks with her best friend, Mean Megan. Mean Megan has long black hair and a swimming pool in her backyard, but she doesn't have a cat. She can't sleep over at our house because she's allergic to my cat—ha. Dex has been asking to stay at Mean Megan's house every year for as long as I can remember, but this year our holidays overlapped with the two-week dance camp that Dex and Mean Megan have been going to every year for as long as I can remember. Dad's boss wouldn't let him change his holidays, and Dexter and Mean Megan are ballet fiends.

END DAY 1

Annotations

Focus Questions

All-Season Edie: Part One   33

3. Read Aloud

Direct students to page 32. Now I'll read the first part of the text. Listen carefully, and follow along as I read. **Read** pages 32 and 33 aloud to engage students.

INDIVIDUAL

10 Mins

Differentiated Instruction   FW

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL   **English Learners**
Introduce vocabulary such as *sleeping bags*, *cooler*, and *kettle* in context. For more ideas, refer to the EL Strategies in *FLEXWorks*.

DURING READING

25 Mins

🌐 **ePresentation** Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**
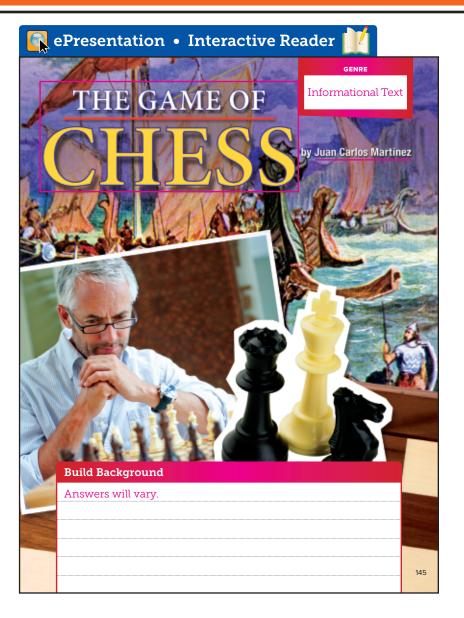
1. Debrief

Direct students to **Interactive Reader** page 31. Let's review the work we did the last time we met. 🖱️**Ask** different students what they wrote on page 31.

2. Reread with a Purpose

Direct students to page 32. Reread the first part of the text to yourself. Remember, as we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the *Annotations* box. **Reread** pages 32 and 33 aloud to engage students. **Call on** students who have reached Lexile® 990L to help you read.

Annotate the text by circling the words whose meanings you aren't sure of. Use information in the text to help you understand what the word means. 🖱️**Support** as needed. Idea: *squint, The text says that Edie rolls her eyes and squints ... That makes my face feel like a raisin. So squint must mean to scrunch your face so that your eyes are narrow slits and all pulled together.* Idea: *fiends, The text says that Dex and Mean Megan have been going to every year ... and are ballet fiends. Fiends must mean crazy and intense about something.*

Underline text that you think is interesting. 🖱️**Support** as needed. Ideas: *share the back seat with sleeping bags and the big orange cooler, and the kettle is on your lap, and they still make you wear your seat belt.*

🌐 **ePresentation • Interactive Reader** 📖

GENRE
Fiction

ALL-SEASON EDIE: PART ONE

BY ANNABEL LYON

Build Background

Answers will vary.

31

Write a question mark next to the lines of text that confuse you, and write that information in the *Annotations* boxes on pages 32 and 33. Use information in the text to help you understand. 🖱️**Support** as needed. Ideas: *I watch the water slurp down the windows and listen to the skreeking of the windshield wipers. I've only heard the word slurp used with someone drinking something. It is the sound and usually a gulp; so, the windows must have a lot of rain on them. Skreeking isn't a word, but it describes the sound that the wipers make.*

BEGIN DAY 2

A warm car makes a good place to sleep, even when you have to share the back seat with sleeping bags and the big orange cooler, and the kettle is on your lap, and they still make you wear your seat belt. I listen to the raindrops hit the station wagon, landing heavily, like magnets dragged from the gray sky to the metal roof. I watch the water slurp down the windows and listen to the skreeking of the windshield wipers. I'm lulled by the rhythm, and I wonder why Mom and Dad find it irritating.

"I TOLD you to get replacements," Dad says to Mom.

"You did not TELL me," Mom says to Dad. "Do not raise your voice at me." I roll my eyes and squint and press my lips together the way Mom does when she's angry. That makes my face feel like a raisin. "EDIE," Mom shouts into the back seat, and I flinch guiltily even though she can't have seen me pull the raisin face. "Are you all right back there?" I don't answer. I close my eyes quickly and wonder if I should fake a snore. Probably too obvious. "She's asleep," Mom says to Dad. Ha. Fooled you.

Annotations

slurp down the windows and listen to the skreeking of the windshield wipers

Focus Questions

Edie thought her parents would talk about her, and she wanted to eavesdrop. Edie doesn't like Megan. According to the text, she calls her Mean Megan, and she's glad that Megan can't sleep over at their house because Megan is allergic to Edie's cat.

32   All-Season Edie: Part One

I wait for them to start talking about me, but they start talking about Dexter instead. I'm peeved. Dexter is my sister and the number two most common topic of conversation in my house at the moment. She's thirteen—two years older than me—and for the first time she isn't with us on summer vacation. Instead, she's staying for two weeks with her best friend, Mean Megan. Mean Megan has long black hair and a swimming pool in her backyard, but she doesn't have a cat. She can't sleep over at our house because she's allergic to my cat—ha. Dex has been asking to stay at Mean Megan's house every year for as long as I can remember, but this year our holidays overlapped with the two-week dance camp that Dex and Mean Megan have been going to every year for as long as I can remember. Dad's boss wouldn't let him change his holidays, and Dexter and Mean Megan are ballet fiends.

END DAY 2

All-Season Edie: Part One   33

Annotations

Dexter is my sister and the number two most common topic of conversation in my house at the moment.

Focus Questions

landing heavily, like magnets dragged from the gray sky to the metal roof of the station wagon; all capital letters in some words to let us know they were spoken loudly. The text also says that this is the first time Dexter hasn't come with the family on summer vacation; the author uses vacation to mean holidays.

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3. Answer Text-Dependent Focus Questions

A C T

Let's make sure we understand what we read by answering focus questions. **Direct** students to pages 32 and 33. **Present** each question. **Have** students write the answers to the first two questions on page 32 and answers to the second two questions on page 33. **Support** as needed. **Discuss**.

The first question is a *look closer* question.
• Why did Edie pretend to be asleep in the car? Idea: *Edie thought her parents would talk about her, and she wanted to eavesdrop.*

The second question is a *prove it* question.
• How does Edie feel about Megan? How do you know? Idea: *Edie doesn't like Megan. According to the text, she calls her Mean Megan, and she's glad that Megan can't sleep over at their house because Megan is allergic to Edie's cat.*

The third question is a *take it apart* question.
• What words does the author use to help us imagine what Edie was hearing? Idea: *landing heavily, like magnets dragged rom the sky to the metal roof of the station wagon; all capital letters in some words to let us know they were spoken loudly*

The last question is a *vocabulary* question.
• The author writes, "…This year our holidays overlapped.…" What other word in the story does the author use to mean "holidays? Idea: *The text also says that this is the first time Dexter hasn't come with the family on summer vacation; the author uses vacation to mean holidays.*

ePresentation • Interactive Reader

BEGIN DAY 3

Two weeks without Dexter: it's a weird thing. "Do you miss your sister yet?" Dad keeps saying, like it's a big joke, but I can tell Mom and Dad are anxious—they keep talking about her, and Mom keeps looking all distracted and calling me Dex by mistake—and it's starting to infect me. I keep thinking things like, If Dexter were here now, what would she be doing? If she were listening to this conversation, how long would it take her to call me a doofus? Sometimes I hear her voice, just as if she's right next to me. "People don't smirk when they're asleep," she's saying now. "Mom and Dad are just babying you along." I can practically feel her flicking me in the temple with her fingernail. Infection is the right word. It's like a sickness that makes me act all feverish, not like myself. I'm sure in a day or so I'll settle down and enjoy not having someone pull my hair or make fun of my clothes or act all superior every two minutes.

