

California

Wonders

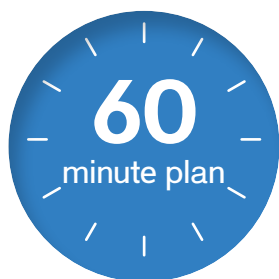
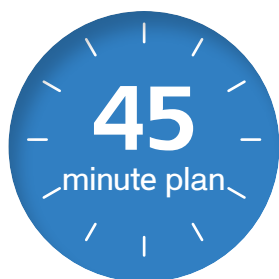
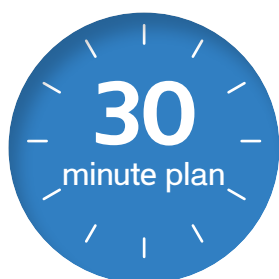
FOR ENGLISH LEARNERS

English Language Development Teacher's Edition

Mc
Graw
Hill
Education

EMERGING EXPANDING BRIDGING

Grade 6



Excursions Across Time

ESSENTIAL QUESTION

What influences the development of a culture?

Day 1 Components

Companion Worktext
ELD Visual Vocabulary Cards
Visual Vocabulary Cards

Day 2 Components

Companion Worktext
Language Development Cards/Practice
Foundational Skills Kit

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 ELD PI.6.10a ● ■ ◆

Part II

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 ELD PII.6.3 ● ■ ◆
 ELD PII.6.6 ● ■ ◆

Part III

 Foundational Skills
 Phonics
 Fluency

KEY

- Emerging
- Expanding
- ◆ Bridging

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 Literature Anthology

Day 4 Components

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 Literature Anthology

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- Diagnose and Prescribe

Language Support

Language Objectives

- Distinguish and use the possessive adjectives *your* and *our*
- Use the phrasal verbs *show off* and *light up*
- Build upon lesson vocabulary

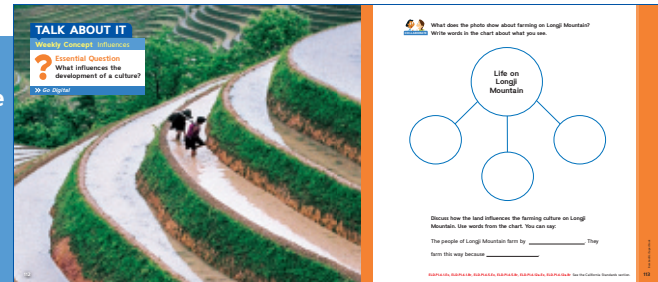
Content Objectives

- Examine a photograph as a feature of a text

- Draw conclusions about how experiences develop a sense of culture
- Identify the influences of geography on farming on Longji Mountain

Materials >> Go Digital

- Companion Worktext, Emerging pp. 40–43
- Companion Worktext, Expanding/Bridging pp. 112–115



- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards

ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.2.Em, ELD.PI.6.5.Em, ELD.PI.6.5.Ex, ELD.PI.6.5.Br, ELD.PI.6.6b.Em, ELD.PI.6.6b.Ex, ELD.PI.6.6b.Br, ELD.PI.6.6c.Em, ELD.PI.6.6c.Ex, ELD.PI.6.6c.Br, ELD.PI.6.10a.Em, ELD.PI.6.11a.Em, ELD.PI.6.11a.Ex, ELD.PI.6.11a.Br

Set Purpose

This week we will be looking at the language in the historical fiction text "Cusi's Secret." Discussing the language in the text will help you understand what the author is saying. Today we will learn about how a culture develops. We will learn about what influences the development of a culture.

Oral Language

EXPLORE THE ESSENTIAL QUESTION

What influences the development of a culture?

Use the Graphic Organizer Review *benefit* (cognate: *beneficio*) and *legacy* (cognate: *legado*). Explain that the photograph shows people farming rice fields. *They have been farming this way for many years, and this legacy has been passed down for generations.*



Talk About It Focus partners on the photograph and have them discuss how the people are farming. Have them write their answers in the organizer and share their answers with the class. **The people grow rice, cut steps, and flood fields.**

Line up three dominos. Show how tipping the first domino causes the others to fall. Explain the action of the first domino using the verb *influence* and the noun *influential*. Line up the dominos again. *The first domino influences the others because it tips*

them over. It is an influential domino. Have the students repeat: *influence, influences, influential.*

Ask: *Where does the rice grow? (in flooded fields on the mountain)* Ask students if they know why the farmers built the steps on the mountain. If needed, explain that the mountain is steep and the water would quickly flow all the way down the mountain if the steps had not been built. Draw a simple mountain with steps on one side. Draw lines showing how the shape influences where the water goes. Point out that people figured out how to hold the water on the mountain side.

EMERGING *What are the farmers growing on the mountain? The farmers are growing rice. How do the farmers grow their crop? They cut steps into the mountain. What do the farmers do next? They flood the fields with water.* Choral read the sentence frame at the bottom of page 41. Have partners use the frame to describe how the landscape influences the way people farm on the mountain.

EXPANDING/BRIDGING Guide students to answer the following questions in complete sentences. *How do the farmers of Longji Mountain farm? The people of Longji Mountain farm by cutting steps into the mountain. Why do the people farm this way? They farm this way because they need flat fields to flood the rice.* Have partners chorally read the sentence frame at the bottom of page 113 and use it to describe how people farm on Longji Mountain.

More Vocabulary

For each level, introduce **More Vocabulary** from “Cusi’s Secret” 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 *amazement* (p. 45), *display* (p. 46). Discuss the photographs and examples on page 42. Then have students answer the questions about *amazement* and *display*. Model answering the questions using the language frames and have students do the same.



EXPANDING/BRIDGING Teach vocabulary *amazement* (p. 117), *display* (p. 118), *longingly* (p. 117), *optimism* (p. 118), *patiently* (p. 117), *sternly* (p. 119). Highlight any morphology that will help students. For example, point out that the *-ly* ending in the word *patiently* tells readers that the word is an adverb. Review the meaning of *adverb*. Have them circle the *-ly* in *patiently*. Point out the cognate *optimismo*.

After students complete the activities on page 114, have partners ask each other questions using the words.

Review Weekly Vocabulary Display the **Visual Vocabulary Cards** *benefit*, *deftly*, *derision*, *eaves*, *expertise*, *impudence*, *legacy*, *symmetry*. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using the sentence frames.

Words and Phrases



EMERGING Your and Our Have students turn to page 43. Differentiate the meanings of *your* and *our* using gestures and the photos. Have students read each sentence and use gestures to show the meaning of the pronouns. Guide partners to complete the activity. Provide

sentence frames for more practice: I like ____ new bicycle. We play ____ favorite games.



EXPANDING/BRIDGING

Phrasal Verbs Have students turn to page 115. Explain that a preposition (*up*, *around*, *in*, or *out*) added to a verb can change the verb’s meaning. The verb *show* means “to cause something to be seen.” Explain that adding the preposition to *show* makes the phrasal verb *show off*, which means “to show something proudly.” Discuss with students things that people often like to show off.

Remind students that *lit* is the past tense of *light*. Discuss the meaning of the verb *light*, using gestures as needed. Explain that *light up* is another phrasal verb that means “to show excitement.” Use facial gestures to illustrate the meaning. Discuss with students situations that would cause someone to light up. Use gestures or make a quick drawing to illustrate and discuss the sample sentence in the definition. Then have students complete the activity.

EXPANDING Phrasal Verbs Display more phrasal verbs for *show*: *show in* means “to lead someone into a house.” *Show around* means “to take someone on a tour of a place.” Have partners complete the sentence frames with their own responses: **My ____ shows up when ____.** **The ____ showed them around the ____.** Direct partners to take turns using the phrasal verbs in a sentence.

BRIDGING Phrasal Verbs Ask partners to take turns using the phrasal verbs in a sentence. Ask them to explain the meaning of the phrasal verbs. Have them record the phrasal verbs in their notebooks.



EXPANDING/BRIDGING Write

Have partners create an original sentence for each phrasal verb and then orally share them. Have them record the phrasal verbs and sentences in their notebooks.

