

California

# Wonders

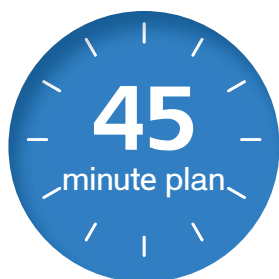
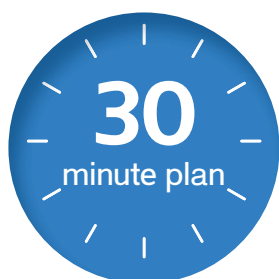
FOR ENGLISH LEARNERS

## English Language Development Teacher's Edition

Mc  
Graw  
Hill  
Education

EMERGING EXPANDING BRIDGING

Grade 4



## Adaptations

### ESSENTIAL QUESTION

## What helps an animal survive?

### Day 1 Components

*Companion Worktext*  
*ELD Visual Vocabulary Cards*  
*Visual Vocabulary Cards*

### Day 2 Components

*Language Development Cards/Practice*  
*Foundational Skills Kit*  
*Companion Worktext*

	DAY 1	DAY 2
15	<b>Language Support, 220-221</b> <b>Set Purpose, 220</b> <b>Oral Language, 220</b> <ul style="list-style-type: none"> <li>• Explore the Essential Question</li> </ul>	<b>Language Support, 228-229</b> <b>Set Purpose, 228</b> <b>Vocabulary ●■◆ 229</b> <ul style="list-style-type: none"> <li>• Review Vocabulary</li> <li>• Domain words</li> </ul>
20	<b>Shared Read 222-226</b> <b>"Animal Adaptations" ● 222-223</b> <ul style="list-style-type: none"> <li>• Make Connections: Review the Essential Question</li> </ul>	<b>Close Read, 230-233</b> <b>"Animal Adaptations" ● 230-231</b> <ul style="list-style-type: none"> <li>• Respond to the Text</li> </ul>
25	<b>"Animal Adaptations" ■◆ 224-226</b> <ul style="list-style-type: none"> <li>• Make Connections: Review the Essential Question</li> </ul>	<b>"Animal Adaptations" ■◆ 232-233</b> <ul style="list-style-type: none"> <li>• Respond to the Text</li> </ul>
30		
35	<b>Language Support, 220-221</b> <b>More Vocabulary ●■◆ 221</b> <ul style="list-style-type: none"> <li>• Introduce Vocabulary  <i>avoid, benefit, blend in, compact, decline, harsh, opposite</i></li> <li>• Review Weekly Vocabulary</li> </ul>	<b>Language Support, 228-229</b> <b>Oral Language ●■◆ 228</b> <ul style="list-style-type: none"> <li>• Academic Language:  Use Verbs/Verb Phrases</li> <li>• Language Development Practice</li> </ul>
40	<b>Words and Phrases, 221</b> <ul style="list-style-type: none"> <li>• Homophones <i>weigh, way</i> ●</li> <li>• Multiple-Meaning Words ■◆</li> </ul>	<b>Grammar ●■◆ 229</b> <ul style="list-style-type: none"> <li>• Possessive Nouns</li> <li>• Language Development Cards</li> </ul>
45		
50	<b>Language Support, 227</b> <b>Speaking and Writing, ●■◆ 227</b> <ul style="list-style-type: none"> <li>• Talk About It</li> <li>• Write About It</li> <li>• Present and Discuss</li> </ul>	<b>Language Support, 228-229</b> <b>Listening Comprehension ●■◆ 228</b> <b>"Adaptations at Work"</b>
55		
60		



## CALIFORNIA ELD STANDARDS

## Part I

 ELD.PI.4.4 ● ■ ◆  
 ELD.PI.4.9 ● ■ ◆  
 ELD.PI.4.10b ● ■ ◆

## Part II

 ELD.PII.4.3 ● ■ ◆  
 ELD.PII.4.4 ● ■ ◆  
 ELD.PII.4.7 ● ■ ◆

## Part III

 Foundational Skills  
 Phonics  
 Fluency

## KEY

- Emerging
- Expanding
- ◆ Bridging

## Day 3 Components

 Companion Worktext  
 Literature Anthology

## Day 4 Components

 Differentiated Text  
 Companion Worktext  
 Literature Anthology

## Day 5 Components

 Companion Worktext  
 Differentiated Text

## DAY 3

Writing, 235-236

Write to Sources ● 235

Write to Sources ■ ◆ 236

- Analyze the Prompt
- Review the Graphic Organizer
- Examine Student Model
- Talk About It
- Text Evidence
- Grammar
- Connect Ideas
- Your Turn

Language Support, 234

Set Purpose, 234

Oral Language ● ■ ◆ 234

- Retell
- Review Vocabulary

Literature Anthology, 237

Set Purpose, 237

Spiders

● ■ ◆ 237

## DAY 4

Differentiated Text, 238-239

Set Purpose, 238

"How Animals Survive" ● ■ ◆ 238

Respond to the Text ● ■ ◆ 239

- Partner Discussion
- Write

Writing, 240

Write to Two Sources ● ■ ◆ 240

- Set Purpose
- Analyze the Prompt
- Gather Text Evidence
- Analyze Text Evidence

Literature Anthology, 241

Set Purpose, 241

Spiders

● ■ ◆ 241

## DAY 5

Writing, 242

Set Purpose, 242

Write to Two Sources ● ■ ◆ 242

- "Animal Adaptations" and "How Animals Survive"
- Analyze the Model
- Write the Response
- Revise
- Present

Progress Monitoring, 243

Written Production ● ■ ◆ 243

- Diagnose and Prescribe

Progress Monitoring, 243

Oral Production ● ■ ◆ 243

- Diagnose and Prescribe

# Language Support

## Language Objectives

- Identify homophones
- Identify multiple-meaning words
- Link subjects and verbs in complex sentences
- Build upon lesson vocabulary

## Content Objectives

- Examine photographs as a feature of nonfiction text

- Describe how camouflage helps animals survive

## Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



**ELD** ELD.PI.4.1.Em, ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.2.Em, ELD.PI.4.2.Ex, ELD.PI.4.2.Br, ELD.PI.4.9.Em, ELD.PI.4.9.Ex, ELD.PI.4.9.Br

## Set Purpose

*This week we will be looking at the language in the informational text "Animal Adaptations." Discussing the language in the text will help you understand what the author is saying. Today we will learn about what animals do to survive and stay alive.*

## Oral Language

### EXPLORE THE ESSENTIAL QUESTION

*What helps an animal survive?*

**Use the Graphic Organizer** Review *camouflaged* (cognate: camuflado) and *survive*. Explain that a chameleon can change its color to match its surroundings. Explain that chameleons are usually green. Point out that a chameleon in a tree will be camouflaged to look like the leaves on the tree.



**Talk About It** Have students look at the photo and graphic organizer on Emerging pages 40-41 and Expanding/Bridging pages 112-113. Focus partners on the photograph and have them discuss what the chameleon looks like. Have them write their answers in the web, and then share their answers with the class. **The chameleon is green. The chameleon looks like a leaf.**

Display a green potted plant. Place a white slip of paper among the leaves. Ask students how easy it is to see the paper. *How can I camouflage the*

*paper? (color it green)* Color the paper green and place it back in the plant. *Is the paper camouflaged now? (yes)*

Explain that chameleons use camouflage to help them live, or survive. *What do you think the chameleon will do if it sits in a green tree? (It will turn green.)* *What do you think the chameleon will do if it sits on a red wall? (It will turn red.)*

Explain that chameleons catch and eat insects. *How do you think camouflage helps the chameleon when it looks for food?* If needed, explain that camouflage could help the chameleon sneak up on a bug. Then explain that bigger animals and birds sometimes try to catch and eat chameleons. *How do you think camouflage helps the chameleon when there is a hungry animal nearby?* If needed, explain that camouflage could help the chameleon hide. Have students discuss how camouflage helps the chameleon survive.

**EMERGING** *What does the chameleon do to survive? The chameleon uses camouflage to survive. How does camouflage help the chameleon catch bugs? The bugs cannot see the chameleon.* Choral read the sentence frame at the bottom of the page. Have partners use the frame to describe how the chameleon changes and how it holds on to the tree.

**BRIDGING/EXPANDING** Guide students to answer the following questions in complete sentences. *Why does a chameleon change color? How can camouflage help the chameleon survive?* Have partners chorally read the sentence frame at the bottom of the page and use it to describe how the chameleon has adapted to survive.



## More Vocabulary

For each level, introduce **More Vocabulary** from “Animal Adaptations” using the **ELD Visual Vocabulary Cards**. Present the definition and use the **Define/Example/Ask** routine for each word. Highlight morphology and identify any cognates in the students’ primary language. Then have students do the **Partner Talk** activity.

**EMERGING** Teach vocabulary *avoid* (p. 45), *blend in* (p. 46). Discuss the photographs and examples on page 42 of the student book. Then have students answer the questions about *avoid* and *blend in*. Model answering the questions using the language frames and have students do the same.



**COLLABORATIVE EXPANDING/BRIDGING** Teach vocabulary *avoid* (p. 117), *benefit* (p. 119), *blend in* (p. 118), *compact* (p. 117), *decline* (p. 118), *harsh* (p. 117), and *opposite* (p. 117). Highlight any morphology that will help students. For example, point out the word part *bene* in the word *benefit* means *good*. This tells readers that a *benefit* is something good or helpful. Have them circle *bene*. In Spanish: *beneficio*.

After students complete the activity on pages 114-115, have partners ask each other questions using the vocabulary words.



**COLLABORATIVE Review Weekly Vocabulary** Display the **Visual Vocabulary Cards** *camouflaged*, *dribbles*, *extraordinary*, *poisonous*, *pounce*, *predator*, *prey*, *vibrations*. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using the sentence frames.