Annotations
infect me

Focus Questions
Edie isn't sure, but she thinks Grandpa isn't fine. She tells us that Grandma wanted to stay home to look after supposedly-fine Grandpa and that her Dad is worried. Edie's vacation hasn't been much fun. It's raining, Mom and Dad are too worried about Grandpa and Dex to pay attention to Edie, and Edie is lonely because she misses Dex.

? The number one most common topic of conversation in my house at the moment is Grandpa, who had a small stroke a few days before we were due to leave. When I think about the word "stroke," I picture a big hand coming down from the sky and stroking Grandpa, as if he were a cat. But the hand didn't know its own strength, and it knocked him to the ground instead, making him bump his head, which was why he had to stay in the hospital overnight. "Grandpa is just fine," Mom and Dad said at the time, but they also almost cancelled our holidays, so I'm not sure what to believe. At first Dexter was going to stay with Grandma and Grandpa to help out, but her dance camp would have meant too much driving for Grandma, who wanted to stay home and look after supposedly-fine Grandpa. So they worked out a compromise: Dexter would stay with Mean Megan, and Grandma would look after just-fine Grandpa. Instead of going to the Grand Canyon, we would go to one of the Gulf Islands, to a cottage on a lake less than a day's ferry-and-drive away in case we had to go home quickly. "For Dexter's sake," Mom said, like I hadn't noticed Dad taking his glasses off and rubbing his forehead seventeen times an hour, worrying about his own dad. I'm eleven. I'm not a child.

END DAY 3

Annotations
Grandpa got sick just before Edie's family, without Dexter, left for vacation.

Focus Questions
compares a stroke to something familiar to Edie that isn't scary—petting a cat—since Edie has a cat; that Dexter would stay with Megan, Grandma would stay with Grandpa, and Edie and her parents would change their plans to visit the Grand Canyon; *compromise* must mean an agreement that satisfies everyone

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DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** pages 32 and 33. Let's review the work we did the last time we met. **Ask** different students what they wrote on pages 32 and 33.

2. Read with a Purpose

A C T

Direct students to pages 34 and 35. Follow along while we read the second part of the text. Remember, as we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the *Annotations* box. **Read** pages 34 and 35 aloud with expression to engage students. **Call on** students who have reached Lexile® 990L to help you read.

Annotate the text by circling the words whose meanings you aren't sure of. Use information in the text to help you understand what the word means. **Support** as needed. Idea: *distracted; the text says that Mom keeps looking all distracted and calling me Dex by mistake. Distracted must mean not paying attention because you have something else on your mind. Idea: smirk; the*

CCSS **DURING READING** RL.3-5.1, RL.3.4, RL.5.4, RL.3-5.10, RF.5.4, W.4-5.9, SL.3-5.1, SL.3-5.2, SL.3-4.6, L.3-5.1, L.3-5.2, L.3-5.3, L.3.4, L.5.4

text says Sometimes I hear her voice, just as if she's right next to me. So I think that smirk means to be sarcastic or smug.

Underline text that you think is interesting. 🖱Support as needed. Ideas: *I'm sure in a day or so I'll settle down and enjoy not having someone pull my hair or make fun of my clothes or act all superior every two minutes.*

Write a question mark next to the lines of text that confuse you, and write that information in the *Annotations* boxes on pages 34 and 35. Use information in the text to help you understand. 🖱Support as needed. Idea: *calling me Dex by mistake—and it's starting to infect me. A few sentences later the text says, Infection … It's like a sickness that makes me act all feverish, not like myself.* Idea: *The number one most common topic of conversation in my house at the moment is Grandpa, who had a small stroke a few days before we were due to leave. What is a stroke? Edie doesn't seem to know, but she tells us that Grandpa had to go to the hospital. She also tells us that Dad is worried about his own dad, so Grandpa must have some kind of illness that could be serious.*

3. Answer Text-Dependent Focus Questions

Let's make sure we understand what we read by answering focus questions. **Direct** students to pages 34 and 35. **Present** each question. **Have** students write the answers to the first two questions on page 34 and answers to the second two questions on page 35. 🖱 **Support** as needed. **Discuss**.

The first question is a *look closer* question.
- Does Edie believe that Grandpa is "just fine"? How do you know? *Edie isn't sure, but she thinks Grandpa isn't fine. She tells us that Grandma wanted to stay home to look after supposedly-fine Grandpa and that her Dad is worried.*

The second question is a *prove it* question.
- How would you describe Edie's vacation so far? How do you know? Idea: *Edie's vacation hasn't been much fun. It's raining, Mom and Dad are too worried about Grandpa and Dex to pay attention to Edie, and Edie is lonely because she misses Dex.*

The third question is a *take it apart* question.
- What does the author do to show how Edie tries to make Grandpa's stroke less scary? *compares a stroke to something familiar to Edie that isn't scary—petting a cat—since Edie has a cat*

The last question is a *vocabulary* question.
- What does the author tell you to help you understand what *compromise* means? *that Dexter would stay with Megan, Grandma would stay with Grandpa, and Edie and her parents would change their plans to visit the Grand Canyon;* compromise *must mean an agreement that satisfies everyone*

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 31. Today we'll look back at the text. **Flip** through pages 31–35. If you were Edie, how would you feel about the change in vacation plans? **Discuss.**

2. Summarize the Text

Direct students to page 36. Now that we've finished reading, we can summarize the text. Remember, to summarize text, begin by identifying what the text is about. Add the important details. Then write that information in as few words as possible. **Have** students write in the *Summary of Text* box. **Support** as needed, **writing** to help and verify student responses. Idea: *Edie is on vacation with her parents. Her parents cannot relax because there are two things on their minds: The first thing is Edie's sister, Dexter, who didn't come with them on vacation. The second is Edie's grandfather who has just had a small stroke, and they are worried about him.*

3. Conduct a Close Read

Direct students to page 34. Let's explore what we've read by looking closely at the first paragraph on page 34 that starts with "Two weeks without Dexter: it's a weird thing."

As we pass through the text the first time, let's think about *What the text says* so that we can answer the question *How do Mom and Dad show they are worried about Dexter?* **Read** the section of the text. **Call on** students who have reached Lexile® 990L to help you read. **Have** students write in the *What the text says* box. **Support** as needed. **Call** on students to share what they wrote.

Q: How do Mom and Dad show they are worried about Dexter?

A: *Dad keeps asking Edie if she misses Dexter yet, and her parents keep talking about Dexter. Mom even calls Edie Dex by mistake.*

ePresentation • Interactive Reader

Summary of Text

Edie is on vacation with her parents. Her parents cannot relax because there are two things on their minds: The first thing is Edie's sister, Dexter, who didn't come with them on vacation. The second is Edie's grandfather who has just had a small stroke, and they are worried about him.

Close Read – *Read to Explore...*

What the text says...

Q: How do Mom and Dad show they are worried about Dexter?

A: Dad keeps asking Edie if she misses Dexter yet, and her parents keep talking about Dexter. Mom even calls Edie Dex by mistake.

How the text says it...

Q: How does the author make Dex seem like she's with the family, even though she isn't?