Shared Read

Language Objectives

- Use context clues to understand idioms
- Answer questions using lesson vocabulary

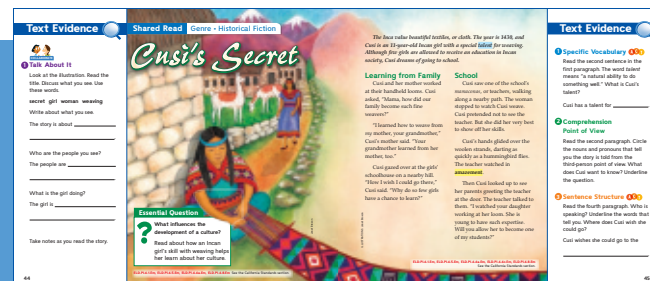
Content Objectives

- Understand the connection between a character and the character's culture
- Draw conclusions about story characters based on text evidence

- Describe what the Inca value
- Identify point of view

Materials >> Go Digital

- Companion Worktext, Emerging pp. 44–47



ELD ELD.PI.6.1.Em, ELD.PI.6.2.Em, ELD.PI.6.5.Em, ELD.PI.6.6a.Em, ELD.PI.6.6b.Em, ELD.PI.6.6c.Em, ELD.PI.6.8.Em, ELD.PI.6.10a.Em, ELD.PII.6.1.Em, ELD.PII.6.2a.Em

Read “Cusi’s Secret”

Reading Routine

- **Build On** In preparation for today’s discussions, have students share and discuss what they’ve learned so far about Incan culture.
- **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.

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COLLABORATIVE

- 1 Talk About It** Have pairs of students chorally read the title and the Essential Question. Remind students that the illustrations in a fictional text will help them understand the text.

Have partners take turns reading the questions and then work together to answer the questions in the side column. Point out the cognate *secreto*. Ask students to point to the parts of the illustration that show the words. Ask: *What shows that this story takes place in a different place? (the clothing, the animals)*

PAGE 45

Introduction

Chorally read the paragraph. Point out the cognates *talento* and *educación*. Point out that the story takes place long ago in another land.

- 1 Specific Vocabulary ACT** Explain that the Inca valued what Cusi is able to do. Ask: *What is Cusi’s talent? Cusi has a talent for weaving.*

Paragraph 1

Read the heading. Explain that headings help readers understand what they are about to read.

- 2 Comprehension: Point of View** Reread the first paragraph of the story. Ask students who is telling the story in this paragraph. *(the narrator)* Ask students to circle nouns that help them know that the point of view is that of a narrator. *(Cusi, mother, Mama)* Point out that Cusi is asking an important question. Ask students to identify the question. *(How is it that our family became such fine weavers?)*

Paragraph 2



PRODUCTIVE

Ask students to write a list of what they learn about Cusi in the paragraph. Have partners discuss why the information they listed is important.

- 3 Sentence Structure ACT** Read the paragraph. Ask students to identify words that show who is speaking. *(Cusi, Cusi said)* Ask students to explain Cusi’s wish. *Cusi wishes to go to school. She wants to do this because ____.*

Have students share their answers with a partner. Have other partners listen and use this sentence frame to answer and agree or disagree, based on the text.

I agree/disagree that Cusi wants to do this because ____.

Paragraphs 4–6



INTERPRETIVE

Read the heading. Point out that the heading, *School*, tells what the next section will be about. Have students chorally read each paragraph. Ask students to explain why Cusi pretends not to see the teacher. Ask students why the teacher is amazed. (Cusi is a very good weaver.) Read the last sentence of paragraph 6. Ask students why the teacher asks this question. She is amazed at Cusi's weaving.

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Paragraph 1

1 Comprehension: Point of View Read the first sentence. Ask students to identify the nouns and pronouns that show that the story is written from the third-person point of view. (Cusi, she, her) Ask: *Why can't Cusi display her emotions?* (Answers will vary.)

Paragraphs 2–3

Connect Ideas Ask students how school is different from home. (Answers will vary.) Point out that Cusi learns many more things at school.



COLLABORATIVE

2 Talk About It Read the section "Learning at School." *What does Cusi learn at school?* (She learns about Incan history and beliefs, preparing food, and spinning yarn.) Ask for volunteers to share their answers.

Paragraphs 4–5

Ask students why Cusi loves weaving class. (Answers will vary.)

3 Specific Vocabulary **ACT** Read the last sentence of paragraph 5. Explain the definition of *fascinated* to the students. Ask why the yarn and tools fascinate Cusi. She is fascinated because ____.

Paragraphs 6–7

Ask students why Cusi runs away. (The man frightened her.) Ask students why Cusi wants to learn about the *quipu*. (It is forbidden knowledge; she is a girl; she is curious.)

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Paragraphs 1 and 2

1 Sentence Structure **ACT** Read the first paragraph. Ask students how they know someone is speaking.

Explain that *daydreaming* means "being lost in thought." Then ask why the teacher told Cusi to go outside. (Answers will vary.)

Paragraph 3

Ask students why Cusi hides the *quipu* behind her back. Cusi feels ashamed/frightened.

Paragraph 4

What do you learn about the school from paragraph 4? (It is often cheated by merchants.)

Paragraph 5

2 Specific Vocabulary **ACT** Remind students that *a thirst for knowledge* is an idiom. Ask students to identify a character in the story who has a thirst for knowledge. (Cusi, Mamacona) With a partner, have students identify what details show that these characters had a thirst for knowledge. (Answers will vary.)

Paragraphs 6–7

Connect Ideas Ask students why Mamacona tells Cusi that the *quipu* must be kept secret. (It is forbidden knowledge; they are women.)

3 Talk About It Ask students to explain why the *quipu* is important. Write answers on the board. (to keep school records, to avoid being cheated)

Ask partners to use the sentence frame to write a sentence explaining what Mamacona agrees to do. *Why does she agree to do it? She agrees to do it because ____.*

Connect Ideas Ask: *What does Cusi's story tell us about her?* (She is curious and wants to learn.) Have students support their ideas with evidence from the story.

Shared Read

Language Objectives

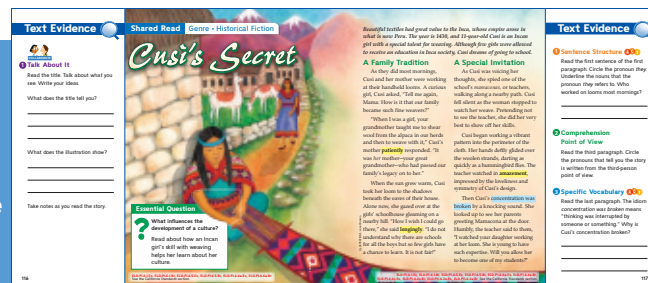
- Expand vocabulary
- Understand sentence structure and how the conjunction *while* connects ideas
- Compare and contrast a character's home and school life
- Identify point of view

Content Objectives

- Examine a photograph as a feature of fiction text
- Draw conclusions about what can influence the development of a culture
- Use text evidence to identify point of view

Materials >> Go Digital

- Companion Worktext, Expanding/Bridging pp. 116–119



ELD ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.5.Ex, ELD.PI.6.5.Br, ELD.PI.6.6a.Ex, ELD.PI.6.6a.Br, ELD.PI.6.6b.Ex, ELD.PI.6.6b.Br, ELD.PI.6.6c.Ex, ELD.PI.6.6c.Br, ELD.PI.6.8.Ex, ELD.PI.6.8.Br, ELD.PI.6.11a.Ex, ELD.PI.6.11a.Br, ELD.PI.6.11b.Ex, ELD.PI.6.11b.Br, ELD.PI.6.2a.Ex, ELD.PI.6.2a.Br

Read “Cusi’s Secret”

Reading Routine

- **Build On** In preparation for today’s discussions, ask partners to share what they’ve learned so far about Incan society. Have pairs ask each other questions.
- **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. Ask students to identify text evidence to explain or justify their responses.

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COLLABORATIVE

- 1 Talk About It** Discuss the title. Look at the illustration. Remind students that illustrations give a visual of what happens in the story. Ask students what they think the title means. (Answers will vary.) Point out the cognate *secreto*. Ask students to discuss what the illustration tells them about where the girl lives. (The girl lives in a place where they keep animals. It is in the mountains. She wears different clothing and is weaving something.)

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

PAGE 117

Introduction

Point out the cognates *imperio*, *talento*, and *sociedad*. Ask: *How does the introduction help you understand the setting? (It tells where and when the story takes place, why textiles are important to the Inca, and explains that, although girls do not go to school, Cusi wants to attend school.)*

Paragraph 1

- 1 Sentence Structure** **ACT** Ask students to underline the nouns in the paragraph that the pronoun *they* refers to. (Cusi, Cusi’s mother)

Ask students to tell who worked on looms most mornings. (Cusi and her mother) Tell students that the paragraph gives a clue as to why they work on the looms. Ask students to identify that clue. (The family was made up of fine weavers; it is a family tradition.)