**ALL LEVELS** Have partners take turns giving clues to the weekly and More Vocabulary words as the other tries to guess the word.

## Words and Phrases



**COLLABORATIVE EMERGING Homophones: Weigh, Way** Have students turn to page 43 of the student

book. Differentiate the meanings of weigh and way using gestures and the photos. Have students read each sentence and use gestures to show the sentence’s meaning. Guide partners to complete the activity. Provide sentence frames for more practice: I use a scale to **weigh** the box. This is a funny **way** to walk.



**COLLABORATIVE EXPANDING/BRIDGING**

**Multiple-meaning Words** Have students turn to page 115 of the student book. Explain that some words have multiple meanings, or more than one meaning. Say: *For example, the word spot can be a verb that means “to see.”* Act out spotting a book on the desk. Say: *I spot my book on the desk. This means I see my book on the desk.* Act out spotting another object in the room, saying *Look! I see [name of object]*. Have students rephrase the sentence with the word *spot*. Explain that the word *spot* can also be a noun that means “a mark or a stain.” Use chalk to make a mark on a piece of cloth. Say: *If I get some chalk on the cloth, it will make a mark or a stain. I can say, “There is a spot on the cloth.”* Explain that some animals have spots. Ask students to name animals that have spots, such as leopards and cheetahs. Then have students complete the activity in the student book.

**EXPANDING Multiple-meaning Words**

Have partners work together to determine the meaning of the word *spot/spots* in the following sentences: **The fish is yellow with blue spots.** (**mark or stain**) **It is hard to spot the chameleon in the tree.** (**see**) **The bird spots a delicious worm to eat.** (**see**) **The soup made a dark spot on my pants.** (**mark or stain**) Direct partners to take turns using the word *spot* either as a verb or a noun in a sentence.

**BRIDGING Multiple-meaning Words** Ask partners to take turns using the word *spot* either as a verb or a noun in a sentence. Have the listening partner tell which meaning of *spot* is being used. Have them record the multiple meanings of *spot* in their notebooks.

**EXPANDING/BRIDGING Write** Have partners create an original sentence for each meaning of *spot* and orally share them. Have them record the sentences in their notebooks.

## Shared Read

## Language Objectives

- Demonstrate understanding of cohesion
- Understand affixes
- Locate and discuss text evidence

## Content Objectives

- Understand how and why animals avoid predators
- Read section titles

- Describe how animals use adaptations to survive

## Materials &gt;&gt; Go Digital

- Companion Worktext for Emerging



**ELD** ELD.PI.4.1.Em, ELD.PI.4.2.Em, ELD.PI.4.3.Em, ELD.PI.4.6a.Em, ELD.PI.4.6b.Em, ELD.PII.4.2a.Em, ELD.PII.4.6.Em, RF.PIII.4.1

## Read “Animal Adaptations”

## Reading Routine

- **Build On** In preparation for today’s discussions, have students share and discuss what they have learned so far about animal adaptations.
- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have them point to or identify text evidence to support their responses.

## PAGE 44

**1 Talk About It** Have pairs of students chorally read the title and the Essential Question. Remind students that we read from left to right. Remind students that the photographs in an informational text will help them understand the text.

Have partners take turns reading the questions in the side column and then work together to answer them. Point out the relationship between the words *adapt* and *adaptation*. Guide students to understand that *adapt* and *adaptation* are forms of the same word. Explain that the ending *-tion* is pronounced /shun/. In Spanish: *adaptación*.

## PAGE 45

## Paragraph 1

**Cohesion** Chorally read the paragraph. Point out that the animal in the photograph is a skunk.

Explain that *It* in the second sentence refers to the skunk in the first sentence. Ask: *What can the skunk do? It can spray a bad smell.*

## Paragraph 2

Point out the cognate *vibraciones*. Explain that something *poisonous* will make you sick if eaten.

**1 Comprehension** Help students identify the main idea. (*Other animals have adaptations, too.*) Help students locate the key details. (*bright colors, hearing sounds from far away, feeling vibrations*)

Point out the cognate *depredador*. Explain that a *predator* is an animal that eats another animal. Explain that the word *avoid* means *stay away from*.



**COLLABORATIVE** Have pairs discuss why it is important for animals to avoid predators. Provide this sentence frame: **Animals stay away from predators because predators want to eat the animals.** Ask: *What are some ways animals avoid predators? They have bright colors; they hear sounds that are far away; they feel tiny vibrations.*

## Paragraph 3

**Read the heading** Explain that headings tell the reader what information they are about to read.

**2 Specific Vocabulary ACT** Point to the photo of the caribou. *Caribou are in the tundra.* Point to the photo of the skunk. *Is the skunk in the tundra? (no)* Discuss the differences in the temperature and foliage in the photos. Ask questions for discussion, such as: *Is it cold in the tundra? Are there green plants there?*



Explain the meaning of the word *layer*. Show that you are wearing a *layer* of clothes. Help students complete the sentence: **The caribou stay warm in the tundra because they have layers of fur and fat.**

#### Paragraph 4

**3 Sentence Structure** **ACT** Guide students to understand that *It* in the second sentence can be replaced by the words *the muzzle* from the first sentence.

### ► PAGE 46

#### Paragraph 1

Read the section title. Have students tell where the caribou in the photo is finding food. (**on a tree**)



**INTERPRETIVE** Reread the second sentence. Point out the cognates *estómago* and *digerir*. Write the word *unusual* on the board. Cover the letters *un-* and point out the cognate *usual*. Explain that the prefix *un-* means “not,” so the word *unusual* means “not usual,” or “different from others.” Have students point to an *unusual* insect on the same page.



**COLLABORATIVE** **1 Talk About It** Ask students *What do caribou eat? (lichen)* Have students identify text evidence. (**it is hard to find food; when the snow melts**)

#### Paragraph 2

Read the title of the section and have students point to the camouflaged insect in the photo.

Have students chorally read the paragraph and then reread the sixth sentence. Explain that *surroundings* are the things and area around something. *What are the walking stick’s surroundings? (a tree branch)* Display a photo of an animal blending in with a natural setting. Have students describe the surroundings and tell what the animal blends in with. Then direct students’ attention to the photo of the walking stick and have them complete this sentence frame: **The insect is camouflaged because it looks like a stick. It blends in with the tree branch.**

**2 Sentence Structure** **ACT** Explain that the comma is used to introduce another name for *leaf insects*.

**3 Specific Vocabulary** **ACT** Help students identify that being active at night helps phasmids avoid predators.

### ► PAGE 47

Read the title of the section and have students share their ideas about how alligators use water.

#### Paragraph 1

**1 Specific Vocabulary** **ACT** Invite a volunteer to act out an alligator digging with its feet and snout.

#### Paragraph 2

**2 Comprehension** Chorally read the paragraph. Explain that sometimes there is no rain in the Everglades, so alligators must find water in the ground. Help students identify the first sentence as the answer to the question.

**Connect Ideas** Explain that the third sentence tells *why* it is dangerous, and that we can use the word *because* to connect the sentences. Guide students to rewrite the sentences, connecting them with *because*. (**But it can be dangerous because an alligator may pounce on them without warning.**)

**3 Sentence Structure** **ACT** Guide students to separate the sentence at the comma. Remind students that the new sentences begin with a capital letter.



**COLLABORATIVE** **Connect Ideas** Model the word *pounce*. Explain that alligators are predators. Ask what might happen if a small animal drinks from a water hole with an alligator. Have students use the text and their own ideas to discuss how an animal might avoid alligators. **An animal can avoid alligators \_\_\_\_.**



**PRODUCTIVE** Have partners rehearse their answers and then share them. Chart their answers on the board. Have other partners listen and use this sentence frame to restate the answer and agree or disagree. **We agree/disagree that an animal can avoid alligators by \_\_\_\_ because \_\_\_\_.**

Create a three-column chart with the heads **Name of animal, Adaptation, How the adaptation helps the animal survive.** Have pairs discuss examples from the text. Record their ideas in the chart.

**Make Connections** Review the Essential Question and have partners discuss adaptations that help animals survive using academic language and vocabulary they’ve learned. Provide sentence frames as necessary.

# Shared Read

## Language Objectives

- Expand vocabulary
- Understand sentence structure
- Demonstrate understanding of cohesion
- Understand affixes
- Locate and discuss text evidence

## Content Objectives

- Understand how and why animals avoid predators

- Read captions
- Describe how animals use adaptations to survive

## Materials >> Go Digital

- Companion Worktext for Expanding/Bridging



**ELD** ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.2.Ex, ELD.PI.4.2.Br, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br, ELD.PI.4.6b.Ex, ELD.PI.4.6b.Br, ELD.PII.4.2a.Ex, ELD.PII.4.2a.Br, ELD.PII.4.2b.Ex, ELD.PII.4.2b.Br, ELD.PII.4.6.Ex, ELD.PII.4.6.Br, RF.III.4.1, RF.III.4.4

## Read “Animal Adaptations”

### Reading Routine

- **Build On** In preparation for today’s discussions, have students share and discuss what they have learned so far about animal adaptations.
- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students identify text evidence to explain or justify their responses.

### PAGE 116

**1 Talk About It** Have pairs of students chorally read the title and the Essential Question. Remind students that we read from left to right. Remind students that the photographs in an informational text will help them understand the text. Review the meaning of *adapt* and discuss the title. Point out the relationship between the words *adapt* and *adaptation*. Point out that *adapt* is a verb and *adaptation* is a noun.

Have partners take turns reading the questions in the side column and then work together to answer them.