A: The author quotes things that Edie imagines Dex would be saying and describes what Edie thinks Dex would be doing.

What the text means...

Q: How does Edie feel about going on vacation without Dex? How do you know?

A: Edie misses Dex. She thinks of Dex a lot, imagines what Dex would say if she were there, and doesn't feel like herself without Dex there.

	ACTIVE PARTICIPATION	INTERACTIVE READER	CRITICAL THINKING APPLICATION	WEEK 6 TOTAL
TOTAL POINTS FOR WEEK 6				

36   All-Season Edie: Part One

As we pass through the text the second time, let's think about *How the text says it* so that we can answer the question *How does the author make Dex seem like she's with the family, even though she isn't?* **Read** the section of the text. **Call on** students who have reached Lexile® 990L to help you read. **Have** students write in the *How the text says it* box **Support** as needed. **Call** on students to share what they wrote.

Q: How does the author make Dex seem like she's with the family, even though she isn't?

A: *The author quotes things that Edie imagines Dex would be saying and describes what Edie thinks Dex would be doing.*

As we pass through the text the third time, let's think about *What the text means* so that we can answer the question *How does Edie feel about going on vacation without Dex? How do you know?* **Read** the section of the text. **Call on** students who have reached Lexile® 990L to help you read. **Have** students write

CCSS AFTER READING RL.3, RL.5.2, RL.3.3, RL.5.3, RL.3-5.10, RF. 5.4, W.4-5.9, SL.3.1, SL.5.1, L.3-5.1, L.3-5.2, L.3-5.3

in the *How the text says it* box ⬚**Support** as needed. **Call** on students to share what they wrote.

Q: How does Edie feel about going on vacation without Dex? How do you know?

A: *Edie misses Dex. She thinks of Dex a lot, imagines what Dex would say if she were there, and doesn't feel like herself without Dex there.*

INDIVIDUAL
10 Mins

Differentiated Instruction FW

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.
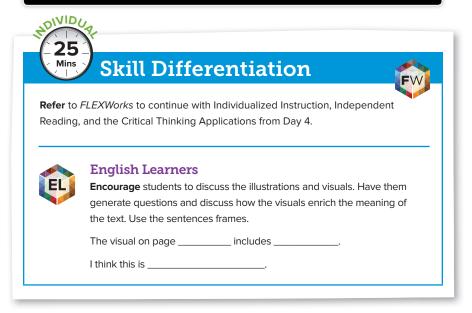
EL **English Learners**
Support student understanding of details. Have students list three examples of details that demonstrate negative emotions. Ask students to explain how those details make them feel.

Day 5

INDIVIDUAL
25 Mins

Differentiated Instruction FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL **English Learners**
Support identifying causes and effects by having students draw graphic organizers. List the cause on one side and the effect on the other side. Model one example before students create their own examples.

Week 6: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

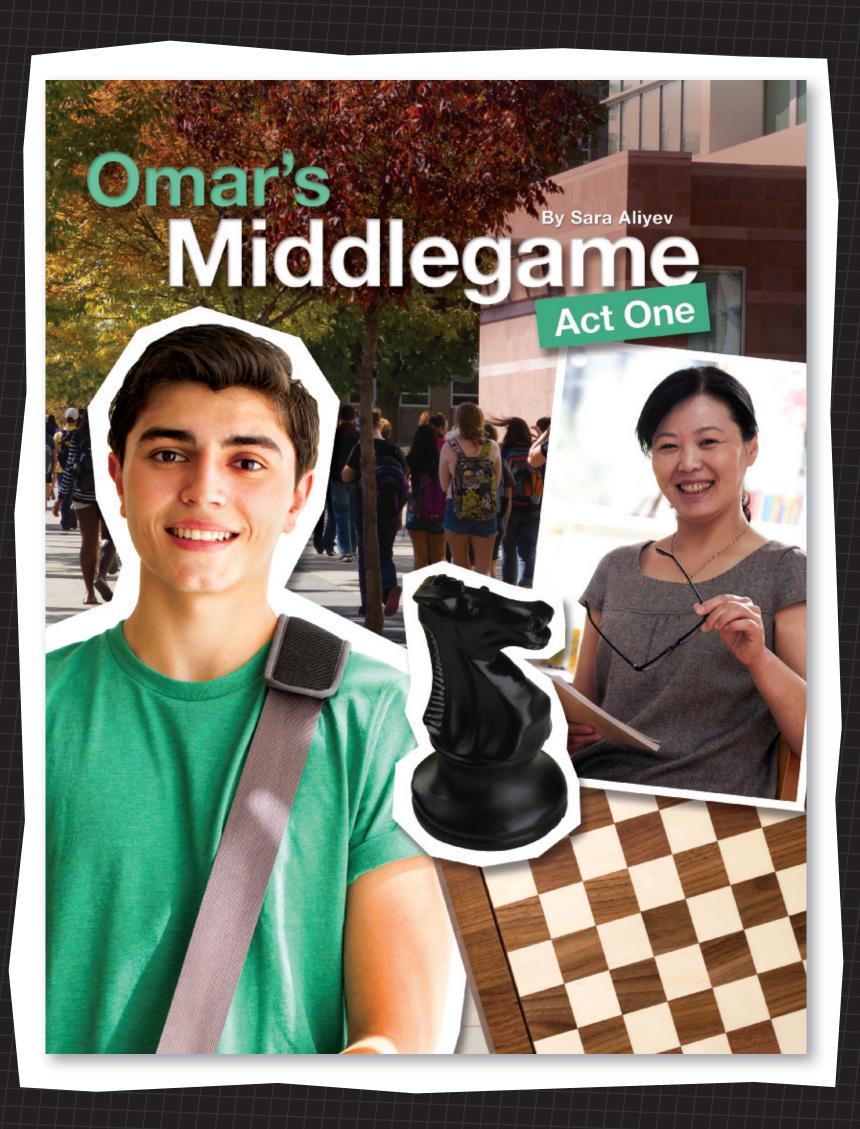|	Active Participation	Interactive Reader	Critical Thinking Application	Week 6 Total
TOTAL POINTS FOR WEEK 6				

Week 25

The Game of Chess

INSTRUCTIONAL SUPPORT
MONITOR

GENRE
INFORMATIONAL TEXT

THE GAME OF

CHESS

by Juan Carlos Martinez

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Preview the text.
- Identify story elements, including title, author, and genre.

DURING READING

- Listen to and read text read aloud with a purpose.
- Annotate and engage with informational text to develop knowledge.
- Answer text-dependent focus questions to enrich meaning making.
- Expand vocabulary knowledge through contextual analysis.

AFTER READING

- Summarize text using appropriate key details.
- Process information deeply through close reading of complex text.
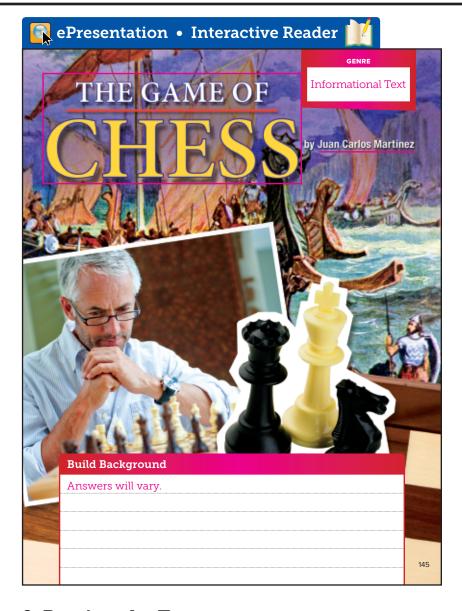
BEFORE READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate, Engage, and Build Background

Direct students to **Interactive Reader** page 145. This week we'll read about the game of chess from its beginnings more than 1,000 years ago to the present. Why has chess been popular for so long? **Discuss.** Do you play chess? Have you ever seen someone playing chess? What did you notice about the game? Answers will vary. **Have** students write in the *Build Background* box. **Support** as needed, **writing** to help and verify student responses.