Paragraph 2

Point out the cognate *pacientemente*. Ask what Cusi learns about her family’s legacy (cognate: *legado*). (Her family have always been good weavers; they use wool from the alpaca; they raise the animals.)

Paragraph 3

- 2 Comprehension: Point of View** Have students identify pronouns that indicate the third-person point of view. Remind students that the third-person point of view lets the reader know the thoughts and feelings of characters.

Paragraph 4

Review the meaning of *show off*. Ask students what they can guess about Cusi's character. **Cusi likes to show off her skills because she knows she is a good weaver.**

Paragraph 5



INTERPRETIVE

Have students work with partners. Explain that the story would be different if Cusi told the story herself. Remind students that descriptions would only be of what Cusi observes. *Cusi pretends not to notice the teacher in the previous paragraph. Discuss what information would not be included if Cusi told the story herself. (We would not know that the teacher was amazed or why she was amazed.)*

Paragraph 6

3 Specific Vocabulary **ACT** Point out the cognate *concentración*. Point to "concentration was broken" and help students identify clues for its meaning. *What does the phrase mean? (being interrupted when thinking hard)* Ask students to identify clues in the previous paragraph that show that Cusi was thinking very hard about her weaving. *(working a pattern into the perimeter of the cloth, hands deftly glide over the woolen strands, symmetry of design)*

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Paragraphs 1 and 2

Connect Ideas Have students work with partners to answer these questions about paragraphs 1 and 2. *What is expected of Incan girls? (to be quiet and obedient) Why does Cusi's father agree to send her to school? (He sees it as an honor.) How does Cusi feel about this? (excited and nervous)*

Paragraph 3

What do you learn about the Inca in paragraph 3? (They believed history was important; they had special foods.)

BRIDGING Ask students to describe how the Incan school differs from their school. List differences on the board.



PRODUCTIVE

EXPANDING/BRIDGING Read the first sentence in paragraph 3. Ask students to work

in pairs to make a list of what life was like for Cusi at home. Remind them to include not only what Cusi did, but how she felt and who was there. Then have students make a list of what life was like at school. Remind them to include who was there and what they did. Have students read their lists and record the answers on the board. *(Home: Parents were there; Cusi worked on her loom; Cusi felt proud of her work; Cusi couldn't display her emotions; School: Cusi learns about her culture; Cusi gets to use special wool; the girls in class tease her; Mamacona agrees to secretly help; Cusi is happy)*

Paragraph 4

1 Specific Vocabulary **ACT** Read the second sentence in the fourth paragraph. Explain to students that *relished* is a verb meaning "to enjoy something very much." It also means "to enjoy the taste of." Write the definitions on the board as you explain.

EXPANDING Ask students which definition of the word is used. Then ask them to write a sentence using that definition. Have students use the following language frame. **I relished _____.**

BRIDGING Ask students to write a sentence for each definition. Have students read their sentences to the class.

EXPANDING/BRIDGING Have students explain why Cusi relished learning to spin yarn from the wool of *vicuñas*. *(Possible answers: The yarn was precious; Cusi has seen the animal and touched a garment made from their wool; she knew only important people wore clothes made of the wool; she realizes it is an honor to work with the wool.)*

Paragraph 5

2 Sentence Structure **ACT** Read the first sentence in the fifth paragraph. Help students identify the word that indicates when Cusi began to daydream. *(while)* Remind students that *while* is a conjunction that joins ideas. It means "during the time that." The word also can mean *although* or *and in contrast*.

BRIDGING Have students work in pairs to write 3 sentences using the three definitions of the word *while*. Ask students to read their sentences to the class.

Paragraph 6–7

Fluency Model reading the paragraph aloud with intonation and prosody. Then have students practice reading aloud on their own before recording their reading.



3 Talk About It Demonstrate the meaning of *sneered with derision* using facial expressions. Ask: *Why does the man shout at Cusi?* **The man shouts at Cusi because only men can use the quipu.**

Paragraph 8

Point out the cognate *convencida*. Ask: *What is the “forbidden tool” that Cusi is convinced has great knowledge?* **(the quipu)**

PAGE 119

Paragraph 1

1 Comprehension: Point of View Ask students who is telling the story. **(the narrator)** Ask them to identify the clues that show who is telling the story. Write the words on the board. **(Mamacona, Cusi, she, her)**

Paragraph 2

Ask students how Cusi most likely feels. **(embarrassed, upset, frightened)**

Paragraph 3

2 Sentence Structure **ACT** Remind students that prepositions are connecting words. They help answer when, where, how much, why, and who. Read the first sentence in the third paragraph. Have students identify the preposition. Ask: *Which question does the preposition answer?* **(where)**

Paragraph 4

Ask for volunteers to read what Cusi says as though they were Cusi. Remind them that they are pleading. If necessary provide a definition of the word: begging, appealing with emotion.

Paragraph 5

3 Specific Vocabulary **ACT** Read the last sentence of paragraph 5. Ask students the meaning of the idiom *was won over*. Have students explain why Mamacona was won over. Have them work in pairs to identify where the information is located in the text.

Paragraph 6

Ask students what Cusi promises. **(not to tell about the quipu)**

EXPANDING Demonstrate the meaning of *whisper*. Ask: *Why does Mamacona whisper that she will teach Cusi to make a quipu?* **She whispers because it is a secret and girls are not allowed to use a quipu.**

BRIDGING Have students demonstrate the meaning of *whisper* and explain its meaning in their own words. Have students discuss in pairs why Mamacona whispers to Cusi and how this paragraph relates to the title of the story. **(Teaching Cusi to make a quipu is a secret because women can’t have quipus. It relates to the title because this is the secret Cusi must keep.)** Have pairs share their ideas with the class.

Paragraph 7

EXPANDING/BRIDGING Discuss the meaning of *disappoint*. Ask students why Cusi and her teacher must keep the *quipu* a secret. **(Women aren’t allowed to use quipus.)** *What does this tell the reader about Incan culture during the time of the story?* **(Answers will vary.)**

EXPANDING *Cusi does not want to disappoint Mamacona. What actions could Cusi do that might disappoint Mamacona?* **Cusi could disappoint her by telling the secret.**

BRIDGING Have pairs discuss what Cusi could do that might disappoint Mamacona. Have pairs share their ideas with the class.

Make Connections Review the Essential Question and have partners discuss how making a plan can help people accomplish a task using academic language and vocabulary they’ve learned.

Language Support

Language Objectives

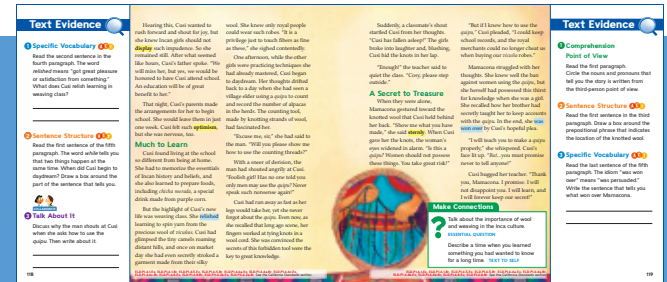
- Construct complete sentences
- Express ideas verbally

Content Objectives

- Draw conclusions about how a culture develops
- Identify experiences that develop a sense of culture

Materials >> Go Digital

- Companion Worktext, Emerging pp. 44–47
- Companion Worktext, Expanding/Bridging pp. 116–119



ELD ELD.PI.6.5.Em, ELD.PI.6.5.Ex, ELD.PI.6.5.Br, ELD.PI.6.6b.Em, ELD.PI.6.6b.Ex, ELD.PI.6.6b.Br, ELD.PI.6.6c.Em, ELD.PI.6.6c.Ex, ELD.PI.6.6c.Br, ELD.PI.6.8.Em, ELD.PI.6.8.Ex, ELD.PI.6.8.Br, ELD.PI.6.10a.Em, ELD.PI.6.10b.Em, ELD.PI.6.10b.Ex, ELD.PI.6.10b.Br, ELD.PI.6.11.Em, ELD.PI.6.2a.Em

Speaking and Writing



Talk About It Have partners discuss this statement: **Cusi learns about her culture through her environment.** Give examples of what someone could learn about their culture from their environment. Cite evidence from the selection and answer in complete sentences.