### PAGE 117

Paragraph 1

**EXPANDING/BRIDGING** Read the last sentence. Point out the word *horrible-smelling*.

Have students read the caption and find a word that means the same as *horrible*. (**foul**)

Explain that a *predator* is an animal that hunts and eats other animals. Have students name predators that they know of, such as lions and bears. Explain that *blast* means “spray very hard,” and point out that *spray* is a multiple meaning word that can act as noun or a verb. Have them tell if *spray* is used as a verb or noun in the last sentence (**noun**) and in the caption (**verb**).

**EXPANDING/BRIDGING Fluency Model** reading the paragraph aloud with intonation and prosody. Have students repeat. Then have students practice on their own before recording their reading.

**EXPANDING** Ask: *Why would a skunk want to blast a predator with a horrible-smelling spray? (to scare the predator away; to keep from being eaten by the predator) Why do you think the author says you would run in the opposite direction? You would run in the opposite direction because it smells horrible.*

**BRIDGING** Ask: *What does it mean when a skunk raises its tail? (It is going to spray.) What advice would the author give to someone who sees a skunk raise its tail? (You should run in the opposite direction.)* Check understanding of the term *built-in*. Then ask: *Why do you think the author calls the skunk’s ability to spray “built-in”? (It can do this naturally; the spray is produced by the skunk’s body.)*

Paragraph 2

**Connect Ideas** Ask why some animals have bright colors. (**to warn predators that they are**



**poisonous)** Have students talk with a partner about why it is important for predators to know if an animal is poisonous. Have students complete this sentence frame: **Predators avoid \_\_\_\_.** (possible response: eating poisonous animals)

**EXPANDING/BRIDGING** Have students reread the sentences about sensing vibrations and hearing sounds from miles away. *How do these traits help an animal avoid predators? These traits help an animal avoid predators by warning them that a predator is approaching.*

**BRIDGING** Explain that we can connect these sentences with the word *while* to show a contrast between the two sets of animals described. Have students rewrite the two sentences, connecting them with *while*. (Some animals can sense the smallest vibrations in the ground, while others hear sounds from miles away.)

**1 Specific Vocabulary** **ACT** Point out the two types of traits mentioned in the paragraph. (physical traits and behavioral traits) Check understanding of *physical* and *behavioral*. Have them underline a physical trait and circle a behavioral trait.

**EXPANDING/BRIDGING** Create a three-column chart with the heads **Adaptation, Physical or Behavioral?, How the adaptation helps an animal survive.** Have pairs work together to discuss examples from the paragraph. Record their ideas in the chart. Continue adding to the chart as you work through the text.

### Paragraph 3

Explain that *Brrr* is a sound English-speakers use to express a feeling of coldness. Ask: *What makes the temperatures in the Arctic extraordinary?* (They are very cold.)

**EXPANDING/BRIDGING** Reread the last sentence. Point out the word *over*. Explain that in this sentence, the word *over* means “more than.” Reread the caption for the skunk photograph. Point out the phrase *up to 10 feet*. Explain that in this phrase, the words *up to* mean “any distance between zero and ten.”

**2 Sentence Structure** **ACT** Help students identify the four countries and name the animal. *What do all four places have in common?* (cold weather; tundra)

### Paragraphs 3 and 4

**3 Comprehension** Help students identify the traits that help caribou survive in the harsh tundra. (layers of fur and fat, compact bodies, fur on their muzzles)

**EXPANDING** Have students describe the two ways that the fur on the caribou’s muzzle helps the caribou. **The fur warms the air as they breathe and keeps their noses warm as they push snow aside to find food.**

**BRIDGING** Have students study the photo of the caribou. Ask: *How do you think having white fur helps the caribou survive?* (White fur helps the caribou blend in with their surroundings.)

### PAGE 118

Read the caption with the photo of the caribou. Ask: *What does the author mean by “extreme temperatures”?* (very cold) Have students identify text evidence in the preceding section that supports their answer. (...where the average annual temperature is an extraordinary 10 to 20° F.)

### Paragraph 1

Reread the first sentence. Point out the word *over*. Ask: *What does the word over mean in this sentence?* (more than)



INTERPRETIVE

Reread the second sentence. Point out the cognates *estómago* and *digerir*. Write the word *unusual* on the board. Cover the letters *un-* and point out the cognate *usual*. Explain that the prefix *un-* means “not.” Supply the frame: **The word *unusual* means not usual.** Have students identify an *unusual* insect on the same page.

**Connect Ideas** Reread the third and fourth sentences. Ask students what the word *It* stands for. (lichen) Explain that we can use the word *which* to connect the sentences. Guide students to rewrite the sentences, connecting them with *which*. (The stomach’s four chambers are designed to digest lichen, one of the few foods they can find in the winter.)

**1 Comprehension** Explain that in this paragraph, *chambers* means “sections.” Have students locate the information and complete the sentence frame.

*Why do you think the caribou’s food sources decline in the winter?* (It is too cold for the lichen)

to grow.) What do caribou do then? (They move to the forest.) What does it mean when the melting snow dribbles into streams? (Spring is coming.)

**2 Sentence Structure** **ACT** Help students locate the information. (underline: they know that it is time to return up north)

### Paragraph 2

Read the heading. Explain that if you are *in disguise*, you are dressed to look like something else. Point out that camouflage is a form of disguise. Ask: *Why is the walking stick hard to spot in the photograph?* (It is camouflaged as a stick.)

**EXPANDING/BRIDGING** Read the paragraph aloud to students. Discuss phasmids. If possible, display photographs of various leaf insects and walking sticks. Have students describe the insects: **This insect looks like \_\_\_\_.**

**EXPANDING** Ask: *What do walking sticks need to do to survive?* **Walking sticks need to hide from predators.** *How do they hide from predators?* **They change color and look like leaves or twigs.**

**BRIDGING** How do these adaptations help the walking stick survive? (They help the insect blend in to its surroundings and hide from predators, so they don't get eaten.)

**Cohesion** Point out the phrase *In this way* in the middle of the paragraph. Help students identify what *this way* stands for, guiding them to see that the words refer back to information in the preceding sentence. Point out the word *This* in the second-to-last sentence. Ask: *What does "this" stand for in this sentence?* (being nocturnal)



COLLABORATIVE

**3 Talk About It** Have students share their writing with the class. Discuss their answers.

### PAGE 119



INTERPRETIVE

Read the caption aloud. Point out the word *log-shaped*. Explain that this means "shaped like a log." Check understanding of *log*. Point out the word *motionless*. Have students circle the suffix *-less*. Explain that *motion* means "moving" and *-less* means "without." Then ask: *What makes an*

*alligator hard to spot in the water?* (It looks like a log; it is not moving.)

### Paragraph 1

**EXPANDING/BRIDGING** Reread the first sentence. Explain that the Everglades are a large area of wetland, or swamp, in Florida. Give added information as needed: *The Everglades get lots of rain from April to October. Between November and March, there is little rain and the ground dries up. This is called the dry season.* Explain that *brutal* means "harsh and very difficult." Then ask: *Why do you think the dry season is hard for animals?*

**EXPANDING** Have students work with a partner to complete this sentence frame: **The dry season is hard for animals because \_\_\_\_.** Have partners compare their sentences with other pairs.

**BRIDGING** Have students discuss with a partner why the dry season is hard for animals. *What do alligators do to survive?* (create water holes) Have them share their ideas with the class.

**1 Comprehension** Tell students they will need to underline two complete sentences. (underline the last two sentences)

### Paragraph 2

**2 Specific Vocabulary** **ACT** Help students locate the information. (to drink water)



PRODUCTIVE

Ask: *Are alligators predators or prey?* (predators) *What are two ways that alligators benefit from the water holes?* (They can drink water. They can easily pounce on prey.) Point out that the water holes are both good and bad for other animals. Have students complete these sentence frames with a partner. Then discuss their responses with the class. **The watering holes benefit other animals because \_\_\_\_.** **However, they are also bad because \_\_\_\_.**

**3 Sentence Structure** **ACT** Guide students to the prepositional phrase. (underline *In the end*)

**Make Connections** Review the Essential Question and have partners discuss adaptations that help animals survive using academic language and vocabulary they've learned. Provide sentence frames as necessary.



# Language Support

## Language Objectives

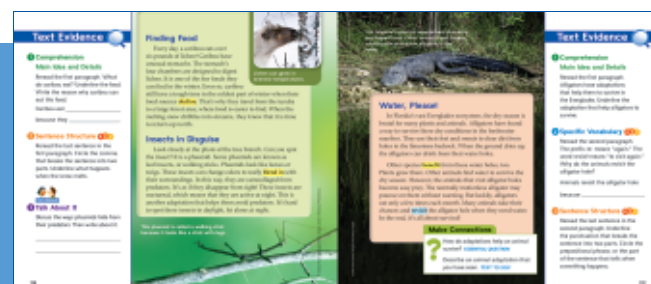
- Paraphrase information
- Offer opinions
- Write complete sentences
- Present information orally

## Content Objectives

- Write sentences to respond to a statement
- Locate text evidence
- Expand on animal adaptations

## Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging



**ELD** ELD.PI.4.2.Em, ELD.PI.4.2.Ex, ELD.PI.4.2.Br, ELD.PI.4.3.Em, ELD.PI.4.3.Ex, ELD.PI.4.3.Br, ELD.PI.4.9.Em, ELD.PI.4.9.Ex, ELD.PI.4.9.Br, ELD.PI.4.10b.Em, ELD.PI.4.10b.Ex, ELD.PI.4.10b.Br

## Speaking and Writing



COLLABORATIVE

**Talk About It** Have partners discuss this statement: **Walking sticks have adaptations that help them survive.** Give examples of walking stick adaptations and how they help the insect survive. Cite evidence from the selection and answer in complete sentences.

Walking sticks look like sticks. They can change color and they are nocturnal.

These adaptations help the walking stick avoid predators.

**Write About It** Have partners work together to write 2-4 sentences explaining how the walking stick's adaptations help it survive.