GENRE

Informational Text

THE GAME OF CHESS

by Juan Carlos Martinez

Build Background

Answers will vary.

145

2. Preview the Text
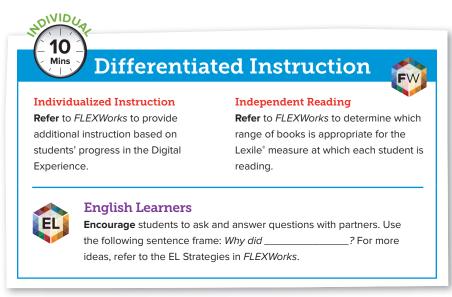
What's the title of today's text? *The Game of Chess* Who's the author? *Juan Carlos Martinez* Circle the title and underline the author. **Support** as needed.

Today's text contains facts and is about real events that inform us about something. What type of text is this? *Informational Text.* **Support** as needed.

BEGIN DAY 1

The white knights leapt over the pawns spread in a staggered line of feeble defense, while the bishop crossed diagonally from the rear to cut off any desperate hope of the enemy king's retreat. Sensing the attack, the king moved away from the safety of his own knights and the powerful queen. The king's move would prove a costly mistake. In a series of quick turns, the knights and bishop surrounded the helpless king. The king was trapped. He could no longer move or hope for anyone to come to his aid. In the end, the king had no other alternative. He had to surrender. Checkmate!

Chess is a game of battles. The chessboard is the battlefield, and the chess pieces—eight pawns, two rooks, two knights, two bishops, a queen, and a king—are the opposing armies. Each piece moves differently across the board, and each piece is more or less powerful than the other pieces. The ultimate goal of chess is to "checkmate," or trap the opponent's king, so that the piece can no longer move on the board. A checkmate ends the game.

Annotations

Focus Questions

146   The Game of Chess

Unlike most games, chess is complex and does not rely on luck such as the roll of the dice. Instead, it focuses on the player's ability to strategize to defeat his or her opponent. The player must also attempt to predict his or her opponent's movement and how he will react to certain actions. Further, chess not only relies on concentration and strategy, but also on a player's wits and creativity.

The game of chess has a long history that dates back nearly one-thousand-five-hundred years. Whether the game was an assimilation of several previous games or designed by one person is unknown. However, chess as we know it in modern day emerged from northern India in the seventh century. Over the next three-hundred years, chess spread like a virus across Persia and Europe, arriving by way of trade routes, military conquest, and cultural expansion. The Vikings took the game westward to England and Iceland. By A.D. 1000, chess had reached nearly every corner of the known world.

END DAY 1

Annotations

Focus Questions

The Game of Chess   147

3. Read Aloud

Direct students to page 146. Now I'll read the first part of the text. Listen carefully, and follow along as I read. **Read** pages 146 and 147 aloud with expression to engage students.

INDIVIDUAL

10 Mins

Differentiated Instruction

FW

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL

English Learners
Encourage students to ask and answer questions with partners. Use the following sentence frame: *Why did _____?* For more ideas, refer to the EL Strategies in *FLEXWorks*.

DURING READING

⏱ **25** Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** page 145. Let's review the work we did the last time we met. 🔖**Ask** different students what they wrote on page 145.

2. Reread with a Purpose

Direct students to page 146. Reread the first part of the text to yourself. Annotate the text by circling words whose meanings you aren't sure of, underlining things you read that are interesting, writing a question mark next to the lines of text that confuse you, and writing those confusing parts in the *Annotations* box. **Have** students reread pages 146 and 147 silently. **Ask** students what they wrote on pages 146 and 147, and how they figured out the things that confused them 🔖**Support** as needed. Ideas: **Circle:** *feeble, assimilation* **Underline:** *The game of chess has a long history that dates back almost 1,500 years.* **Annotations box:** *Each piece moves differently across the board. Unlike most games, chess is complex and does not rely on luck such as the roll of the dice.*

🖥 **ePresentation** • **Interactive Reader** 📖

GENRE
Informational Text

THE GAME OF CHESS
by Juan Carlos Martinez

Build Background

Answers will vary.

145

3. Answer Text-Dependent Focus Questions

Direct students to page 146. **Assign** partners. Now you'll answer focus questions with your partner to make sure you understand details in the text. **Present** each question to students. **Have** students work with their partner to answer the questions. 🔖**Support** as needed. **Ask** students what they wrote on pages 146 and 147.

The first question is a *look closer* question.
• Explain how you win a game of chess. Idea: *You win at chess when your opponent's king is trapped.*

The second question is a *prove it* question.
• Why is it important to predict your opponent's moves? Idea: *It is important to predict your opponent's moves because you don't want your king to get trapped.*

CCSS **DURING READING** RI.3-4.2, RI.3-5.3, RI.3-4.7, RI.3-5.10, RF.3-5.4, SL.3-5.1, SL.3-5.2, SL.3-5.4, L.3-5.4

BEGIN DAY 2

The white knights leapt over the pawns spread in a staggered line of feeble defense, while the bishop crossed diagonally from the rear to cut off any desperate hope of the enemy king's retreat. Sensing the attack, the king moved away from the safety of his own knights and the powerful queen. The king's move would prove a costly mistake. In a series of quick turns, the knights and bishop surrounded the helpless king. The king was trapped. He could no longer move or hope for anyone to come to his aid. In the end, the king had no other alternative. He had to surrender. Checkmate!

? Chess is a game of battles. The chessboard is the battlefield, and the chess pieces—eight pawns, two rooks, two knights, two bishops, a queen, and a king—are the opposing armies. Each piece moves differently across the board, and each piece is more or less powerful than the other pieces. The ultimate goal of chess is to "checkmate," or trap the opponent's king, so that the piece can no longer move on the board. A checkmate ends the game.

Annotations

Each piece moves differently across the board.

Focus Questions

You win at chess when your opponent's king is trapped. It is important to predict your opponent's moves because you don't want your king to get trapped.

? Unlike most games, chess is complex and does not rely on luck such as the roll of the dice. Instead, it focuses on the player's ability to strategize to defeat his or her opponent. The player must also attempt to predict his or her opponent's movement and how he will react to certain actions. Further, chess not only relies on concentration and strategy, but also on a player's wits and creativity.

The game of chess has a long history that dates back nearly one-thousand-five-hundred years. Whether the game was an assimilation of several previous games or designed by one person is unknown. However, chess as we know it in modern day emerged from northern India in the seventh century. Over the next three-hundred years, chess spread like a virus across Persia and Europe, arriving by way of trade routes, military conquest, and cultural expansion. The Vikings took the game westward to England and Iceland. By A.D. 1000, chess had reached nearly every corner of the known world.

END DAY 2

Annotations

Unlike most games, chess is complex and does not rely on luck such as the roll of the dice.

Focus Questions

The author compares chess to a virus because a virus spreads quickly. I know that conquer means to win or take over something, and quest means to search for something. Based on what I know, I think that conquest means to win something that was searched for.