People can learn about their culture by ____.

Cusi learned about her culture because ____.



Write About It Have partners work together to write 2-4 sentences explaining how to learn about one's culture from the environment.

EMERGING Provide sentence frames to help students record their ideas.

EXPANDING Have partners work collaboratively to write a few sentences about the question. If students have trouble remembering experience and education help a person learn, point to the page that contains this information.

BRIDGING Have partners work together to write a paragraph that answers the question. If students have trouble finding text evidence to support their answers, remind them to go back through the content, studying what Cusi learned.



Present and Discuss After students have finished their writing, form groups of four students. Each pair of students reads their sample. The pair listening restates the information presented. Students should use the words **I heard you say** _____. **I dis/agree** ____.

Then the roles are reversed.

PRESENTATION CHECKLIST

Remind students to:

- ✓ Maintain eye contact
- ✓ Use proper intonation for presentations
- ✓ Speak slowly and clearly

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

Word	Cognate
benefit	beneficio
different	diferente
fascinated	fascinó
secret	secreto
talent	talento
tradition	tradición

Language Support

Language Objectives

- Use multiple-meaning words
- Retell parts of a story
- Use possessive nouns

Content Objectives

- Explain how an individual learns about a culture
- Identify the connection between an individual and a culture

Materials >> Go Digital

- Language Development Practice
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards
- Language Development Cards 12A and 12B
- Fluency Cards 1 and 5A
- Routine Card R5A
- Phonics Card 29
- Interactive Read Aloud



ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.3.Em, ELD.PI.6.3.Ex, ELD.PI.6.3.Br, ELD.PI.6.5.Em, ELD.PI.6.5.Ex, ELD.PI.6.5.Br, ELD.PI.6.6c.Em, ELD.PI.6.6c.Ex, ELD.PI.6.6c.Br, ELD.PI.6.11a.Em, ELD.PI.6.11a.Ex, ELD.PI.6.11a.Br, RF.PII.6.3

Set Purpose

Today we will continue looking closely at the historical fiction text “Cusi’s Secret.” Reading the text again will help you understand the text and answer the Essential Question: What influences the development of a culture?

Oral Language

Academic Language: Express information and ideas Remind students that expressing information clearly helps others understand your ideas.



COLLABORATIVE EMERGING Model an example of expressing information. *I think Cusi enjoys learning.* Then ask students: *Why do you think Cusi enjoys learning?* Provide the sentence frame: **I think Cusi enjoys learning because ____.** Provide students with language options to complete the sentence: *she wants to go to school, she wants to learn about the quipu.* Then have students express their ideas with the group. For more sentence frames for expressing an idea, see **Language Development Practice**.

EXPANDING Provide an example of expressing information: *Cusi learns a lot at school. Why? I think Cusi learns a lot because ____.*



PRODUCTIVE BRIDGING Have students write a few sentences expressing information about why Cusi enjoys learning.

EXPANDING/BRIDGING Have students exchange information with partners and use details from the story to provide support for their ideas. For more practice in expressing an idea, see **Language Development Practice**.

Listening Comprehension

Interactive Read Aloud: *Aban and the Physician*

First Read This passage is about a boy in Iran long ago. As you listen, write down any words or ideas you do not understand. After first read, have partners discuss the words and ideas they wrote down. Then have them fill out this frame: **The main idea is Aban wants to become a physician.** Have groups share their answers.



COLLABORATIVE EMERGING Have partners discuss Aban’s desire to become a physician using these frames: **Aban wants to become a physician.** **Aban loves science.** **He wants to study with Ibn Sina who is a famous physician.**

EXPANDING *Why does Aban want to become a physician? Aban lived at a time of great advances in medicine and science. Aban heard about Ibn Sina, a famous physician. Although young, the doctor had cured a prince.*

BRIDGING Ask students to explain why Aban wants to be a physician.

Vocabulary

EMERGING Review Vocabulary Use the ELD Visual Vocabulary Cards to review *display*. Write the synonym *show*. Explain that *show* has a similar meaning to *display*. Have students say *show*. Model using it in a sentence and have them repeat. Then have students describe the picture on the *show* card. The **fans** show their **excitement**. Have partners ask and answer questions using *show*.

Domain Words

Point out the word *perimeter* (cognate: *perímetro*). Tell students the word *meter* means “measure.” Explain that knowing the meaning of *meter* can help them figure out that the word *perimeter* has something to do with measuring something. Other words that contain *meter* are *thermometer* and *centimeter*. Ask students questions using the words.

EXPANDING/BRIDGING Review Vocabulary Use all visual vocabulary cards to review the Wonders weekly vocabulary words and **More Vocabulary** words. Have groups of students work together. One student in the group will show a word card and two other students will use the word on the card in a sentence. Then the rest of the group will decide if the word is used correctly.

Domain Words

Display and pronounce this domain word and have students repeat: *textiles*. Have students find the word in their text. Provide this list of words related to textiles. Have students work with partners to identify the word that is not connected to this idea: loom/ wool/robes/strands/tools. **(tools)** Display and pronounce these domain words and have students repeat and review meanings: *shear*, *garment*, *perimeter*.

Grammar

EMERGING Possessive Nouns Remind students that possessive nouns show possession. Point to page 45, paragraph 5, “Cusi’s hands.” Explain that the hands belong to Cusi. For more instruction on Possessive Nouns, use **Language**

Development Cards 12A and 12B in the Language Development Kit.

EXPANDING/BRIDGING Possessive Nouns

Tell students that *Cusi’s* is a possessive noun. The word is formed by adding an apostrophe and an *-s*. Remind students that an apostrophe used with a noun only indicates ownership. Have partners change these nouns into possessive nouns and use the words in sentences: *Mother*, *Mamacona*, *teacher*, *man*, *classmate*. For more instruction on Possessive Nouns, use **Language Development Cards 12A and 12B** in the Language Development Kit.

Fluency

EMERGING Accuracy Model reading the last paragraph on page 45 of “Cusi’s Secret” with accuracy. 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.



INTERPRETIVE

EXPANDING/BRIDGING Accuracy

Echo read the last paragraph on page 118 of “Cusi’s Secret” with students, modeling reading with expression. Then have students take turns reading a paragraph aloud with expression. Provide corrective feedback on proper pronunciation.

Foundational Skills Kit For more support in choral and echo reading, see **Fluency Cards 1 and 5A**. For High Frequency Words, use the **Read/Spell/Write High-Frequency Words Routine, Card R5A** with these words from the selection: *jump*, *but*, *work*, *watch*, *become*, *attend*. For practice with the phonics skill open syllables, use **Phonics Card 29**.

LANGUAGE TRANSFERS

Refer to the grammar transfers chart in the **Language Transfers Handbook** to identify grammatical forms that do not transfer in Spanish, Cantonese, Vietnamese, Hmong, Korean, Haitian Creole, and Khmer. 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
- Respond to the text by revisiting the Essential Question

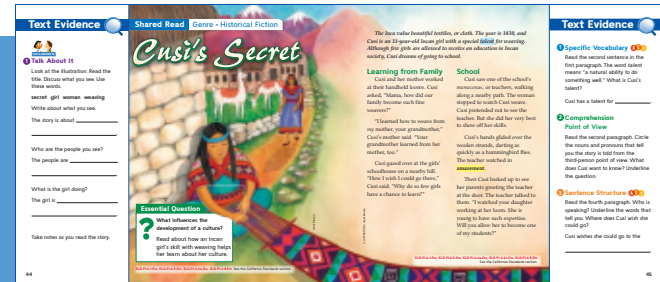
Content Objectives

- Investigate what influences the development of culture

- Describe what Cusi learns about Incan culture
- Explain cause and effects of Cusi's actions

Materials >> Go Digital

- Companion Worktext, Emerging pp. 44–49
- Companion Worktext, Expanding/Bridging pp. 116–121



ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.2.Em, ELD.PI.6.2.Ex, ELD.PI.6.2.Br, ELD.PI.6.3.Em, ELD.PI.6.3.Ex, ELD.PI.6.3.Br, ELD.PI.6.5.Em, ELD.PI.6.5.Ex, ELD.PI.6.5.Br, ELD.PII.7.Em, ELD.PII.7.Ex, ELD.PII.7.Br

Close Read “Cusi’s Secret”

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.
- **Reread** Read the passages 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 2 and 3

