# McGraw-Hill Reading Works On Charles Williams And Control of the C

# **Grade 4 Teacher's Edition**



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WEEK 4 LESSON

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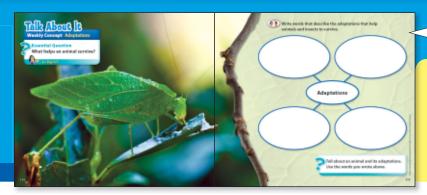
Scaffolding for

#### **Objectives**

- Develop oral language
- Build background about what helps animals survive

**Reading/Writing Workshop** 

- Understand and use weekly vocabulary
- Read an expository text



## **WEEKLY CONCEPT**

5-10 Minutes

SL.4.1b SL.4.1c



#### **Talk About It**

**Essential Question** Read aloud the Essential Question on page 116 of the **Interactive Worktext**: What helps an animal survive? Explain that survive means to be able to stay alive. Say: What do you think helps a lion survive? (sharp claws, teeth, fast, strong)

- Discuss the photograph on page 116. Ask: What do you see in the photo? (a bug) What does the bug look like? (a leaf)
- Say: I am thinking about turtles. Turtles have a special kind of adaptation that helps them survive. They have a hard shell that they can retreat into if there is a predator around. In the web on page 117, I will write hard shell under Turtle.
- We Do Say: Let's look at the photo and think about what helps this bug survive. How does being green and shaped like a leaf help this bug? (Predators will think the bug is a leaf.) What is this kind of adaptation called? (camouflage) Have students brainstorm other animals and insects and the adaptations they have that help them to survive. Work with them to complete their webs on page 117.
- You Do Have partners choose an animal and discuss its adaptations. Have them answer the questions: What does the animal look like? Is it fast or slow? What does it eat? How does it get its food? How does it protect itself from predators?

## **REVIEW VOCABULARY**

10-15 Minutes

L.4.1g L.4.5c L.4.6

**Materials** 

pp. 116-123

Interactive Worktext,

**Go** Digital

Interactive eWorktext

Visual Vocabulary Cards



## **Review Weekly Vocabulary Words**

- Use the Visual Vocabulary Cards or Online Visual Glossary to review the weekly vocabulary.
- Read together the directions for the Vocabulary activity on page 118 of the Interactive Worktext.
   Then complete the activity.
- **camouflaged** Have students complete the sentence frame: A camouflaged insect is hard to see because \_\_\_\_\_\_. (it blends in with its surroundings)
- **dribbles** Explain that an *antonym* is a word that means the opposite of another word. Have partners talk about things that *dribble*. Then say: *Which word means the opposite of dribbles*? (gushes)
- **poisonous** Have students point to the suffix, -ous. Explain that it is added to the end of a word and often means "having." Then have students point to the root word, poison. Explain that a root is the simplest form of a word. Help students add the meaning of -ous to poison to figure out the meaning of poisonous. (having poison)
- 4 **pounce** Ask students to pantomime a cat *pouncing* on a toy mouse. Say: *Use your hands and body to show what a cat looks like when it pounces on the toy mouse?* (Actions will vary.)
- 5 **predator** To help students craft their responses, have them complete this sentence frame: Two predators I have read about or seen on TV are \_\_\_\_\_ and \_\_\_\_. (Possible answers: wolf, lion, tiger, leopard, panther, hawk)

- **oprey** Have partners discuss common prey of cats. Then have students use this sentence frame: A is a cat's prey. (bird)
- **vibrations** Ask students to describe what strong vibrations feel like. Which causes more vibrations closing your eyes or beating on a drum? (beating on a drum)
- **8** extraordinary Say this sentence using extraordinary: The hummingbird is an extraordinary animal because it can fly backwards. Have students draw pictures of extraordinary animals and explain to a partner why their chosen animal is extraordinary. (Drawings should show a bizarre or remarkable animal.)

#### **High-Utility Words**

Have students turn to page 119 of the Interactive **Worktext**. Display the words beat and beet. Explain that these words are homophones. They sound the same but are spelled differently and have different meanings. Say: I beat the drum. Beat is spelled b-e-a-t. Repeat with the following sentence: I would like to eat another roasted beet. Beet is spelled b-e-e-t. Point out the circled words their and there. Have partners circle the homophones in the passage. (read/red, scene/seen, new/knew) Have partners read the passage. Then have them complete sentence frames by saying and spelling each homophone: Yesterday I \_\_\_\_\_ the book with the \_\_\_\_\_ cover. I \_\_\_\_\_ it was a \_\_\_\_\_ book. In one \_\_\_ a girl says she has \_\_\_\_\_ a whale. (knew/new; read/red; scene/seen)

#### **ELL** ENGLISH LANGUAGE LEARNERS

Help students complete the sentence frames. Then have students point to a homophone and use it correctly in a new sentence.