The third question is a *take it apart* question.
- How does the author help us understand how quickly chess became popular? Idea: *The author compares chess to a virus because a virus spreads quickly.*

The last question is a vocabulary question.
- What does "conquest" mean? Idea: *I know that* conquer *means to win or take over something, and* quest *means to search for something. Based on what I know, I think that* conquest *means to win something that was searched for.*

ePresentation • Interactive Reader

BEGIN DAY 3

Although religious and political leaders occasionally banned chess, it continued to grow in popularity, especially among the ruling class. The pieces, such as the king, queen, bishop, and knight, reflected the people in power at the time. As the culture and power structure of society changed, so, too, did the rules of chess. For example, the pawn was the weakest piece that originally could only move one square. The pawn was later allowed to move two squares on its opening move. The queen, originally a weaker piece, became the most dominant piece on the board. By the 1900s, chess had ceased to be a game played exclusively by the ruling class and became a game enjoyed by everyone.

In modern day, people of all ages and cultures play chess. In fact, many elementary, middle, and high schools offer chess clubs that allow students to practice their strategies and techniques. Students also learn specific tactics from teachers or their fellow students. In addition, chess tournaments allow individuals to play in more formal environments. For example, in chess tournaments, moves are timed and individuals cannot receive help from others. Many people also play chess on their electronic devices or against opponents via the Internet.

Annotations

As the culture and power structure of society changed, so, too, did the rules of chess.

Focus Questions

Now everyone—young, rich, old, poor—plays. The rook can move two squares, and the queen is a strong piece. People play online. No, I don't think humans will ever defeat computers at chess because computers can calculate possible moves and outcomes much more quickly than humans can.

148 | The Game of Chess

Perhaps the most respected chess tournament is the World Championship organized by the International Chess Federation, which positions the best players in the world against each other. Championship matches have been known to last weeks and sometimes months. Not surprisingly, these matches exhaust players both mentally and physically. One historical championship match in 1989 lasted twenty hours and fifteen minutes, included nearly two-hundred-seventy moves, and resulted in a draw. The World Championship is extremely popular among chess fans who follow the games live on television or the Internet. Players who aren't always used to so much attention either rise to the challenge and perform brilliantly, or buckle under the pressure and make careless mistakes.

In 1989, a new challenger entered the chess playing arena: a six-foot-five, 1.4-ton computer named Deep Blue. Deep Blue was built and operated by a team of scientists at IBM, one of the largest computer manufacturers in the world. In 1989 and 1996, Deep Blue played the reigning World Chess Champion, Garry Kasparov, and lost badly. In 1997, however, Deep Blue and its IBM team finally beat Kasparov in a sixth and deciding game when Kasparov resigned one hour into the match. It remains to be seen whether humans can continue to compete on the same level as computers, or whether computers have now taken over the chess world.

END DAY 3

Annotations

Championship matches have been known to last weeks and sometimes months.

Focus Questions

A championship match in 1989 lasted twenty hours and fifteen minutes and included almost 270 moves. The author says that chess ceased to be a game played exclusively by the ruling class and became a game enjoyed by everyone. So, I think exclusively means only one or a group of people.

The Game of Chess | 149

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** pages 146 and 147. Let's review the work we did the last time we met. **Ask** different students what they wrote on pages 146 and 147.

2. Read with a Purpose

Direct students to pages 148 and 149. Follow along while we read the second part of the text. Annotate the text by circling words whose meanings you aren't sure of, underlining things you read that are interesting, writing a question mark next to the lines of text that confuse you, and writing those confusing parts in the *Annotations box*. **Read** pages 148 and 149 aloud to engage students. **Call on** students who have reached Lexile® 1080L to help you read. **Ask** students what they wrote on pages 148 and 149 and how they figured out the things that confused them. **Support** as needed. Ideas: **Circle**: *dominant, buckle under* **Underline:** *Many people also play chess on their electronic devices or against opponents via the Internet.* **Annotations box:** *As the culture and power structure of society changed, so, too, did the rules of chess. Championship matches have been known to last weeks and sometimes months.*

CCSS DURING READING RI.3-4.2, RI.3-5.3, RI.3-4.7, RI.4-5.8, RI.3-5.10, RF.3-5.4, SL.3-5.1, SL.3-5.2, SL.3-5.4, L.3-5.4

3. Answer Text-Dependent Focus Questions

Direct students to page 148. **Assign** partners. Now you'll answer focus questions with your partner to make sure you understand details in the text. **Present** each question to students. **Have** students work with their partner to answer the questions. 🖱**Support** as needed. **Ask** students what they wrote on pages 148 and 149.

The first question is a *look closer* question.
- How has chess changed over the years? Idea: *Now everyone—young, rich, old, poor—plays. The rook can move two squares, and the queen is a strong piece. People play online.*

The second question is a prove it question.
- Do you think humans will ever defeat computers at chess? Why or why not? Idea: *No, I don't think humans will ever defeat computers at chess because computers can calculate possible moves and outcomes much more quickly than humans can.*

The third question is a *take it apart* question.
- How does the author prove that chess tournaments are exhausting? Idea: *A championship match in 1989 lasted twenty hours and fifteen minutes and included almost two-hundred-seventy moves.*

The last question is a *vocabulary* question.
- Based on the way it is used in the text, what is a synonym for *exclusively*? Idea: *The author says that chess ceased to be a game played exclusively by the ruling class and became a game enjoyed by everyone. So, I think that exclusively means only one or a group of people.*

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Reflect

Direct students to **Interactive Reader** page 145. Today we'll look back at the text. 🔖**Flip** through pages 145–149. Does chess sound interesting to you? Use examples from the text to support your answer. **Discuss.**

2. Summarize the Text 📝

Direct students to page 150. **Assign** partners. Now it's time to summarize the text with your partner. Write your summary in the *Summarize* box. 🔖**Support** as needed. Idea: *Chess is a very old game in which people use strategy to win a pretend battle. The game has changed over the years, and now people of all ages and cultures play it in person and online. The World Championship tournament positions the best players in the world against each other.*

3. Conduct a Close Read 🅐🅒🆃

Direct students to the first paragraph on page 146. Let's explore what we've read by looking closely at the first two paragraphs of the text on page 146.

As we pass through the text the first time, let's think about *What is "checkmate"?* **Read** the section of text. **Call on** students who have reached Lexile® 1080L to help you read. **Have** students write in the *What the text says* box. 🔖**Support** as needed. **Call on** students to share what they wrote.

🖥 ePresentation • Interactive Reader 📝

Summary of Text

Chess is a very old game in which people use strategy to win a pretend battle. The game has changed over the years, and now people of all ages and cultures play it in person and online. The World Championship tournament positions the best players in the world against each other.

Close Read – *Read to Explore...*

What the text says...

Q: What is "checkmate"?
A: Checkmate is when you trap your opponent's king. Trapping your opponent's king is the goal of chess.

How the text says it...

Q: What comparison does the author make in the first paragraph?
A: The author compares chess to a real battle.

What the text means...

Q: What is the purpose of the first paragraph?
A: The first paragraph is interesting, so it grabs our attention. It also helps us understand chess.

	ACTIVE PARTICIPATION	INTERACTIVE READER	CRITICAL THINKING APPLICATION	WEEK 25 TOTAL
TOTAL POINTS FOR WEEK 25				

150   The Game of Chess

Q: **What is "checkmate"?**

A: Idea: *Checkmate is when you trap your opponent's king. Trapping your opponent's king is the goal of chess.*

As we pass through the text the second time, let's think about *How the text says it* so that we can answer the question *What comparison does the author make in the first paragraph?* **Read** the section of text. **Call on** students who have reached Lexile® 1080L to help you read. **Have** students write in the *How the text says it* box. 🔖**Support** as needed. **Call on** students to share what they wrote.