Connection of Ideas **ACT** Read the header “Learning from Family.” Reread the paragraphs. Tell students they will discuss why the author includes the information in this section of the text. *What does the second paragraph explain? It explains how Cusi’s **mother** learned to **weave**. Where do the girls in the family learn to weave? The girls learned how to weave from Cusi’s **mother**.* Work with students to identify the connection between the information in the paragraphs and the title of the section to help explain why the author includes the information in this section. (*girls learn skills from family, not from school*)

PAGE 46

Paragraphs 3 and 4

Connection of Ideas **ACT** Tell students that they will discuss how the Incan culture influenced what Cusi learned. Reread paragraph 3 and paragraph 4 with students. *Why did Cusi study these subjects? Discuss the importance of history and food to a culture. **History and food preparation are important to a culture because they pass on tradition and provide a legacy.** Why is the information in paragraph 4 important? In this paragraph we learn that Cusi **weaves special yarn.***

Organization **ACT** *What is the main idea of paragraph 3? (Cusi studies Incan history, beliefs, and food.) What is the main idea of paragraph 4? (Cusi weaves using yarn that is precious.) Why is this information in this section? (The section explains how Cusi learns about her culture.)*

Paragraphs 5 and 6

Comprehension Skill: Point of View Have students discuss how the information in paragraphs 5 and 6 would be different if told from the point of view of the village elder. Explain that the point of view influences what the reader learns about a situation.



Text Evidence Ask students to describe Cusi. Write their answers on the board. (*curious, talented, questioning, interested in learning, aware of class differences*) Based on the list, ask students

to make a prediction about whether or not Cusi will keep her promise to her teacher. Write predictions on the board. (*She will be proud and tell her parents. She will keep her secret and become a teacher herself.*) Ask students to find text information that supports their predictions. Ask which predictions need to be revised. Write the revisions on the board.

PAGE 47

Paragraph 3



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 *behind her back, sternly, should not have*.

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 what actions Cusi takes. Then tell students that they are going to look at how the text describes what Cusi does. *Which sentence tells about what Cusi does? (Cusi held the knotted wool behind her back.)* Write the sentences on the board. Circle *held*, and *behind*. Guide students to figure out how to reconstruct the sentences by replacing *held* with *hid*. *Which word shows how Mamacona reacts to Cusi's weaving? (sternly)* Explain that they can order the sentences using the words *first*, *next*, and *then*. Rewrite the sentences using the following sentence frames: **First, Cusi held the wool behind her back. Next, Mamacona asked to see it. Then, Mamacona said that women shouldn't have these things.** Point out that the usage of the sequence words can help students reconstruct the action. Discuss how knowing the sequence of actions can help the reader understand what happens.

Then, have partners compare similarities and differences between their text reconstructions and the original texts. Have students check if they also used the sequence words to reconstruct. Then have partners share and discuss this information with the whole group.

Respond to the Text

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



Partner Discussion Review with students what they have learned about the Essential Question: *What influences the development of a culture?* Then have students apply this information to Cusi's actions and responses. Then have partners fill in the information they learned and cite the text evidence to support it.

Group Discussion Remind students to include evidence for their answers. Provide a model for discussion. **I learned that Cusi ____ and learned about her culture 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.



Write Help partners complete the sentence frames by asking questions for each sentence frame. *Why is Cusi invited to attend school? What does Cusi learn about her culture? How does Cusi learn about her culture?* 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 “Cusi’s Secret”

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.
- **Reread** Read the passages 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 118

Paragraph 3

Connection of Ideas **ACT** Tell students that they will discuss how the Incan culture influenced what Cusi learned. Reread the second sentence in paragraph 3.

Why did Cusi study these subjects? Discuss the importance of history and food to a culture. Ask students why it is important to study history. Write their ideas on the board. Then, if needed, explain that history is important because it reminds a people of their successes and failures as a group. It also teaches lessons. *People learn how to improve their lives by following certain approaches. In order to learn about weaving, they had to first figure out how to get the wool from the alpaca. Then they had to learn how to make it into yarn. Finally, they had to learn how to weave cloth.*

Ask students why it would be important to learn about the favorite foods of a people. Ask for volunteers to write ideas on the board. If needed, explain that food preferences are based on the available resources. Preparation, however, varies with different areas. Ask students to give examples of foods that are particular to a certain group.

(Answers will vary.)

Write sentence frames on the board. **History and food preparation are important to a culture because they pass on tradition and provide a legacy.**

Paragraph 4

EXPANDING/BRIDGING Ask: *Why is the information in paragraph 4 important? In this paragraph we learn that Cusi weaves with more expensive materials. What do we learn about Incan culture in this paragraph? (they make wool from animals that live in the hills, the wool is precious, smooth, and worn by royalty)*

EXPANDING What does “It is a privilege” mean? (special benefit, special opportunity, honor). How do you know that this is the meaning? (Cusi refers to the wool as “precious.” She had “secretly” touched a garment made of the wool. Since it was “secretly” that means that not everyone has the opportunity to do it. Only special people can wear garments made from this wool. Therefore, just to touch it was a special honor.)

BRIDGING Ask partners to write down the Incan beliefs the author included in the story. Have volunteers write their ideas on the board. (Answers may vary but could include: Weaving is important, girls should not be educated, they benefit from education, some weavings are reserved only for royalty, only elders are allowed certain knowledge, the *quipu* is an effective way to count, girls must never learn the *quipu*.) Ask students to compare Incan beliefs with the beliefs they are familiar with.

Paragraphs 7 and 8

How does the author show the reader that the quipu was special? Ask students to make a list of words and phrases from the paragraphs that tell the reader that knowledge of the *quipu* was not available to everyone. (sneer, derision, shouted, secrets, forbidden tool, great knowledge)



Write About It Help students use the information to write what Cusi might think about events if the story were told from her point of view. Cusi would think ____ about _____. The reason I believe this is ____.

PAGE 119

Paragraphs 4 and 5



INTERPRETIVE

Text Reconstruction Read the paragraphs aloud while students just listen.

Read the paragraphs a second time, instructing students to listen for key words and phrases.

Read the paragraphs 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 locate sentences that contain the main idea and details. Read the first three sentences.

What is the purpose of these sentences? (to support Cusi's point of view that she can learn secretly how to use the quipu) Discuss how to convert these notes into sentences and to rewrite the information into a paragraph that follows the same form used when the author describes Cusi's plan. Work with students to identify the purpose of the rest of the paragraphs. (to show how Cusi's plan could work)

Ask students to discuss Cusi's point of view about her secret.

Then, have partners compare similarities and differences between their text reconstructions and the original texts. Have students check what happens in each step. Then have partners share and discuss this information with the whole group.

Respond to the Text

Have students turn to page 120 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 influences the development of a culture?* Then have students apply this information to Cusi's actions and responses. 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. 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. Provide a model for discussion. **I learned that Cusi learned about Incan culture by going to school.** 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 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:

Word	Cognate
influence	influencia
evidence	evidencia
details	detalles
organization	organización

>> 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 language
- Identify domain-specific vocabulary
- Use possessive pronouns: *your*, *our*
- Distinguish different points of view

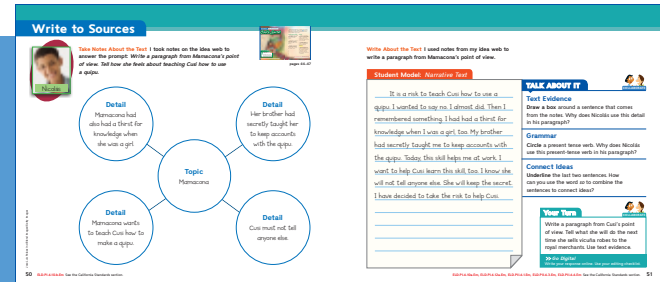
Content Objectives

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

- Explain the use of the *quipu* in Incan culture
- Build on Mamacona's point of view about teaching Cusi how to make and use a *quipu*

Materials >> Go Digital

- Companion Worktext, Emerging pp. 44–51
- Companion Worktext, Expanding/Bridging pp. 116–119



- Oral Language Cards

ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.6b.Ex, ELD.PI.6.6c.Em, ELD.PI.6.6c.Ex, ELD.PI.6.6c.Br, ELD.PI.6.10a.Em, ELD.PI.6.10b.Em, ELD.PI.6.12a.Em, ELD.PI.6.12a.Ex, ELD.PI.6.12a.Br, ELD.PII.6.1.Em, ELD.PII.6.5.Em, ELD.PII.6.7.Em, ELD.PII.6.3.Em, ELD.PII.6.6.Em, ELD.PII.6.7.Em

Set Purpose

Today we will review some of the information and vocabulary we've learned about the Incan culture. Then we will discover how one student applied all that he learned to write about "Cusi's Secret." Afterwards, you'll write your own paragraph.