**EMERGING** Provide sentence frames to help students record their ideas.

**EXPANDING** Have partners work collaboratively to write a few sentences about the statement. If students have trouble remembering details about the walking stick's adaptations, point to the page that contains this information.

**BRIDGING** Have partners work together to write a paragraph about the statement. If students have trouble finding text evidence to support their responses, remind them to go back through the content, including the image and caption.

**Present and Discuss** After students have finished their writing, form groups of four students. Each

pair of students reads their response. The pair listening restates the information presented. Students should use the words **I heard you say \_\_\_\_**. **I agree / disagree \_\_\_\_**.

Then the roles are reversed.

## PRESENTATION CHECKLIST

Remind students to:

- ✓ Practice your presentation
- ✓ Speak slowly and clearly
- ✓ Speak loud enough for all to hear

**Word Wall** Add the following words to your Word Wall for students to refer to during the week.

Word	Cognate
adapt	adaptar
adaptation	adaptación
dry season	
fur	
leaves	
surroundings	
warm	
water	

# Language Support

## Language Objectives

- Use verbs and verb phrases
- Identify possessive nouns
- Read aloud with a steady rate
- Listen actively
- Write sentences using vocabulary words

## Content Objectives

- Understand how adaptations help animals survive
- Describe phasmids

## Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging
- Language Development Practice
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards
- Language Development Card 12 A
- Fluency Cards 1 and 5A
- Routine Card R5A
- Phonics Cards 19 and 20
- Interactive Read Aloud

Interactive Read Aloud



**ELD** ELD.PI.4.2.Em, ELD.PI.4.2.Ex, ELD.PI.4.2.Br, ELD.PI.4.5.Em, ELD.PI.4.5.Ex, ELD.PI.4.5.Br, ELD.PII.4.3.Em, ELD.PII.4.3.Ex, ELD.PII.4.3.Br, RF.PIII.4.2, RF.PIII.4.3, RF.PIII.4.4

## Set Purpose

*Today we will continue looking closely at the informational text "Animal Adaptations." Reading the text again will help you understand the text and answer the Essential Question: What helps an animal survive? We will use verbs and verb phrases to write about animal adaptations. We will revisit how animals survive in "Adaptations at Work."*

## Oral Language

### Academic Language: Use Verbs/Verb Phrases

Remind students that a verb is a word that tells what something does. A verb phrase is a group of words that tells what something does.



**COLLABORATIVE EMERGING** Model an example of using a verb. Write on the board: *Walking sticks have long legs.* Explain that the verb is *have* and *have long legs* is a verb phrase that tells what walking sticks do. Ask students: *What else do walking sticks do?* **Walking sticks** \_\_\_\_\_. Provide students with language options to complete the sentence: *look like sticks, change colors, are active at night.* For more sentence frames for using verbs and verb phrases, see **Language Development Practice**.

**EXPANDING** Explain that present tense verbs are often used in scientific explanations. Provide an example with a verb phrase: *Phasmids change color.* Have students complete this sentence frame using different verbs or verb phrases: **Phasmids** \_\_\_\_\_.

**BRIDGING** Have students write a few sentences about the phasmid's physical and behavioral adaptations using present tense verbs.

**EXPANDING/BRIDGING** Have partners exchange sentences and check that the verbs are in the present tense. For more practice in using verbs and verb phrases, see **Language Development Practice**.

## Listening Comprehension

**Interactive Read Aloud:** *Adaptations at Work*

**First Read:** *This passage is about how adaptations help some animals survive. As you listen, write down any words or ideas you do not understand.* After first read, have partners discuss what they wrote down. Then have them fill out this frame: **The main idea is** honeycreepers, armadillos, and Humboldt penguins have adaptations that help them survive. Have groups share their answers.



**COLLABORATIVE EMERGING** Have partners discuss what helps honeycreepers survive. **Honeycreepers have special beaks to eat food.**

**EXPANDING** *What helps a Humboldt's penguin survive?* **The Humboldt penguin uses its wings to swim quickly.** The penguin's black and white color acts as camouflage and helps keep them safe from predators.

**BRIDGING** Ask students to describe how adaptations help the armadillo survive.



## Vocabulary

**EMERGING Review Vocabulary** Use the ELD Visual Vocabulary Cards to review *avoid*. Write this sentence: **The cat stays away from the dog.** *Avoid means “stay away from.”* Rewrite the sentence using *avoids*. Show a photo of a skunk. *If you see a skunk, will you avoid it?* Have students repeat: *I will avoid the skunk.* Then have partners take turns describing the picture on the *avoid* card. \_\_\_\_ is avoiding \_\_\_\_.

**Domain Words: Science** Display and pronounce this domain word and have students repeat: **caribou**. Have students find the word in their text. Have students think of words that describe the caribou. Guide them to create sentences describing the caribou. For example: *The caribou is big.*

**EXPANDING/BRIDGING Review Vocabulary** Use the Visual Vocabulary Cards to review the Wonders weekly vocabulary words and **More Vocabulary** words. Have pair of students write sentences using the vocabulary words, with a blank line in place of the word. Then have them exchange papers with another pair and complete the sentences. Have pairs check each other’s work and discuss whether the words were used correctly. Remind students to adjust their language for providing feedback and speaking to peers.

**Domain Words: Science** Display and pronounce these domain words and have students repeat and review meanings: *migrate, survival system, behavioral traits*. Point out the word part *-al* in *survival* and *behavioral* and explain that it can be added to some words to create an adjective. Help students identify the base words *survive* and *behave*. Ask students questions using the words.

## Grammar



**COLLABORATIVE EMERGING Possessive Nouns** Remind students that a noun is a person, place, or thing. Point out the first sentence of the fourth paragraph on page 45. Write on the board *the caribou’s nose*. Then point to one of the caribou on page 44. *This caribou has a nose. The nose belongs to the caribou.* Circle the *’s* on *caribou’s* on the board. *We use this mark and an s to show that the nose belongs to the*

*caribou.* For more instruction on possessive nouns, use **Language Development Card 12A** in the **Language Development Kit**. If students need help with regular nouns before learning about possessive nouns, use **Language Development Card 8A**.

**EXPANDING/BRIDGING Possessive Nouns** Tell students that we add *-s* to singular nouns to show ownership. Write on the board *the alligator’s snout*. Point to the alligator on page 119. *This alligator has a snout. The snout belongs to the alligator.* Have students find examples of possessive nouns in the text. Then have them complete these frames: **The skunk’s fur is black and white. The caribou’s fur is white.** For more instruction on possessive nouns, use **Language Development Card 12A** in the **Language Development Kit**.

## Fluency

**EMERGING Rate** Model reading the last paragraph on page 45 of “Animal Adaptations” at a steady rate. Then read the passage chorally with students. Provide corrective feedback on proper pronunciation. For practice, have students record their voices while they read a few times. Have students play their recordings to you and choose the best.

**EXPANDING/BRIDGING Rate** Echo read the last paragraph on page 117 of “Animal Adaptations” with students, modeling reading with a steady rate. Then have students take turns reading a paragraph aloud with a steady rate. Provide corrective feedback on proper pronunciation. For more practice, have students record their voices while they read a few times. Have them play their recordings to you and choose the best one.

**Foundational Skills Kit** For more support in choral reading, see **Fluency Choral Reading card 1**. For more support in echo reading, see **Fluency Echo Reading card 5A**. For High Frequency Words, use the **Read/Spell/Write High-Frequency Words Routine, card R5A** with these words from the selection: *find, warm, drink, water, look*. For practice with the phonics skill *r-Controlled vowels /är/ and /ôr/*, use **Phonics Cards 19 and 20**.

### LANGUAGE TRANSFERS

For Haitian Creole and Vietnamese speakers, the noun follows the object.

# Close Read

## Language Objectives

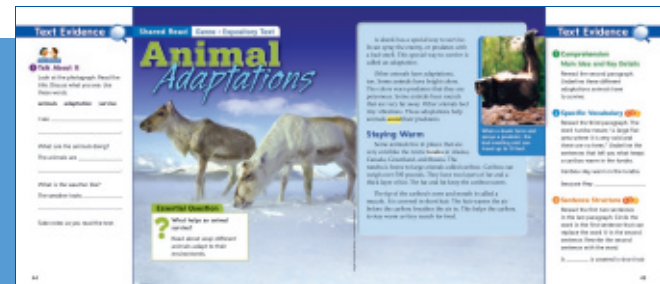
- Demonstrate understanding of the text by reconstructing sentences
- Explain why the author includes content in certain sections of the text
- Identify Main Ideas and Key Details
- Respond to the text by revisiting the Essential Question, discussing it with a partner and the group, and writing about it

## Content Objectives

- Explain what caribou and alligators need to survive and how adaptations help them
- Understand phasmid adaptations

## Materials >> Go Digital

- Companion Worktext for Emerging



**ELD** ELD.PI.4.1.Em, ELD.PI.4.3.Em, ELD.PI.4.6a.Em, ELD.PI.4.10b.Em, ELD.PI.4.11a.Em, ELD.PII.4.1.Em, ELD.PII.4.2a.Em, ELD.PII.4.2b.Em

## Close Read for “Animal Adaptations”

### Reading Routine

- **Build On** Explain that students are going to read just a few sections of the text and examine the information in a very detailed way. Explain that they will focus more on what the animals they’ve read about need to survive and how adaptations help them. Ask students to tell what they know about animal adaptations. Have students ask and answer questions of each other about animal adaptations.
- **Reread** Read the passage indicated below with students. Ask questions and use strategies provided to help them understand the text.
- **Take Notes** Have students take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

### PAGE 45

#### Paragraphs 3 and 4

**Connection of Ideas** **ACT** Tell students that they will discuss what caribou need to survive. Read the last sentence of each paragraph aloud. Ask: *Is staying warm important for the caribou?* **Yes, the caribou need to stay warm to survive. Explain your answer. The sentences tell about adaptations that help the caribou stay warm.**

Create a two-column chart with the heads **What the caribou need to survive** and **Adaptations that help**. Have students complete the chart with details from the paragraphs.