Q: **What comparison does the author make in the first paragraph?**

A: Idea: *The author compares chess to a real battle.*

CCSS **AFTER READING** RI.3-5.1, RI.3-5.2, RI.3-4.7, RF.3-5.4

As we pass through the text the third time, let's think about *What the text means* so that we can answer the question *What is the purpose of the first paragraph?* **Read** the section of text. **Call on** students who have reached Lexile® 1080L to help you read. **Have** students write in the *What the text means* box. 🖱**Support** as needed. **Call on** students to share what they wrote.

Q: **What is the purpose of the first paragraph?**

A: Idea: *The first paragraph is interesting, so it grabs our attention. It also helps us understand chess.*

INDIVIDUAL

10 Mins

Differentiated Instruction   FW

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL ### English Learners
Encourage students to discuss with partners to draw conclusions and make inferences from the text. Use the following sentence frame.
Because _____, it is possible that _____.

Day 5

INDIVIDUAL

25 Mins

Skill Differentiation   FW

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL ### English Learners
Encourage students to discuss the illustrations and visuals. Have them generate questions and discuss how the visuals enrich the meaning of the text. Use the sentences frames.

The visual on page _____ includes _____.

I think this is _____.

Week 25: Grading

FW After completion of Day 5, collect the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 25 Total
TOTAL POINTS FOR WEEK 25				

Week 23

Omar's Middlegame: Act One

Omar's
Middlegame

By Sara Aliyev

Act One

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Preview the play.
- Identify elements of drama, including title and playwright.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Answer text-dependent focus questions to enrich meaning making.
- Learn the structural elements of drama, including act, cast of characters, setting, and dialogue.

AFTER READING

- Read a play with proper inflection and expression.
- Present a drama, speaking clearly at an understandable pace.

BEFORE READING
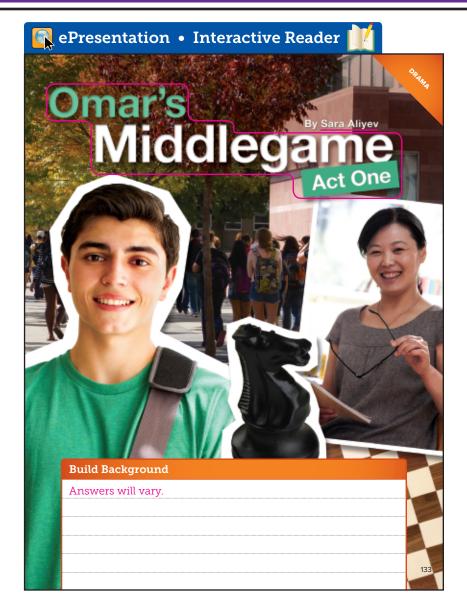
15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**
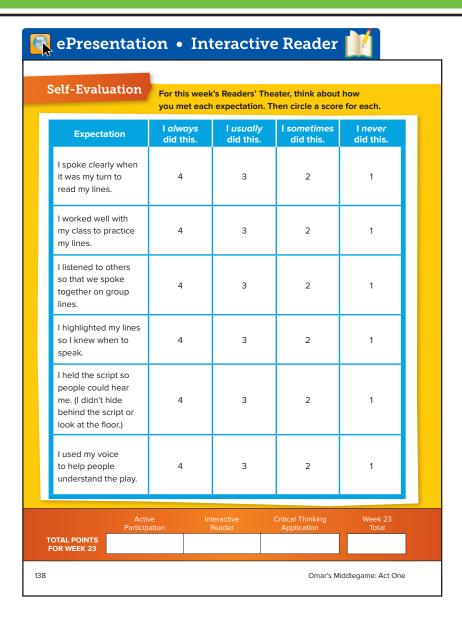
1. Motivate, Engage, and Build Background

Direct students to **Interactive Reader** page 133. Drama tells a story in real time—as if you were listening to the characters' story happening right in front of you. The story is told by what the characters say to one another; it's like listening to other people's conversations. Dramas are written so that they can be performed. As we read, notice features in the drama that we haven't seen in other stories we've read. A drama that is intended to be performed live onstage is called a play. Movies and television shows are really just plays that have been filmed. How is the story told on television? How is that different from reading a story? **Discuss.** A drama doesn't need to include as much description as a text story. Why do you think this is? **Discuss.**

This week's drama is about a boy who is the new kid at school, but he's also new to this country. We'll read as he begins to overcome his shyness and make new friends. Then we'll read, discuss, and perform this play using Readers' Theater. This allows you to take any kind of literature and perform it like a play or a movie—without a theater set or props.

ePresentation • Interactive Reader

DRAMA

Omar's Middlegame
Act One
By Sara Aliyev

Build Background

Answers will vary.

133

Have you ever been the new kid anywhere—in school, in a club, in the neighborhood, for example? How did you feel at first? **Discuss.** In the *Background Knowledge* box, write what else you're thinking about regarding this play. Answers will vary. **Support** as needed. **Call on** students to share what they wrote.

2. Preview the Text

What's the title of today's drama? *Omar's Middlegame: Act One* Notice that this is Act One. Plays are divided into acts like books are divided into chapters. An act usually deals with one set of actions and has a beginning, middle, and end. The author of a play is called the playwright. Who's the playwright? *Sara Aliyev* Circle the title and underline the playwright. **Support** as needed.

CCSS **BEFORE READING** RL.3–5.1, RL.3–5.10, SL.3-5.1, L.3-5.1, L.3-5.3, L.3–5.6

Cast of Characters

Omar is 11 years old. He is shy, quiet, and insecure about living in a new country and going to a new school.

Ms. Yoon, in her 50s, is Omar's math teacher and chess club coach. She is one of the best-liked teachers at school because she makes math interesting and fun. She's always very positive and encouraging.

Sydney (Syd) is Omar's classmate, a member of chess club, and Omar's neighbor. Although she was born in California, her family has moved many times and she knows what it feels like to be the "new" kid in the class.

Brandon is an outgoing boy in Omar's class who talks more than he listens. Brandon is a nice guy, but he doesn't understand what it means to be shy, or to be new to a school.

Narrator

Act One

SETTING Place: Lunchroom of Berwick Elementary school in California
Time: Early autumn

Narrator: Omar and his family have been in the United States for three months. Omar is in the 6th grade. While he knows English well, he is shy about speaking up in the classroom. Because he speaks little, he's having a difficult time making new friends. In El Salvador, Omar was a chess champion. Playing chess makes him feel close to his grandfather—a chess master—who still lives in El Salvador and who taught him how to play when he was in first grade.

Focus Questions

Brandon. Hey guys, who's going to join the chess team this year?

Syd. Well, I plan to. It still makes me mad that last year we just barely lost the city tournament!

Brandon: I know. I want Berwick to be champion this year! But Ms. Yoon said that we can't play if we don't get some new players. A lot of the players aren't here this year. Derek and his family moved to Oklahoma, of all places. Megan's dad is making her take flute lessons, so she had to give up the team.

Syd: Yup, and Jamal and Brian and Jeniya graduated.

Brandon: Hey Omar, what about you? Interested in playing chess?

Omar: *(shrugs and looks down at his sandwich)* Maybe....

Brandon: C'mon dude. You don't have to talk. It's better than joining the debate team, right?

Syd: Brandon, not everyone has the gift of gab that you do. You talk enough for all of us. (*Syd turns to Omar*) Although, Brandon does have a point, Omar, if you learn how to play, you'll meet people and make friends and well, who knows, maybe you'll find that you like chess.

Omar: Yeah, I know, but...I, uh ...

Focus Questions

3. Read the Play

Direct students to page 134. *Now I'll read the first part of Act One. Listen carefully, and follow along as I read. Notice the differences between a drama and the other texts you've read.* **Read** pages 134 and 135 aloud with proper inflection and expression to engage students.