Oral Language

ALL LEVELS Retell Remind students that retelling important details and events in a text from different points of view can help improve their understanding of a text. Use the Oral Language Cards to exchange ideas/opinions.



COLLABORATIVE EMERGING Choral read "Cusi's Secret." Then have partners discuss the story. Give the following sentence frames as needed: **In the Incan culture, a name for teacher is *Mamacona*. A *quipu* is used to count things. Mamacona teaches Cusi to weave a *quipu* because she thinks *it will be useful knowledge*. Something that you don't tell others is called a *secret*.** Ask volunteers to share their sentences with the class.



INTERPRETIVE EXPANDING/BRIDGING Have partners choose a section to retell. Ask them to reread it. Then help partners work together to retell the section from different points of view. Give sentence frames as needed. Then have partners share their sentences with the class.

Vocabulary

Review Vocabulary



COLLABORATIVE EMERGING Preview that students will be writing about the Incan culture, using some domain-specific words. Review some of the domain-specific words from this week, such as *textiles*, *weaving*, and *loom*, and have students repeat. Then, have partners find these words on page 45 and take turns giving definitions in their own words. Have partners share their definitions with the class. Revise for form as needed and write sentences on the board.

EXPANDING/BRIDGING Preview that students will be writing about the Incan culture, using some domain-specific words. Review some domain-specific words from this week, such as *loom*, *weaving*, and *textiles*. Say each word and have students repeat. Then, have partners find the words in the text and take turns giving definitions in their own words. Have partners share their definitions with the class, using complete sentences.

BRIDGING Review More Vocabulary word *amazement*. Have partners write a sentence about a character in the story showing amazement. Have partners read their sentences 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 paragraph on page 50 and indicate the prompt with your finger. Read it aloud: **Write a paragraph from Mamacona's point of view. Tell how she feels about teaching Cusi to use a quipu.** *This is the prompt.* Then point to the picture of Nicolás. *This is the question that Nicolás will need to answer in his writing.*

Ask students to tell what information Nicolás will need in order to answer the question and how he will find this information. Give support as needed. (He will need to find evidence of Mamacona's point of view.)

Review the Graphic Organizer Explain that Nicolás used an idea web to tell about Mamacona's point of view.

Let's see how Nicolás organized his information. He put the topic in the middle: Mamacona. The topic is the writing prompt. Each circle has a detail, or information. Point to the first circle. *What did Nicolás write here?* (Mamacona also had a thirst for knowledge when she was a girl.) *What does Mamacona want to teach Cusi?* (how to make a quipu) Continue reading through the idea web and making connections between Mamacona and her student, Cusi.

► PAGE 51

Examine Student Model Read the first three sentences aloud. Clarify that the "I" refers to Mamacona. Ask: *Who is telling this narrative?* (Mamacona) Point out and explain that Nicolás used Mamacona's point of view to write his narrative paragraph.

Then read the first few sentences of the model aloud again, and have students repeat. Show and discuss how the reader knows that the narrative is written from Mamacona's point of view. Connect Mamacona to the text written in the middle circle of Nicolás's idea web.

Continue reading each sentence of the model and connect it to the idea web. Point out that Nicolás added sentences that were not in his idea web. Use

the idea web and student model to demonstrate how Nicolás built on information to expand on Mamacona's point of view.

Read aloud the last sentence and have students repeat. *This sentence is the conclusion. Nicolás's conclusion summarizes Mamacona's point of view about teaching Cusi.* Define summarize as needed.



COLLABORATIVE

Talk About It Have students work with a partner to look more closely at Nicolás's narrative from Mamacona's point of view.

Text Evidence Chorally read the prompt. Review that using the text evidence can help the reader learn more about why a person thinks a certain way. Have students draw a box around a sentence that came from Nicolás's notes. Discuss how it helps the reader to understand Mamacona's point of view. Provide sentence frames as needed.

Grammar Review the meaning of a present-tense verb. Have partners locate and circle a present-tense verb. Then have partners discuss and share with the group why Nicolás used present-tense verbs in his paragraph. Provide this frame as needed for discussion: **Nicolás wrote from Mamacona's point of view: "This skill helps me at work."** Nicolás used the present-tense verb *helps* to show that the skill is useful now.

Connect Ideas Ask volunteers to read aloud the sentences about a quipu. Then have partners work together to combine the last two sentences and share their connected sentences aloud. (She will keep the secret, so I have decided to take the risk to help Cusi.)



PRODUCTIVE

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

WRITER'S CHECKLIST

Remind students to:

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

Writing

Language Objectives

- Identify academic vocabulary
- Identify domain-specific vocabulary
- Identify present-perfect-tense verbs

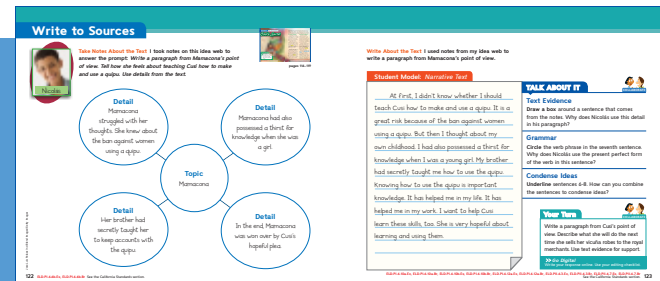
Content Objectives

- Use a graphic organizer to take notes
- Explain the importance of the *quipu* in the Incan culture
- Distinguish between the role of women and men in the Incan culture

- Ask and answer questions about how legacy influences a culture
- Analyze the text, craft, and structure in “A Single Shard”

Materials >> Go Digital

- Companion Worktext, Expanding/Bridging pp. 116–123
- Literature Anthology, pp. 152–166



ELD ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.6b.Ex, ELD.PI.6.6b.Br, ELD.PI.6.10a.Ex, ELD.PI.6.10a.Br, ELD.PI.6.10b.Ex, ELD.PI.6.10b.Br, ELD.PII.6.3.Ex, ELD.PII.6.3.Br, ELD.PII.6.6.Ex, ELD.PII.6.6.Br, ELD.PII.6.7.Ex, ELD.PII.6.7.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.* Read aloud the paragraph on page 122, and indicate the prompt. Then point to the picture of Nicolás. *This is the question that Nicolás will need to answer.*

Ask students what text information is needed in order to answer the question. **(Mamacona's thoughts and feelings about teaching Cusi)**

Review the Graphic Organizer Point out that Nicolás used an idea web to organize Mamacona's thoughts and feelings. *What did Nicolás put in the middle circle? (He put the topic of his writing.)* Point to the first circle. *What did Nicolás write here? (Mamacona struggled with her thoughts. She knew about the ban against women using a quipu.)* Continue reading through the web and making connections.

INTERPRETIVE Examine Student Model *What did Nicolás use to write his paragraph?* Have volunteers take turns reading Nicolás's paragraph aloud. Review that the first sentence refers to the topic. Discuss how it connects to the text in the middle of the web. As students read, have them connect each sentence, if applicable, to the content in Nicolás's web.

Review that the last sentence is the conclusion. (cognate: *conclusión*) *Nicolás concludes with Mamacona's decision to teach Cusi how to make a quipu.*



COLLABORATIVE Talk About It Work with a partner to look more closely at Nicolás's paragraph.

Text Evidence Have partners read the prompt. Have students draw a box around a sentence that came from Nicolás's notes. Ask them why Nicolás might have used this information.

Grammar Review the meaning of a present-perfect-tense verb. *What does it tell you about the topic? (The action started in the past, and it is still happening.)* Have partners circle the verb phrase in the seventh sentence and discuss why it was used. **(has helped)**

Condense Ideas Ask a volunteer to read aloud the sentences about Mamacona. Then have partners work together to combine sentences to condense the ideas.



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

WRITER'S CHECKLIST

Remind students to:

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

Literature Anthology



ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.7.Em, ELD.PI.6.7.Ex, ELD.PI.6.7.Br

Reread “A Single Shard”

Set Purpose

We are going to look more closely at “A Single Shard,” the historical fiction story 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. Remind students to speak in complete sentences.