### PAGE 46

#### Paragraph 1

**Connection of Ideas** **ACT** Read the paragraph aloud. Ask: *Is finding food important for the caribou?* **Yes, the caribou need to find food to survive. Explain your answer. The sentences tell about adaptations that help the caribou find food.** Have students add this information to the chart. **(need: find food; adaptations: unusual stomach, travel to forest area)**



**Specific Vocabulary** **ACT** Point out the fourth and sixth sentences in the paragraph. Have students circle the phrases *in winter* and *when the snow melts*. Explain that these phrases tell when something happens, and can be moved to the end of the sentences without changing the meaning. Rewrite the sentences: **But it is hard to find food on the tundra in winter. The caribou know it is time to return to the tundra when the snow melts.** Have students read the new sentences and compare and contrast them with the original text. Have students copy the new sentences.

#### Paragraph 2

**Organization** **ACT** What evidence tells you what phasmids look like? **Phasmids look like leaves or twigs. Why is this information in the**

“Camouflaged Insect” section? This shows how **phasmids** are camouflaged.



INTERPRETIVE

**Text Reconstruction** Read the paragraph aloud while students just listen.

Read the paragraph a second time, instructing students to listen for key words and phrases *phasmids, blend in, predators*.

Read the paragraph a third time while students listen and take notes on what they hear.

Have students discuss their notes with a partner and work together to reconstruct the text from their notes. Help them to write complete sentences as needed.

Next, have students look at the original text. Ask students to identify the information that describes phasmids. (**Phasmids are insects that look like leaves or twigs.**) Then tell students they are going to look at how the author uses cohesion to construct the paragraph. Tell students to find the sentence that tells you what phasmids do to blend in with their surroundings. (**These insects change...**) What does “These insects” refer to? (**phasmids**) Write the sentence on the board, using phasmids (**Phasmids change...**), pointing out that “These insects” can replace “Phasmids.” Continue with the next sentence, referring to the pronoun *them*: “Predators cannot see them.” **What can’t predators see? Predators cannot see phasmids.** Discuss how identifying the use of cohesion helps to understand the paragraph.

Then, have partners compare similarities and differences between their text reconstruction and the original texts. Have students check if they also used cohesion in their writing about phasmids. Then have partners share and discuss this information with the whole group.

## ► PAGE 47

### Paragraph 1

**Comprehension Skill: Main Idea and Key Details** Review that to find the main idea, students need to look for details and what the details have in common. Read the paragraph with students. Help them locate text evidence and complete an idea web: *What are the key details?* (**The Everglades are dry for part of the year. Alligators dig holes to find water. They drink from the holes during the dry season.**) *What do alligators need when it is dry?* (**water**) *What do the details have in common?*

(**Alligators dig holes for water when it is dry.**)

Explain that this is the main idea.



INTERPRETIVE

**Write About It** Help students use the information to write about the main idea and key details: **One key detail is the Everglades are dry for part of the year. Another key detail is alligators dig holes to find water. The main idea is alligators dig holes for water when it is dry.**

## Respond to the Text

Have students turn to page 48 in their student book. Guide students through the following instruction.



COLLABORATIVE

**Partner Discussion** Review with students what they have learned about the Essential Question: *What helps an animal survive?* Then have students apply this information to caribou and alligators. Model each sentence frame. Then have partners fill in the information they learned and cite the text evidence to support it.

**Group Discussion** Provide a model for discussion. I **learned that caribou and alligators \_\_\_\_ because \_\_\_\_.** To help students respond to others’ opinions, repeat student’s opinions aloud, correcting their responses as needed. Then have students retell the opinions and respond: **The group said that \_\_\_\_.** I **agree/disagree with \_\_\_\_ because \_\_\_\_.** Remind them to provide text evidence to support their statements.



PRODUCTIVE

**Write** Help partners complete the sentence frames by asking questions for each sentence frame. *What helps the caribou survive in the tundra? How do alligators survive when it is very dry? What adaptations do caribou and alligators have?* Then help students use their responses to complete the sentence frames. Discuss the vocabulary words they can use in their responses. Correct students’ sentences as needed.

**Share Writing** Have students read their sentences aloud to the class. Repeat their responses, correcting them as needed. Remind students to support their responses using text evidence and to speak slowly and clearly. Encourage students to affirm or disagree with another classmate’s opinion using the frames on page 49.



# Close Read

## Language Objectives

- Demonstrate understanding of the text by reconstructing sentences
- Explain why the author includes content in certain sections of the text
- Identify Main Ideas and Key Details
- Respond to the text by revisiting the Essential Question, discussing it with a partner and the group, and writing about it

## Content Objectives

- Explain what caribou and alligators need to survive and how adaptations help them
- Understand phasid adaptations

## Materials >> Go Digital

- Companion Worktext for Expanding/Bridging



**ELD** ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.3.Ex, ELD.PI.4.3.Br, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br, ELD.PI.4.10b.Ex, ELD.PI.4.10b.Br, ELD.PI.4.10b.Ex, ELD.PI.4.10b.Br, ELD.PI.4.11a.Ex, ELD.PI.4.11a.Br, ELD.PII.4.1.Ex, ELD.PII.4.1.Br, ELD.PII.4.2a.Ex, ELD.PII.4.2a.Br, ELD.PII.4.2b.Ex, ELD.PII.4.2b.Br

## Close Read for “Animal Adaptations”

### Reading Routine

- **Build On** Explain that students are going to read just a few sections of the text and examine the information in a very detailed way. Explain that they will focus more on how adaptations help the animals they’ve read about survive. Ask students to tell what they know about animal adaptations. Have students ask and answer each other’s questions about what they know.
- **Reread** Read the passage indicated below with students. Ask questions and use strategies provided to help them understand the text.
- **Take Notes** Have students take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

determine what each pronoun refers to. (sentence 2: It/muzzle; sentence 3: they and their/the caribou, it/the air; sentence 3: It/the muzzle, them and they/the caribou)

### PAGE 118

#### Paragraph 1

**Connection of Ideas** **ACT** Ask: *How do caribou survive? (find food) How do you know? The text explains that caribou have unusual stomachs that are designed to digest lichen. Caribou travel to a forest area when food sources decline.*



**Text Reconstruction** Read the paragraph aloud while students just listen.

Read the paragraph a second time, instructing students to listen for key words and phrases *caribou, lichen, food sources*.

Read the paragraph a third time while students listen and take notes on what they hear.

Have students discuss their notes with a partner and work together to reconstruct the text from their notes. Help them to write complete sentences as needed.

Next, have students look at the original text. Ask students to tell what the paragraph is mostly about. (caribou eat lichen) Help locate sentences that show a cause and effect. (sentences 3-4) Ask: *What does the third sentence tell? (The caribou’s stomach is designed to digest lichen.) What does the fourth sentence tell? (Lichen is one of the few foods they*

### PAGE 117

#### Paragraphs 3 and 4


**Connection of Ideas** **ACT** Tell students that they will discuss how caribou survive. Ask: *How does the caribou’s size help it survive? (to keep warm) How do you know? The text explains that caribou are 4-5 feet long and can weigh over 500 pounds.*

**BRIDGING** Have students circle the pronouns in paragraph 4. Have them analyze the paragraph to

can find in winter.) Point out that these sentences can be combined using *because* to connect the ideas. Ask students to take notes on other cause and effect relationships in the rest of the paragraph. (food sources decline/go to a forest area; snow melts/it's time to return north)

Then, have partner compare similarities and differences between their text reconstruction and the original texts. Have students check if they also used cause and effect to explain caribou finding food. Then have partners share and discuss this information with the whole group.

### Paragraph 2

**Organization**  What evidence tells you what phasmids look like? (look like leaves or twigs) Why is this information in the “Insects in Disguise” section? (It shows how phasmids are disguised.)

**EXPANDING Specific Vocabulary** Point out the phrase *It's as if* in sentence 8. Explain that this phrase means *it is like*. Ask: Does the phasmid really disappear? No, but it is so well camouflaged that it is like it disappeared.

**BRIDGING** How do sentence 8 and 11 help the reader understand how adaptations help animals survive? (They emphasize how effective the phasmid's camouflage is against predators.)

### ► PAGE 119

#### Paragraph 1

**EXPANDING/BRIDGING Comprehension Skill: Main Idea and Key Details** What are the key details? (the Everglades have a dry season; alligators clear dirt from holes in limestone bedrock; they drink from the holes when the ground dries up) What do the details have in common? (dry conditions cause alligators to find ways to survive) What is the main idea? (Alligators dig holes for water when the conditions are dry.)



**Write About It** Help students use an idea web to write about the main idea and key details: One key detail is the Everglades have a dry season. Another key detail is alligators clear dirt from holes in limestone bedrock. The main idea is alligators dig holes for water when it is dry.

## Respond to the Text

Have students turn to page 120 in their student book. Guide students through the following instruction.



**Partner Discussion** Review with students what they have learned about the Essential Question: *What helps an animal survive?* Then have students apply this information to caribou and alligators. Have partners follow this routine for their discussion. 1. Review the Essential Question. 2. Make sure each student in a pair has a chance to speak about what they've learned about the adaptations of caribou and alligators. 3. Have partners refer to the text to help them come up with answers. 4. Remind students to find evidence in the text to support their answers.

**Group Discussion** Remind students to include evidence for their answers. I learned that caribou and alligators \_\_ because \_\_. Then have students retell the opinions and respond: The group said that \_\_. I agree/disagree with \_\_ because \_\_.