INDIVIDUAL

10 Mins

Differentiated Instruction

FW

Individualized Instruction

Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

EL

English Learners

Support understanding of figurative language such as speaking up, give up, and gab. For more ideas, refer to the EL Strategies in *FLEXWorks*.

DURING READING

25 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** page 134. Let's review the work we did yesterday. **Ask** different students what they wrote on page 133.

2. Reread the Play

Direct students to page 134. In drama, the speaker changes often. How do we know when the speaker changes? **Help** students identify how the speakers' names signal a change.

Now I'll reread the play. I'll read the parts labeled Narrator, Omar, and Ms. Yoon by myself. Read with me when I read the parts labeled *Brandon* and *Syd*. **Reread** pages 134 and 135 aloud to engage students.

3. Answer Text-Dependent Focus Questions
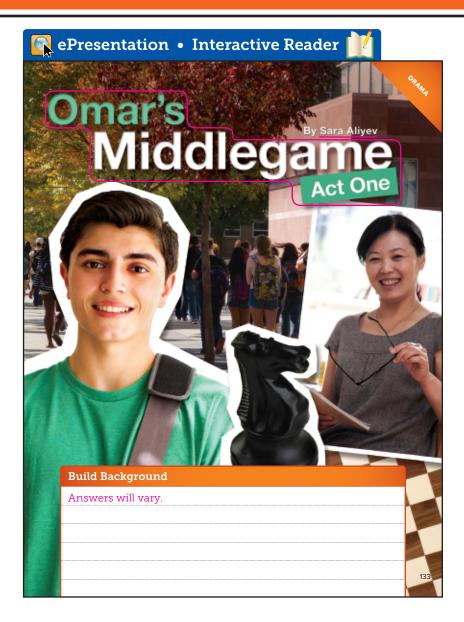
Let's make sure we understand what we read by answering focus questions. **Direct** students to pages 134 and 135. **Present** each question. **Have** students write the answers to the first two questions on page 134 and answers to the second two questions on page 135. **Support** as needed. **Discuss.**

The first question is a *prove it* question.
- Why is Brandon in for a big surprise? Idea: *Brandon volunteers to help Omar learn chess because he thinks Omar's shyness is because he doesn't want to say that he can't play, but Omar is a very good player.*

The second question is a *take it apart* question where we'll look at dramatic structure.
- Why is the Cast of Characters important to a drama? Ideas: *A drama is made up of what people say to one another, without descriptive or "story-telling" text. The Cast of Characters provides descriptions of the characters so that we can understand the story. When a play is acted out, the Cast of Characters helps the actors understand their characters.*

ePresentation • Interactive Reader

Omar's Middlegame
Act One
By Sara Aliyev
DRAMA

Build Background

Answers will vary.

133

The third question is a *take it apart* question where we'll look at dramatic structure.
- How does the Setting help us understand and enjoy a play? Ideas: *The setting helps us visualize where the characters are. This helps us imagine and understand the story; a character may behave differently in a different setting. When a play is acted out, the Setting describes how the stage should be set up.*

The last question is a *vocabulary* question.
- How does the playwright help us understand what *gift of gab* means? Idea: *Syd tells Brandon that he talks enough for all of us.* Gift of gab *must mean that Brandon finds it easy to talk, so he talks a lot.*

Cast of Characters

Omar *is 11 years old. He is shy, quiet, and insecure about living in a new country and going to a new school.*

Ms. Yoon, *in her 50s, is Omar's math teacher and chess club coach. She is one of the best-liked teachers at school because she makes math interesting and fun. She's always very positive and encouraging.*

Sydney (Syd) *is Omar's classmate, a member of chess club, and Omar's neighbor. Although she was born in California, her family has moved many times and she knows what it feels like to be the "new" kid in the class.*

Brandon *is an outgoing boy in Omar's class who talks more than he listens. Brandon is a nice guy, but he doesn't understand what it means to be shy, or to be new to a school.*

Narrator

Act One

SETTING   Place: Lunchroom of Berwick
Elementary school in California
Time: Early autumn

Narrator: Omar and his family have been in the United States for three months. Omar is in the 6th grade. While he knows English well, he is shy about speaking up in the classroom. Because he speaks little, he's having a difficult time making new friends. In El Salvador, Omar was a chess champion. Playing chess makes him feel close to his grandfather—a chess master—who still lives in El Salvador and who taught him how to play when he was in first grade.

Focus Questions

Brandon volunteers to help Omar learn chess because he thinks Omar's shyness is because he doesn't want to say that he can't play, but Omar is a very good player. A drama is made up of what people say to one another, without descriptive or "story-telling" text. The Cast of Characters provides descriptions of the characters so that we can understand the story. When a play is acted out, the Cast of Characters helps the actors understand their characters.

Brandon. Hey guys, who's going to join the chess team this year?

Syd. Well, I plan to. It still makes me mad that last year we just barely lost the city tournament!

Brandon: I know. I want Berwick to be champion this year! But Ms. Yoon said that we can't play if we don't get some new players. A lot of the players aren't here this year. Derek and his family moved to Oklahoma, of all places. Megan's dad is making her take flute lessons, so she had to give up the team.

Syd: Yup, and Jamal and Brian and Jeniya graduated.

Brandon: Hey Omar, what about you? Interested in playing chess?

Omar: *(shrugs and looks down at his sandwich)* Maybe....

Brandon: C'mon dude. You don't have to talk. It's better than joining the debate team, right?

Syd: Brandon, not everyone has the gift of gab that you do. You talk enough for all of us. (*Syd turns to Omar*) Although, Brandon does have a point, Omar, if you learn how to play, you'll meet people and make friends and well, who knows, maybe you'll find that you like chess.

Omar: Yeah, I know, but...I, uh ...

Focus Questions

The setting helps us visualize where the characters are. This helps us imagine and understand the story; a character may behave differently in a different setting. When a play is acted out, the Setting describes how the stage should be set up. Syd tells Brandon that he talks enough for all of us. Gift of gab must mean that Brandon finds it easy to talk, so he talks a lot.

4. Readers' Theater: Practice

Readers' Theater allows you to take any kind of literature and perform it like a play or a movie. Today I'm going to assign each of you lines in the play. Some of you will speak the lines together. Today and tomorrow, you'll practice reading your lines and performing them for the group.

Direct students to page 138. This is a self-evaluation you will complete at the end of the week. Let's see what you're expected to do during Readers' Theater. **Review** the self-evaluation, explaining the expectations and rating system.

Assign lines to individual students and to pairs or groups of students for choral reading. To help you assign, **evaluate** the comfort level and needs of students, taking into account the number of students as well as each student's reading ability. **Have** students highlight the lines you assign them.

Let's practice performing our lines. **Model** reading the lines as the appropriate student or students read them after you. **Practice** the entire play several times.

📖 **ePresentation • Interactive Reader** 📖

BEGIN DAY 3

Syd: It used to be really hard for me, too. We moved five times when I was in kindergarten and first grade. I never knew any of the other kids longer than a few months. Then I had to start all over again. I guess the best thing I learned from it was to do things *I* was interested in doing, not what everyone else was doing.

Brandon: So, whaddya think Omar? I could teach you some strategies.

Omar: Well, I …

Brandon: (*interrupting Omar*) Don't worry. Nobody will expect you to play in tournament this year. We just need bodies for a team.

Omar: … used to play with my grandfather.

Brandon: So, there you have it…you already know what the pieces look like, right? So, even if you did play with an old guy, you know what to look for.

Omar: My grandfather was…

Brandon: (*interrupting Omar*)… yeah, yeah my grandfather was a good player back in the day. Anyway (*getting up to go*), we really need names for the roster. (*walking away and talking over his shoulder*) Talk to Ms. Yoon.