► PAGE 155 Paragraph 3

ALL LEVELS Author’s Craft: Word

Choice Choral read the first four sentences in third paragraph. Have students listen for how the author chose to describe the character known as Crane-man. *As we read, see how you can connect the name of the character to how he is described.* Choral read the paragraph. Then ask students to close their eyes as you read the sentences one more time and visualize what Crane-man looks like.

EMERGING *Let’s talk about why the author chose the name Crane-man. Describe the picture, or image, you saw when I read the paragraph.*

I saw a **bird** standing on one **leg**.

*How does Crane-man’s name help the reader to understand more about Crane-man? It helps the reader to **understand** how Crane-man **looked**. The reader can also **understand** why Crane-man could not **work**.*

EXPANDING/BRIDGING Have pairs discuss what they visualized when the paragraph was read and how Crane-man’s name helps the reader to understand more about the character. Then have them share their ideas with the whole group. I visualized **a bird standing on one leg**. Crane-man’s name helps the reader to understand **what Crane-man looked like** and **why he could not work**.

BRIDGING Have partners discuss why Crane-man is a good name for this character. Have students share their ideas with the group. Remind students to speak in complete sentences.

► PAGE 159 Paragraph 2

ALL LEVELS Author’s Craft: Descriptive

Language Read aloud the second paragraph. Check for comprehension and define words as needed. Then, choral reread the paragraph, asking students to picture what the author is describing about Min’s yard.

EMERGING *How does the author help the reader to picture Min’s yard? The author describes the **hills**. He also mentions the **mountains** in the distance.*

EXPANDING/BRIDGING Review the term “descriptive language.” *Descriptive language creates clear, strong images in the reader’s mind. How does the author use descriptive language to help you picture Min’s yard?*

The author uses descriptive language to **describe** what Min’s yard **looks like**. For example, the house backs **into the foothills and their bushy growth**. The **pine-wooded mountains** are beyond the yard.

BRIDGING Have partners discuss the images they have in their head of Min’s yard. Then have volunteers share their ideas with the rest of the group.

Differentiated Text

Language Objectives

- Identify academic vocabulary
- Identify domain-specific vocabulary
- Compare and contrast

Content Objectives

- Identify the influences of a culture
- Describe the importance of the skill of weaving in the Incan culture
- Use compare and contrast in writing a paragraph

Materials >> Go Digital

- “Cusi’s Bold Plan,” Emerging, pp. 25–27
- “Cusi’s Bold Plan,” Expanding, pp. 17–18
- “Cusi’s Bold Plan,” Bridging, pp. 17–18
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.6a.Em, ELD.PI.6.6a.Ex, ELD.PI.6.6a.Br, ELD.PI.6.6b.Em, ELD.PI.6.6b.Ex, ELD.PI.6.6b.Br, ELD.PI.10b.Em, ELD.PI.10b.Ex, ELD.PI.10b.Br, ELD.PII.6.1.Em, ELD.PII.6.1.Ex, ELD.PII.6.1.Br, ELD.PII.6.2b.Br

Set Purpose

Today you will read about what affects the development of the Incan culture.

Read “Cusi’s Bold Plan”

Reading Routine

- **Build On** Review the vocabulary words using all visual vocabulary cards. Ask and answer questions about the Incan culture. Have students look at page 25 of “Cusi’s Bold Plan.” Help students name and describe the things that contribute to its development. (weaving, loom, textiles, quipu, history, math, cooking) Use multimedia to show and discuss how these things help the development of the Incan culture.
- **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 144. 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: What does Cusi learn in school? (history, cooking, and math)

Paragraph 2: Why is Mamacona upset? (She does not have enough money to keep the school open.) Paragraphs 3 and 4: What can Cusi do to help? (She can weave textiles and make robes to sell at the market to earn money for the school.)

Paragraph 5: Cusi is nervous about Mamacona’s reaction to her plan. Why? (The Incan culture does not like girls to be bold.)

EXPANDING Paragraph 1: Cusi weaves cloth to make into robes. Paragraph 2: Cusi weaves robes with Incan designs that show beautiful colors and symmetry that please the eye to help earn money for her school. Paragraph 3: Cusi is nervous about the plan because the Incan culture does not like when girls are bold.

BRIDGING Have partners retell the information to each other in their own words. Ask volunteers to share with the class what they learned about the Incan culture from reading the story. Assess and help with understanding.



EXPANDING/BRIDGING Talk About It Have partners review the sentence frames and discuss what they learned from the text about how Cusi’s skill with weaving helps her learn about her culture.

Respond to the Text



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. Help partners locate the text that states why Mamacona cannot keep the school open. Have partners share their finding with the class. (page 25, second paragraph)
2. Guide partners to ask and answer questions about the things that Cusi learns at school. Help partners write a list. (history, cooking, math, weaving)
3. Have partners circle the sentence that tells what the students do to earn money for the school. (They make robes and sell them to the market.)

EXPANDING Provide support as partners discuss.

1. Have partners circle the part of the sentence that tells why Cusi wants to help Mamacona. (to keep the school open)
2. Have partners draw a box around the word that describes Cusi's plan. (bold) Help partners understand the word *bold*. Have a volunteer explain why Cusi is nervous.
3. Have partners point to and expand on the sentence that tells what the students do to save the school. (The students weave cloth that they make into robes and sell the robes to raise money for the school.)

BRIDGING Guide student discussion.

1. Have partners draw a circle around and build on the part of the sentence that tells how Cusi's culture influences her nervousness. (In her culture, girls do not have bold ideas about making and selling things to raise money.)
2. Help partners locate the section in the text that tells why weaving is important to the school. (girls weave cloth to make robes and sell them to earn money for the school, in text page 17)
3. Help partners explain the relationship between Cusi's skill as a weaver and the Incan culture.

(Cusi's skill as a weaver is of value to the Incan culture, and it helps her earn money for her school.)



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.

- Help students locate text on pages 25–26 that describes the influences of the development of Incan culture. Help students write a list of things that are important to the Incan culture, and share their findings with the class.
- Have partners complete the sentence frames and share their answers in groups. (making clothes and making money for the school; Cusi loves learning history, cooking, and math; she also loves becoming a better weaver)

EXPANDING Partners can help each other complete the sentence frames.

- Have partners locate text that tells how weaving and school are important to the Incan culture. (in text, pages 17–18)
- Have partners complete the sentence frames and share their answers with the group. (all of the students learn how to do it; they teach children the history, cooking, and crafts of that culture)

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

- Have students locate text that explains the relationship between weaving, the school, and Cusi's plan. Help students write sentences that explain it. (in text, pages 17–18)
- Have students complete the sentence frames and share their answers with the group. (Weaving is an important part of the Incan culture. Cusi is a really good weaver, and her skill is valued in her culture. Cusi is able to use her skill to help her school. The school needs money, and Cusi gets all the girls to weave cloth and make robes to sell. Their skills save the school.)

Writing

Language Objectives

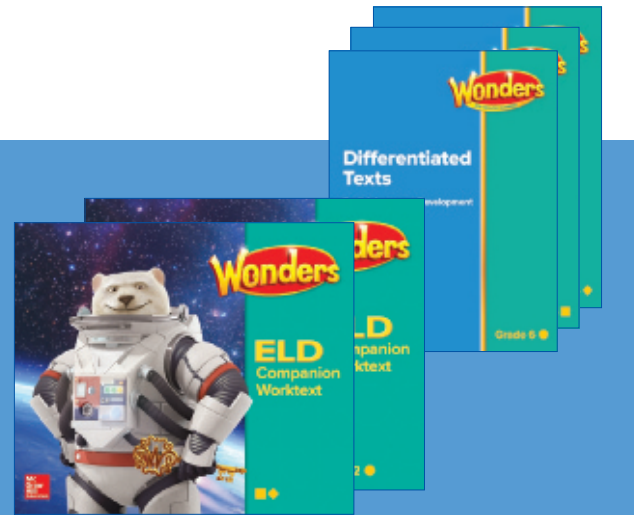
- Identify academic vocabulary
- Identify domain-specific vocabulary
- Use compare and contrast language

Content Objectives

- Identify the influences of a culture
- Describe the importance of the skill of weaving in the Incan culture
- Analyze the text, craft, and structure of “A Single Shard”

Materials >> Go Digital

- “Cusi’s Bold Plan,” Emerging, pp. 25–27
- “Cusi’s Bold Plan,” Expanding, pp. 17–18
- “Cusi’s Bold Plan,” Bridging, pp. 17–18
- Companion Worktext, Emerging pp. 44–47
- Companion Worktext, Expanding/Bridging pp. 116–119
- Literature Anthology, pp. 152–156



ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.6a.Em, ELD.PI.6.6a.Ex, ELD.PI.6.6a.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. The next paragraph they will write will use two sources. Today they will be learning what prompt they will be writing to and taking notes on the information they need to write.