**Write** Discuss with students what they will include in their response and the vocabulary words they can use. Have students read their sentences aloud and decide whether they have answered the Essential Question and explain their decision. Have them make changes as needed.

**Share Writing** Have students read their sentences aloud to the group. Repeat their responses, correcting them as needed. Remind students to support their responses using text evidence and to speak slowly and clearly.

**Word Wall** Add the following words to your Word Wall for students to refer to as the week continues.

#### Word

#### Cognate

conditions

condiciones

predator

depredador

#### » Go Digital

Have students get ready to read a selection in the Literature Anthology on Day 3. Provide access to written or audio summaries of the selection they will read.

# Language Support

## Language Objectives

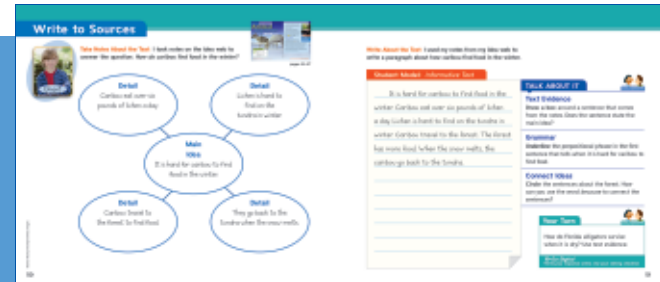
- Identify academic vocabulary
- Identify domain specific vocabulary
- Analyze language in an expository text
- Explain the function of prepositional phrases
- Combine sentences using the conjunction *because*

## Content Objectives

- Use a graphic organizer to take notes
- Answer questions about a piece of writing
- Write to a specific prompt

## Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging
- Oral Language Cards



**ELD** ELD.PI.4.1.Em, ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.6a.Em, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br, ELD.PI.4.7.Em, ELD.PI.4.10a.Em, ELD.PII.4.1.Em, ELD.PII.4.1.Ex, ELD.PII.4.1.Br, ELD.PII.4.2.Em, ELD.PII.4.2.Ex, ELD.PII.4.2.Br, ELD.PII.4.5.Em, ELD.PII.4.6.Em

## Set Purpose

Today we will review some of the information and vocabulary we've learned about how animals survive. Then we will discover how one student applied all that he learned to writing about "Animal Adaptations." Afterwards, you'll write your own paragraph.

## Oral Language



**COLLABORATIVE ALL LEVELS Retell** Remind students that reviewing the main idea and key details in a text and then recounting, or retelling, those details in their own words can help improve understanding of the text. Use the Oral Language Cards to exchange ideas/opinions.

**EMERGING** Choral read the section "Finding Food." Then have partners discuss and retell the section. Give the following sentence frames as needed: **This section is mostly about how caribou find food. This section gives information about lichen, which is caribou's main food. It tells how caribou find lichen in the forest when it is winter.** Ask volunteers to share their retellings with the class.



**COLLABORATIVE EXPANDING/BRIDGING** Have partners retell the section "Finding Food." Ask them to reread it and then work together to retell the information. Listen in and give sentence frames as needed, retelling the information. Then have partners share their retellings with the class.

## Vocabulary

### Review Vocabulary



**COLLABORATIVE EMERGING** Preview that students will be writing about alligators, using some domain-specific words. Review some of the domain-specific words from this week, such as *adaptation* and *predators*. Say each word and have students repeat. Then, have partners draw a picture and write a definition for each word. Have partners present their pictures and definitions to the class. Revise for form as needed to create complete sentences, and write those sentences on the board.



**COLLABORATIVE EXPANDING/BRIDGING** Preview that students will be writing about how caribou find food, using some domain-specific words. Review some of the domain-specific words students from this week, such as *adaptation*, *physical traits*, *predators*, *survival system*. Say each word and have students repeat. Then, have partners find the words in the text, discuss the context clues, and give definitions in their own words. Have partners share their definitions with the class and explain how those definitions relate to the context clues they found.

**BRIDGING** Review More Vocabulary word *benefit* and have students work with a partner to discuss the benefit of the water holes where alligators and other animals congregate. Have partners create sentences about that benefit and read them to another pair.



## Write to Sources

**Analyze the Prompt** Review that before beginning to write, it's important to read and understand the prompt. *The prompt tells you what you will be writing about.*

Read aloud the prompt on page 50 and indicate it with your finger. Read it aloud: **How do caribou find food in the winter?** *This is the prompt.* Then point to the picture of Grant. *This is the question that Grant will need to answer in his writing.*

Ask students to tell what information Grant will need in order to answer the question and how he will find this information. Give support as needed. (**what caribou eat and where they find it; in the text**)

**Review the Graphic Organizer** Explain that Grant used an idea web to organize what the author said about how caribou find food.

*Let's see how Grant organized his information. He put the main idea in the middle.* Read it aloud. *The main idea is the basic idea of the writing prompt.* Point to each circle. *Each circle has a detail, or information, about caribou finding food.* Point to the first circle. *What did Grant write here?* (**Caribou eat over six pounds of lichen a day.**) Prompt students to explain how finding food in the winter is more difficult. *When is it hard to find lichen on the tundra?* (**in winter**) Continue reading through the idea web, helping students make connections between where caribou find lichen and the season.

### ► PAGE 50

**Examine Student Model** Read the bolded sentence aloud. Clarify that the "I" refers to Grant. *What did Grant use to write his paragraph?*

Read the first sentence of the model aloud and have students repeat. Explain that this sentence tells what the paragraph will be about. *This is called the topic sentence.* Point out that it is the same as the text in the middle circle of Grant's idea web.

Continue reading each sentence of the model and connect it to the idea web. Note that Grant added the fifth sentence; it wasn't in his idea web. Explain that you can add more information after you begin to write to further explain an idea. Tell students that

these sentences include supporting details that explain the topic sentence. Define supporting details as needed.



**Talk About It** Have students work with a partner to look more closely at Grant's paragraph about caribou finding food in the winter.

**Text Evidence** Chorally read the prompt. Review that the main idea is the most important idea the writer presents. Have students draw a box around a sentence that came from Grant's notes. Once partners have selected a sentence, discuss whether it states the main idea. Provide sentence frames as needed.

**Grammar** Review the meaning of a prepositional phrase. Have partners locate and underline a prepositional phrase in the first sentence that tells *when* something happened. Provide this frame for discussion as needed: **This is a prepositional phrase because it tells when it is hard for caribou to find food.**

**Connect Ideas** Ask volunteers to circle and read aloud the sentences about the forest. Then have partners work together to connect the sentences with the word *because*. Model using *because* as needed. Have volunteers share their connected sentences aloud. (**Caribou travel to the forest because the forest has more food.**)

**Your Turn** Discuss the prompt with students. Remind them to use what they learned from examining Grant's work to guide them in writing their paragraph.

### WRITER'S CHECKLIST

Remind to:

- ✓ Read the prompt carefully
- ✓ Write your notes in a graphic organizer
- ✓ Answer the question

# Writing

## Language Objectives

- Analyze language in an expository text
- Explain the function of prepositional phrases
- Combine sentences using the conjunction *because*

## Content Objectives

- Use a graphic organizer to take notes

- Answer questions about a piece of writing
- Write to a specific prompt
- Analyze the text, structure, and craft in “Spiders”

## Materials >> Go Digital

- Companion Worktext for Expanding/Bridging
- Literature Anthology, pp. 152–167



**ELD** ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br, ELD.PI.4.7.Ex, ELD.PI.4.7.Br, ELD.PI.4.10a.Ex, ELD.PI.4.10a.Br, ELD.PII.4.1.Ex, ELD.PII.4.1.Br, ELD.PII.4.2.Ex, ELD.PII.4.2.Br, ELD.PII.4.5.Ex, ELD.PII.4.5.Br, ELD.PII.4.6.Ex, ELD.PII.4.6.Br

## Write to Sources

**Analyze the Prompt** Review that before you begin writing, it's important to read and understand the prompt. *The prompt tells you what you will be writing about.* Point to the prompt on page 122. Have a volunteer read it aloud. Then point to the picture of Grant. *This is the question that Grant will need to answer in his writing.*

Ask students what text information is needed in order to answer the question. (*how winter temperatures affect how caribou find that food*)

**Review the Graphic Organizer** Point out that Grant used an idea web to organize what the author said about a caribou's diet and the seasons.

*What did Grant put in the middle circle? (He put the topic of his writing.)* Point to each circle. *Each circle contains a detail about how winter temperatures affect how caribou find food.* Point to the first circle. *What did Grant write here? (Caribou eat over six pounds of lichen a day.)* *Where do caribou find food in the winter? (in the forest)* Continue reading through the web, helping students make connections between a caribou's diet and the seasons.

**Examine Student Model** *What did Grant use to write his paragraph?* Have volunteers take turns reading Grant's paragraph aloud. Review that the first sentence tells what the writing will be about and is called the topic sentence. Discuss why it is the same as the text in the middle of the web. As students read, have them connect each sentence, if applicable, to the content in Grant's web.

Note that Grant added the fifth sentence; it wasn't in his idea web. Ask students why a writer might add more information while writing. (*to make things clearer*)

After the last sentence is read, tell that all the sentences after the topic sentence include details that support the topic sentence.

**Talk About It** Work with a partner to look more closely at Grant's paragraph about caribou.

**Text Evidence** Have partners read the prompt. Have students draw a box around the first sentence that came from Grant's notes. Then ask them to tell the main idea of the paragraph.

**Grammar** Review the meaning of a prepositional phrase. What do prepositional phrases explain? (*where or when something happens*) Have partners locate and underline a prepositional phrase in the first sentence. Then have students discuss what the prepositional phrase describes.