Syd: Don't let Brandon talk you into something you don't want to *do*. But we really do need people.

Focus Questions

Syd understands what it is like to be the new kid, so she is kind and helpful to Omar. Brandon talks a lot and interrupts Omar often. He doesn't understand what it's like to be the new kid or to be shy. The dialogue gives us only the words the characters say. How the characters act it out tells us thoughts and feelings. A fiction story can explain what a character says, thinks, and feels.

136   Omar's Middlegame: Act One

Narrator: Later. The school bell just rang and classes are over for the day. While everyone rushes to get up and out the door of the classroom, Omar slowly packs his books and waits for the rest of the students to leave. He has decided to ask Ms. Yoon about the chess club. Luckily, Ms. Yoon initiates the conversation.

Ms. Yoon: Omar, you're doing a great job with math. (*She pauses while shuffling her papers and glances up at him.*) You're a bit slow to get out of the classroom—especially for a Friday. Do you have a question about today's lesson?

Omar: Yes, I mean, no. I just…I just wondered if I could join the chess club.

Ms. Yoon: Wow! Of course, Omar, we need more players this year. I'm in a rush today, but don't worry about it, we'll have someone teach you. And there are beginner levels. Maybe you could get a book from the library. That might help you learn.

Omar: I already… (*he began*)

Ms. Yoon: (*interrupting*) I'm sorry to dash off. We'll talk on Wednesday.

Narrator: With that, Ms. Yoon rushed Omar out the door and quickly walked down the hall. Omar, puzzled, at how often people interrupted him, just sort of rolled his eyes and suppressed a small smile.

END DAY 3

Focus Questions

These words are in italics, and they're not words Ms. Yoon is saying. They tell us what she's doing. Since initial means "first," initiate must mean Ms. Yoon spoke first.

Omar's Middlegame: Act One   137

DURING READING

⏱ **25 Mins**

📘 **ePresentation** Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Debrief

Direct students to **Interactive Reader** page 134. Let's review the work we did yesterday. 📘**Ask** different students what they wrote on page 135.

2. Read the Play

Direct students to pages 134–135. In drama, the speaker changes often. How do we know when the speaker changes? 📘**Help** students identify how the speakers' names signal a change.

Now we'll read the second part of Act One. I'll read the parts labeled Narrator, Brandon, and Syd. Read with me when I read the parts labeled *Omar* and *Ms. Yoon*. **Read** pages 136 and 137 aloud to engage students.

🔴 CCSS **DURING READING**   RL.3-5.1, RL.3-5.2, RL.3-5.3, RL.3-5.4, RL.3-4.5 RI.3-5.10, RF.3-5.4, W.4-5.9, SL.3-5.1, SL.3-5.2L.3-5.1, L.3-5.3, L.3-5.4, L.3-5.5, L.3-5.6

3. Answer Text-Dependent Focus Questions 💬

Let's make sure we understand what we read by answering focus questions. **Direct** students to pages 136 and 137. **Present** each question. **Have** students write the answers to the first two questions on page 136 and answers to the other questions on page 137. 🖱️**Support** as needed.

The first question is a *look closer* question.
- Explain the difference in the way Syd and Brandon treat Omar. Ideas: *Syd understands what it is like to be the new kid, so she is kind and helpful to Omar. Brandon talks a lot and interrupts Omar often. He doesn't understand what it's like to be the new kid or to be shy.*

The second question is a *take it apart* question where we'll look at dramatic structure.
- A drama is made up of dialogue—what people say to one another. How is this different from a fiction story? Idea: *The dialogue gives us only the words the characters say. How the characters acts it out tells us thoughts and feelings. A fiction story can explain what a character says, thinks, and feels.*

The third question is a *take it apart* question where we'll look at dramatic structure.
- *Look at this phrase by Ms. Yoon:* Omar, you're doing a great job with math. *(She pauses while shuffling her papers and glances up at him.)* The words in parentheses are called stage directions. How are these different from the other words in the speech? Idea: *These words are in italics, and they're not words Ms. Yoon is saying. They tell us what she's doing.*

The last question is a *vocabulary* question.
- *Initiates* comes from *initial*, which means *first*. Your initials are the first letters in your first and last name. When the playwright says, *Luckily, Ms. Yoon initiates the conversation*, what does *initiates* mean? Idea: *Since* initial *means* "first," initiate *must mean Ms. Yoon spoke first.*

4. Readers' Theater: Practice

Today I'm going to assign each of you lines in the play. Some of you will speak the lines together. Today and tomorrow, you'll practice reading your lines and performing them for the group.

Direct students to page 138. This is a self-evaluation you will complete at the end of the week. Let's review what you're expected to do during Readers' Theater. 🖱️**Review** the self-evaluation, explaining the expectations and rating system.

Assign lines to individual students and to pairs or groups of students for choral reading. To help you assign, **evaluate** the comfort level and needs of students, taking into account the number of students as well as each student's reading ability. **Have** students highlight the lines you assign them.

Let's practice performing our lines. **Model** reading the lines as the appropriate student or students read them after you. **Practice** the entire play several times.

Day 4

AFTER READING

15 Mins

ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Readers' Theater: Performance

Direct students to **Interactive Reader** pages 134–137. It's time to for Readers' Theater. Today you will show off your hard work and perform this play. Remember to perform your lines as if you're in a play or a movie. If you have trouble reading, I'll help you. **Have** students perform the entire play, **assisting** students as needed. If possible, **have** students perform the play for a select audience.

When students finish, **praise** them with applause.

2. Readers' Theater: Self-Evaluation

Direct students to **Interactive Reader** page 138. Now you have a chance to evaluate your performance. Let's look at the Readers' Theater Self-Evaluation. **Review.** Circle the score you think you should get for each expectation. **Have** students complete page 138.

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ePresentation • Interactive Reader

Self-Evaluation

For this week's Readers' Theater, think about how you met each expectation. Then circle a score for each.

Expectation	I *always* did this.	I *usually* did this.	I *sometimes* did this.	I *never* did this.
I spoke clearly when it was my turn to read my lines.	4	3	2	1
I worked well with my class to practice my lines.	4	3	2	1
I listened to others so that we spoke together on group lines.	4	3	2	1
I highlighted my lines so I knew when to speak.	4	3	2	1
I held the script so people could hear me. (I didn't hide behind the script or look at the floor.)	4	3	2	1
I used my voice to help people understand the play.	4	3	2	1

	Active Participation	Interactive Reader	Critical Thinking Application	Week 23 Total
TOTAL POINTS FOR WEEK 23				

138   Omar's Middlegame: Act One

As time permits, **discuss** the following questions.
What did you learn about yourself as you performed this play?
What did you learn about others as they performed this play?
What was the hardest part of this performance?
What would you do differently next time?
What are you most proud of?

CCSS **AFTER READING** RL.3-5.10, RF.3-5.4, SL.3-5.1, L.3-5.1, L.3-5.3

Differentiated Instruction
INDIVIDUAL 10 Mins

Individualized Instruction
Refer to *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment
Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application. **Have** students complete the activity independently, **encouraging** them to refer to the drama as needed. Students should begin their activity on Day 4 and finish on Day 5.

EL English Learners
Support student understanding of details. Have them list three examples of details that demonstrate positive emotions and negative emotions.

Day 5

Differentiated Instruction
INDIVIDUAL 25 Mins

Refer to *FLEXWorks* to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.

EL English Learners
Support student understanding of organization by helping them create a time line of events. Use the following sentence frames:
First, _____. Next, _____. Finally, _____.

Week 23: Grading

FW After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 23 Total
TOTAL POINTS FOR WEEK 23				

Credits

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