INTERPRETIVE Analyze the Prompt Explain that students will compare “Cusi’s Secret” and “Cusi’s Bold Plan.” Provide the following prompt: *What influences the development of a culture? Use text evidence from “Cusi’s Secret” and “Cusi’s Bold Plan” to support your answer.*

Ask students what the prompt is asking them to do. (Compare influences in the development of Incan culture.) *What do you do when you compare and contrast 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 sort of things students might compare. Write their answers on the board.

Find Text Evidence Guide students’ search for information in both sources. *One of our categories to compare is legacy, something that is passed down through generations. Let’s think about an important legacy in the Incan culture. In “Cusi’s Secret” the legacy of weaving is described, and its value is discussed in “Cusi’s Bold Plan,” when Cusi organizes students to weave cloth into robes. So in my notes, I’ll write: Learning important traditions passed*

down through the family is an important part of the development of the Incan culture. Next I will look for examples of how education influenced the Incan culture. In my notes, I’ll write: At school, Cusi learns history, math, and cooking. She also learns from her teacher how to make a quipu. I will cite these pages from “Cusi’s Secret” and “Cusi’s Bold Plan” as text evidence.

Have students continue to compare and contrast legacy and education as influences in the development of the Incan culture. Remind them they will need to find evidence in the text to support the information in their notes.



PRODUCTIVE Analyze Text Evidence Create a chart comparing and contrasting legacy and education in “Cusi’s Secret” and “Cusi’s Bold Plan.” Guide partners to discuss this information.

EMERGING Provide sentence frames for discussion such as: Legacy and education are important influences in a culture. Cusi learns weaving from her family. She learns history, math, and cooking at school. Cusi has to learn how to make a quipu at school in secret.



COLLABORATIVE EXPANDING/BRIDGING Have partners use their notes to compare how legacy and education influence the development of the Incan culture.

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

Literature Anthology



ELD ELD.PI.6.1.Em, ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.6c.Em, ELD.PI.6.6c.Ex, ELD.PI.6.6c.Br, ELD.PI.6.7.Em, ELD.PI.6.7.Ex, ELD.PI.6.7.Br

Reread “A Single Shard”

Set Purpose

We are going to continue to look closely at “A Single Shard,” the story you have read with the whole class. We are going to focus on understanding more of the language and content.

Reading Routine

Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion. Remind students to speak in complete sentences.

► PAGE 160 Paragraph 1

ALL LEVELS Author’s Craft: Word Choice

Review that Tree-ear is watching Min throw the clay. Choral read the first paragraph twice, the second time instructing students to think about why the author might have chosen the word *graceful* to describe Min’s vase. Ask if anyone knows what the word *graceful* means. Read a definition out of the dictionary, rewording to make it more kid friendly. Then read the sentence about the graceful vase one more time, telling students to visualize what the vase may look like.

EMERGING Describe the picture, or image, you saw in your mind when I read the sentence about the vase. I saw a _____ vase. (Possible answers: tall, pretty, fancy) Why did the author choose the word *graceful* to describe the vase? She chose that word to show what Tree-ear thinks when he sees the vase.

EXPANDING/BRIDGING Have pairs discuss what they visualized when the paragraph was read and share why *graceful* is a good word to describe a vase.

BRIDGING Have students study the illustration on page 160. Ask, *What are some other words you might use to describe Min’s vase? Why would you choose those words?* Have students share their words with the group.

► PAGE 167 Paragraph 5

ALL LEVELS Author’s Purpose: Text

Structure Review that Min catches Tree-ear examining his pottery, and that Min has finally decided to allow Tree-ear to repay him for dropping the box. Review the terms of the repayment. Then read aloud the last paragraph. Check for comprehension and define words as needed. Then, choral reread the paragraph, asking students to think about why the writer might have wanted to end the story with Tree-ear’s excitement.

EMERGING What does Tree-ear do after he bows to Min? He walks around the house. Then he runs to tell Crane-man. Why is Tree-ear so excited? He would have real work to do. The writer ends the story by having Tree-ear get the chance to show what he can do. Why do you think the author ended the story this way? The writer wanted to show that Tree-ear would finally have the chance to do something important.

EXPANDING/BRIDGING What does Tree-ear do after he bows to Min? He walks around the house. Then he runs to tell Crane-man. Why is Tree-ear so excited? He would have real work to do. The writer ends the story by having Tree-ear get the chance to show what he can do. Why do you think the author ended the story this way? (Possible answer: to show that Tree-ear will have a chance to do something important)

BRIDGING Have partners discuss the events in the last paragraph. Then have students discuss in their own words, and in complete sentences, why they think the writer ended the story by telling of Tree-ear’s new job.

Writing

Language Objectives

- Present writing to group

Content Objectives

- Use notes, chart, and discussion ideas to write a paragraph comparing legacy and education as influences in a culture
- Revise writing through collaboration
- For formative assessment writing, write answer to question about the influences in a culture

- As part of formative assessment, answer questions about writing

Materials >> Go Digital

- Wonders Your Turn Practice Book

ELD ELD.PI.6.2.Em, ELD.PI.6.2.Ex, ELD.PI.6.2.Br, ELD.PI.6.6a.Em, ELD.PI.6.6a.Ex, ELD.PI.6.6a.Br, ELD.PI.6.9.Em, ELD.PI.6.9.Ex, ELD.PI.6.9.Br, ELD.PI.6.10a.Em, ELD.PI.6.10a.Ex, ELD.PI.6.10a.Br, ELD.PII.6.4.Em, ELD.PII.6.4.Ex, ELD.PII.6.4.Br

Set Purpose

Today we will write to compare how legacy, tradition, and education influence a culture. 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



INTERPRETIVE

Analyze the Model Display the model for Writing to Two Sources in **Your Turn Practice Book**. Discuss with students 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.



COLLABORATIVE

EMERGING Have partners collaborate. Display domain and academic vocabulary words. Remind students to use a possessive noun as they write. Provide the following sentence frames for extra support: **Our** mother showed us how to weave cloth. **Your** teacher showed you how to cook.

EXPANDING Have partners collaborate to write the paragraph. Remind them to use vocabulary

words, domain words, comparison words, and some possessive nouns in their writing.

BRIDGING Have students work collaboratively to organize their paragraphs and then write independently. Remind students to use vocabulary words, domain words, comparison words, and a variety of possessive nouns in their sentences.

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: *making eye contact*, *speaking loudly enough*, and *speaking clearly*.



PRODUCTIVE

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 tasks 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.6.2.Em, ELD.PI.6.2.Ex, ELD.PI.6.2.Br, ELD.PI.6.9.Em, ELD.PI.6.9.Ex, ELD.PI.6.9.Br, ELD.PI.6.10a.Em, ELD.PI.6.10a.Ex, ELD.PI.6.10a.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: **Tell three things that you learned about an important Incan tradition.** 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, ask questions about what they wrote. You might ask why they included certain information and have them to expand on one of the three things they learned.

Diagnose and Prescribe Chart

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

	Written Production	Oral Production
EMERGING	<p>IF... students don't use descriptive words to talk about characters, plot, or setting</p> <p>THEN... review images from the story and have students describe who or what they see.</p>	<p>IF... students use incorrect language for speaking about classroom work</p> <p>THEN... provide different scenarios and model using the correct language for each situation.</p>
EXPANDING	<p>IF... students have trouble connecting ideas in a variety of ways</p> <p>THEN... review combining clauses with different conjunctions.</p>	<p>IF... students aren't adding relevant information to their responses</p> <p>THEN... ask other questions to encourage deeper thinking.</p>
BRIDGING	<p>IF... students make mistakes with text organization</p> <p>THEN... review organizing writing around compare/contrast, problem/solution, cause/effect, and sequence of events.</p>	<p>IF... students are unable to express their thoughts with modal expressions (<i>can, could, would, should</i>)</p> <p>THEN... provide different scenarios and use the modal expressions to show when it's appropriate to use them.</p>

LEVEL UP

EMERGING If 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.

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

BRIDGING If 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.