**Connect Ideas** Ask a volunteer to read aloud the sentences about forests. Then have partners work together using the word *because* to combine the sentences to connect the ideas.

**Your Turn** Discuss the prompt with students. Remind them to use what they learned from examining Grant's work to guide them in writing their paragraph.

## WRITER'S CHECKLIST

Remind students to:

- ✓ Read the prompt carefully
- ✓ Write your notes in a graphic organizer
- ✓ Answer the question

# Literature Anthology



**ELD** ELD.PI.4.1.Em, ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.6a.Em, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br, ELD.PI.4.7.Em, ELD.PI.4.7.Ex, ELD.PI.4.7.Br, ELD.PI.4.8.Br, ELD.PI.4.12a.Br

## Reread “Spiders”

### Set Purpose

*We are going to look more closely at “Spiders,” the text that you have read with the whole class. We are going to focus on understanding some of the language and content.*

### Reading Routine

Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion.

#### ► PAGE 154

Photograph

#### **ALL LEVELS** Author’s Craft: Text

**Features** Remind students that authors of expository texts often use photos to tell and show more about a topic. Direct students’ attention to the photo on page 155. *What does this photo show? (a spider) Let’s read the paragraph and think about why the author chooses to show this spider for the photo.* Choral read the paragraph twice. First have students focus on the reading. Then have them look for key words, such as *abdomen* and *spinnerets*.

*Let’s think about what we just read. What information connects to the photo?*

**EMERGING** Write the following sentence frames, and have pairs complete them using the information from the text.

A spider has two parts. The back part is the abdomen. The front part is the cephalothorax. The spider’s legs are attached to the front part.

Direct students to look again at the photo. *Why does the author include this photo with the text? The photo shows the two parts of the spider.*

**EXPANDING/BRIDGING** Have pairs work together to identify the information. A spider has two parts. The back part is the abdomen. The front part is called the cephalothorax. The spider’s legs are attached to the front part.

*Why might the author have included this photo?*

This photo shows the reader the different parts of the spider’s body.

#### ► PAGE 156

Paragraph 1

#### **ALL LEVELS** Author’s Craft: Word

**Choice** Choral read the paragraph, checking that students understand that the word *soup* refers to what is left of the insect after the spider dribbles digestive juices on it. Then, ask students to close their eyes as you read the sentence about insect soup one more time and to picture what this might look like.

**EMERGING** *Describe the picture, or image, you saw when I read the sentence. I saw \_\_\_\_\_. (Answers will vary.) Why do you think the author used the word soup to describe the insides of the insect? The word soup shows that the insect’s insides were like water.*

**EXPANDING/BRIDGING** Remind students that authors choose specific words because of their connotations, or the feelings we get from these words when we read them. Then ask them to discuss the image that came to their minds when you read the sentence about *soup* and why the author might have chosen that word.

I pictured the insect with \_\_\_\_\_. (Answers will vary.) The word *soup* makes you think that the insect’s insides were like water. The author chose the word *soup* to show that the insect’s insides were \_\_\_\_\_. (Answers will vary.)

**BRIDGING** Ask students to substitute the word *soup* in the text with the word *liquid*. Then ask them to read the sentence again. Have students explain why they think the word *soup* is a better choice for this sentence.



# Differentiated Text

## Language Objectives

- Ask and answer questions about a text
- Retell a familiar text
- Listen to an audio version of a text

## Content Objectives

- Understand how different animals adapt

## Materials >> Go Digital

- “How Animals Survive,” Emerging, pp. 25-27
- “How Animals Survive,” Expanding, pp. 17-18
- “How Animals Survive,” Bridging, pp. 17-18
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



**ELD** ELD.PI.4.1.Em, ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.5.Em, ELD.PI.4.5.Ex, ELD.PI.4.5.Br, ELD.PI.4.8.Ex, ELD.PI.4.10a.Em, ELD.PI.4.10a.Ex, ELD.PI.4.10a.Br, ELD.PI.4.12a.Em, ELD.PI.4.12a.Ex, ELD.PI.4.Br, ELD.PI.4.12a.Br

## Set Purpose

Today you will learn about the ways that different animals survive in their environment.

## Read “How Animals Survive”

### Reading Routine

- **Build On** Review the vocabulary using all of the visual vocabulary cards. Then review the different ways that animals adapt and survive. (colors, camouflage, markings) Have students look at the first page of “How Animals Survive.” Have students describe what they see in the image.
- **Read** Students read independently or partner read with a student of the same proficiency level. They can listen to the audio selection while reading.
- **Take Notes** As they reread, have students take notes on important ideas in Graphic Organizer 63. Guide them to also note unfamiliar words, unclear text, and questions about the text.
- **Discuss** Use the questions and sentence frames to check comprehension and generate discussions. Have students cite text evidence to support their responses.

### EMERGING

Paragraph 1: How does the small snowshoe hare survive? It changes the color of its fur. How does

the white fur help the hare? White fur helps it blend into his forest home in winter. Paragraph 2: What does the porcupine do when it is touched by another animal? It releases its quills. How does this help the porcupine survive? Animals will avoid the porcupine because the quills can be painful. Paragraphs 3-4: How does a giraffe hide itself? The spotted markings help the giraffe blend into its surroundings. What does a long neck help the giraffe to do? He can reach the leaves from the highest branches.

### EXPANDING

Paragraph 1: During the winter, the snowshoe hare changes its fur from brown to white. This helps the hare blend into its forest home. Paragraph 2: The porcupine has sharp quills on its body. It survives by releasing its quills at predators. Paragraphs 3-4: The African giraffe has spotted markings that help it blend into its surroundings. The giraffe’s long neck helps it eat leaves from the highest branches.

### BRIDGING

Have partners stop after each paragraph to retell the information to each other in their own words. Ask volunteers to share their retelling with the class. Assess and help with understanding.

### EXPANDING/BRIDGING



**Talk About It** Have partners discuss the animals in the text. What do they all have in common?

## Respond to the Text



**COLLABORATIVE Partner Discussion** As they reread, have partners locate text evidence and discuss their answers to the prompts. Then have them present their answers to the group.

**EMERGING** Guide partners in their close reading and discussion.

1. Have partners circle the text in the first paragraph that tells the different fur colors. **(reddish brown, white)** Help students to ask and answer questions about the snowshoe hare.
2. Have partners circle information about the quills. **(sharp, 30,000, three inches long, fish hook)** Guide them to discuss why the sharp quills protect the porcupine. **(They hurt other animals. Other animals will stay away.)**
3. Have partners look at the image of the giraffe. Guide them to talk about what helps the giraffe find its food. **(its long neck)**

**EXPANDING** Provide support as partners discuss.

1. Have partners underline the text in the first paragraph that tells what the snowshoe hare changes. **(the color of its fur)** Check understanding of the word *camouflaged*.
2. Have partners tell why predators would stay away from a porcupine. **(the quills hurt)** Check understanding of the simile “sharp as needles.”
3. Have partners circle the text in the third paragraph that tells them more about how the giraffe survives. **(spotted markings, long neck)**

**BRIDGING** Guide student discussion.

1. Point to the first paragraph and have partners find text that tells about the seasonal changes for the snowshoe hare. **(red fur in summer, white fur in winter)** Have students discuss why the fur color is important for the hare’s survival.
2. Have partners locate two details in the second paragraph that tell about the porcupine’s quills. **(sharp, end like a fish hook)** Have students discuss how the quills help the porcupine survive.

3. Have partners locate the text in the third paragraph that tells how the giraffe survives. **(long neck, spotted markings)**



**COLLABORATIVE Write** Guide partners to use text evidence and their notes from the discussion to answer the Essential Question.

**EMERGING** Help students complete the sentence frames.

- Review the ways that a snowshoe hare and giraffe protect themselves from other animals. Guide partners to find the sentences in the first and third paragraphs that tell more about blending. **(changing fur color, spotted markings)**
- Guide partners to discuss how the long neck helps the giraffe. **(it can reach leaves on high branches)**
- Have partners complete the sentence frames and share their answers in groups.

**EXPANDING** Partners can help each other complete the sentence frames.

- Have partners locate the text in the first and second paragraphs that tells more about the hare’s fur and the porcupine’s quills. **(turns color; sharp quills keep predators away)**
- Check comprehension of the phrase “physical adaptations.” Help partners locate text in third paragraph that tells about how the giraffe gets food. **(giraffe’s long neck helps it reach leaves on high branches)**
- Have partners complete the sentence frames and share their answers in groups.

**BRIDGING** Students can work with partners or independently in their writing.

- Have partners discuss the different animals and how they adapt.
- Have partners respond to the writing prompt and share their answers in groups.

# Writing

## Language Objectives

- Compare and contrast two texts
- Discuss the prompt
- Discuss text evidence

## Content Objectives

- Identify similarities and differences between two texts to answer a prompt
- Analyze the text, craft, and structure in “Spiders”

## Materials >> Go Digital

- “How Animals Survive,” Emerging, pp. 25–27
- “How Animals Survive,” Expanding/Bridging, pp. 17–18
- “Animal Adaptations,” Emerging, pp. 44–47
- “Animal Adaptations,” Expanding/Bridging, pp. 116–119
- Literature Anthology, pp. 152–167



**ELD** ELD.PI.4.1.Em, ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.6a.Em, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br

## Write to Two Sources

**Set Purpose** Remind students that when they wrote the Day 3 paragraph, they used information from one source, or text, “Animal Adaptations.” The next paragraph they will write will use two sources, or texts: “Animal Adaptations” and “How Animals Survive.” Today they will prepare to write the paragraph. They will learn what prompt they will write to and take notes on the information they need to write the paragraph.

**Analyze the Prompt** Explain that students will compare the two texts. Provide the following prompt: *Compare the phasmid to the snowshoe hare. Use text evidence from the two texts to support your response.*

Ask students what the prompt is asking them to do. (compare the phasmid and the snowshoe hare) What do you do when you compare things? (look for how they are alike and how they are different)

Tell students to think about what they’ve read, and then discuss what sorts of things students might compare. Write their answers on the board. Example: where they live, how they survive. Discuss that more categories can be added as needed. Tell students that they can use these categories to help guide their comparisons.

**Gathering Text Evidence** Guide students’ search for information in both sources. *One of our categories to compare is how they survive. Let’s think about how the phasmid survives. It blends into its surroundings. We know this because in “Animal Adaptations,” we*

*learn that the phasmid changes color to blend in. This tells me that the phasmid changes color to survive. So in my notes, I’ll write: The phasmid survives by changing color to blend in with its surroundings.*

*Now I’ll look for text evidence that tells how the snowshoe hare survives. In “How Animals Survive,” it says that the snowshoe hare changes colors to blend in with its surroundings. It is reddish brown in summer to blend with the ground and white in winter to blend with snow. This tells me that the snowshoe hare changes color to survive. So in my notes, I’ll write: The snowshoe hare survives by changing color to blend in with its surroundings. So now I know one similarity between the animals.*

Have students continue to look for similarities and differences between the two animals. Remind them that they will need to find evidence in the text to support the information in their notes.

**Analyze Text Evidence** Using the students’ notes, create a chart comparing the two animals. Guide partners to discuss this information.

**EMERGING** Provide sentence frames for discussion such as *The phasmid blends in by changing colors. The snowshoe hare blends in by changing colors. Both animals survive by changing colors.*

**EXPANDING/BRIDGING** Have partners use their notes to compare the two stories using comparison words *both, same, like, different.*

Explain that for the next class, they will take their notes and the chart and write a paragraph to respond to the prompt.



# Literature Anthology



**ELD** ELD.PI.4.3.Br, ELD.PI.4.6a.Em, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br, ELD.PI.4.8.Em, ELD.PI.4.8.Ex, ELD.PI.4.8.Br

## Reread “Spiders”

### Set Purpose

*Today we are going to continue our close look at “Spiders.” We will continue to focus on understanding some of the language and content.*

### Reading Routine

Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion.

#### ► PAGE 160

**Caption**

**ALL LEVELS Author’s Point of View** Remind students that the author’s point of view is the author’s opinion or feeling about the topic. Explain that the way an author feels about a topic can often become clear by the words they use in a text.

Direct students to the photo and caption on pages 160-161. Choral read the caption, check for comprehension, and draw students’ attention to this text: “...beautifully camouflaged on a rain forest leaf.” Discuss with students how this sentence tells more about the author’s point of view.

**EMERGING** *What word does the author use to describe the huntsman spider camouflage? (beautiful) Why do you think the author uses that word to describe the camouflage? He uses that word because the leaf is a perfect place for the spider to hide. What does the author’s statement about the camouflage tell you about his opinion of spiders? He really likes spiders and what they can do.*

**EXPANDING/BRIDGING** *What in the caption tells you that the author really likes spiders? Have partners work together to find the answer and then share and compare with the whole group. Use these sentence frames, as needed.*

The author uses the word beautiful to describe the spider’s camouflage.

He uses the word beautiful because the leaf is a perfect place for the spider to hide.

He really likes spiders and what they can do.

#### ► PAGE 163

Paragraphs 1-2

**ALL LEVELS Figurative Language** Review that figurative language helps readers picture things in their minds that are written in the text. Remind students that authors use figurative language to help readers better understand something in the text, and to also make the text more interesting to read.

Choral read the first and second paragraphs, emphasizing the words *armor* and *putty*. Then write them on the board. Check for understanding of the words.

Ask students to close their eyes and visualize the following images in their minds. *It is the spider’s personal body armor as well as its skeleton. Afterward, its new skin is damp and soft like putty.* Then discuss what they visualized.

**EMERGING** *Armor means a hard outside for the spider’s body. If the spider’s new skin is like putty, it is soft and \_\_\_\_\_. (Possible answers: mushy, wet)*

The words *armor* and *putty* help the reader understand more about the spider’s skin.

**EXPANDING** *Armor means a hard outside for the spider’s body. If the spider’s new skin is like putty, it is soft and \_\_\_\_\_. (Possible answers: mushy, wet)*

The words *armor* and *putty* help the reader understand more about the spider’s skin.

**BRIDGING** Have partners discuss definitions for *armor* and *putty* and why the author might have chosen to use this language to describe the spider’s skin. Have students share their ideas with the group.

# Writing

## Language Objectives

- Write a paragraph comparing two texts
- Write sentences to respond to a prompt for assessment
- Plan and deliver a presentation of a written paragraph
- Respond to questions about writing

## Content Objectives

- Revise writing through collaboration
- Evaluate presentations

## Materials >> Go Digital

- Wonders Your Turn Practice Book

**ELD** ELD.PI.4.2.Em, ELD.PI.4.2.Ex, ELD.PI.4.2.Br, ELD.PI.4.4.Em, ELD.PI.4.4.Ex, ELD.PI.4.4.Br, ELD.PI.4.9.Em, ELD.PI.4.9.Ex, ELD.PI.4.9.Br, ELD.PI.4.10a.Em, ELD.PI.4.10a.Ex, ELD.PI.4.10a.Br, ELD.PI.4.12a.Em, ELD.PI.4.12a.Ex, ELD.PI.4.12a.Br

## Set Purpose

*Today we will write to compare two animals. We will use the information in our notes and charts. After we write, we will revise our writing and then present to the group.*

## Write to Two Sources



COLLABORATIVE

**Analyze the Model** Display the model for Writing to Two Sources in **Your Turn Practice Book**. Discuss how the author of the model used details from two sources to respond to the prompt.

**Write the Response** Review the prompt from Day 4. Remind students that they took notes, created a chart, and discussed the prompt. Have students use their notes, chart, and discussion of ideas to respond with the following support.

**EMERGING** Have partners collaborate. Display domain and academic vocabulary words. Help students to use possessive nouns as they write. Provide the following sentence frames for extra support: **The phasmid and the snowshoe hare are similar because they \_\_\_\_.** (Answers will vary.) **The phasmid and the snowshoe hare are different because they \_\_\_\_.** (Answers will vary.)

**EXPANDING** Have partners collaborate to write the paragraph. Remind them to use vocabulary words, domain words, comparison words, and possessive nouns in their sentences.

**BRIDGING** Have students work collaboratively to organize their paragraph and then write it independently. Remind students to use vocabulary words, domain words, comparison words, and possessive nouns in their writing.

**Revise** Upon completion, have students work with a partner to revise their writing. Have partners look for errors in spelling, punctuation, and capitalization. Students should also look for: correct response to the prompt; the inclusion of details from both texts; whether the comparisons make sense; if anything can be added.

**Present** Tell students that they will present their paragraphs to the group. Students should consider any visuals or digital elements that they want to use during their presentation, such as graphics, photos, audio, or video. On the board, list features of good oral presentations, such as: speak clearly and slowly, use proper intonation for the presentation, and speak loud enough for all to hear.



COLLABORATIVE

**ALL LEVELS** Have students plan and practice a brief oral presentation of their paragraph, then present it to their group. Support Emerging students by helping with phrasing and pronunciation. Encourage Expanding and Bridging partners to evaluate each other's presentations before they present them to the group. Videotape the presentations. When you watch together, discuss what went well and what still needs more practice.

# Progress Monitoring


 Formative Assessment

**ELD** ELD.PI.4.1.Em, ELD.PI.4.1.Ex, ELD.PI.4.1.Br, ELD.PI.4.6a.Em, ELD.PI.4.6a.Ex, ELD.PI.4.6a.Br

## Written Production

Now that students have completed the week, you can assess their language proficiency to help determine their readiness to move to the next scaffolding level.

**EMERGING/EXPANDING** Have students write a few sentences in response to the following prompt: **Choose one animal you've learned about this week. Tell what this animal does to survive.** Tell students you will ask them questions about what they wrote.

**BRIDGING** Use the paragraph they wrote in Write to Two Sources for evaluation.

## Oral Production

**ALL LEVELS** After students have finished their sentences, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact they included or why they included certain information.

## Diagnose and Prescribe Chart

Use the following chart to guide you in assessing their work.

	Written Production	Oral Production
<b>EMERGING</b>	<p><b>IF</b> students don't use academic language and lesson vocabulary in their writing</p> <p><b>THEN</b> review academic language and lesson vocabulary in context.</p>	<p><b>IF</b> Students answer questions with one-word answers</p> <p><b>THEN</b> repeat their answer using a complete sentence. Then have students try again.</p>
<b>EXPANDING</b>	<p><b>IF</b> students aren't including enough details and vocabulary</p> <p><b>THEN</b> review using descriptive and richer vocabulary.</p>	<p><b>IF</b> students don't use academic and domain-specific vocabulary</p> <p><b>THEN</b> give appropriate vocabulary and have them restate their answers using the words.</p>
<b>BRIDGING</b>	<p><b>IF</b> students make mistakes with cohesion</p> <p><b>THEN</b> review sequence words and have combine ideas using those words to improve writing flow.</p>	<p><b>IF</b> students realize that they used an incorrect term when answering a question</p> <p><b>THEN</b> remind them to self-correct their speech.</p>

## LEVEL UP

If **EMERGING** students are able to write and/or use learned vocabulary that they've acquired during the week, they may be ready to move to the next level for some tasks.

If **EXPANDING** students are able to write and express ideas through recombination of learned vocabulary in different settings, with support, they may be ready to move to **BRIDGING** scaffolds for some tasks.

If **BRIDGING** students are able to write and express ideas to meet a variety of academic tasks, they may be ready to move to on-level for some tasks.