## READ COMPLEX TEXT

**15–20** Minutes

RI.4.1 RF.4.4c



## **Read: "Animal Adaptations"**

- Have students turn to page 120 in the Interactive Worktext and read aloud the Essential Question. Explain that they will read how different animals have adapted to survive in their environments. Ask: What is the title? ("Animal Adaptations") What environments do the photographs show? (very cold place; forest) What do you notice about the two animals in the snow? (They are white; they blend in with the snow.)
- Read "Animal Adaptations" together. Note that the weekly vocabulary words are highlighted in yellow. Expanded vocabulary words are in blue.
- Have students use the "My Notes" section on page 120 to write questions they have, words they don't understand, and details they want to remember. Model how to use the "My Notes" section. In the third paragraph on page 121, I see the word compact, and I'm not sure what it means. I will write compact with a question mark next to it in the "My Notes" column. When I read the last paragraph on that page, I wonder what food caribou are looking for under the snow. I will write this question in the "My Notes" section.

#### **EUL ENGLISH LANGUAGE LEARNERS**

As you read together, have students highlight unfamiliar words and parts of the text they have questions about. After reading, help them write their questions in the "My Notes" section.

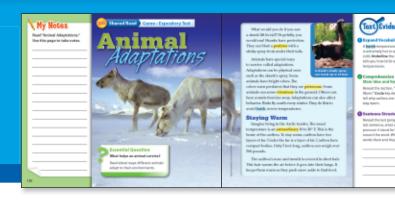
**Quick Check** Can students understand the weekly vocabulary in context? If not, review vocabulary using the Visual Vocabulary Cards before teaching Lesson 2.

# **Teach and Model**

WEEK 4 **LESSON** 

#### **Objectives**

- Read an expository text
- Understand complex text through close reading
- Recognize and understand main idea and key details
- Respond to the selection, using text evidence to support ideas



**Materials** 

Interactive Worktext, pp. 120-125

#### **Go** Digital

- Interactive eWorktext
- Digital Mini-Lesson

Scaffolding for **Reading/Writing Workshop** 

## REREAD COMPLEX TEXT

RI.4.1 RI 4.2 RI.4.4 L.4.6



## **Close Reading: "Animal** Adaptations"

Reread "Animal Adaptations" with students. As you read together, discuss important passages in the text. Have students respond to text-dependent questions, including those in the Interactive Worktext.



**Expand Vocabulary** Have students point to the word harsh in the second paragraph. Say: Underline the sentence that tells how birds avoid harsh temperatures. (Birds fly south every winter.) What makes the temperatures in the winter harsh? (They can be very cold.)

**Vocabulary** Explain that the Arctic tundra is a treeless area between the North Pole and the forests. Ask: What detail gives you information about the tundra's climate? (temperature is an extraordinary 10 to 20° F)

Main Idea and Key Details Say: The key details are the most important ones that tell how caribou stay warm. Model identifying key details that explain how caribou stay warm. When I reread the page, I see "caribou have two layers of fur." That detail tells me how caribou stay warm. I will underline those words. Check that students underline all of the key details. (two layers of fur; a layer of fat; compact bodies; tip of the caribou's nose and mouth is covered in short hair) Then have students identify the section heading where these details appear. ("Staying Warm") Ask: What is this section mainly about? (how caribou stay warm)

**Sentence Structure** (A) Have students point to the last sentence in the last paragraph. Say: The word it is a pronoun that stands for a noun. The noun usually comes before the pronoun. In the previous sentence, there are two nouns—hair and air. Which one makes sense as something that could warm the caribou? (hair) Have students read aloud the last sentence substituting the word *hair* for the pronoun it. Have students look in the preceding sentences to find the plural noun that them and they stand for. (caribou)

## **Page 122**

**Vocabulary** Point out the word *lichen* in the caption under the photo at the top of the page. Explain to students that lichen is a type of small plant that grows on rocks, trees, and walls. Say: What information does the caption give you about lichen? (It can survive in cold temperatures.)

**Expand Vocabulary** Have students point to the word decline. Say: When do the caribou's food sources decline? (in the coldest part of winter) Which sentence tells what the caribou do when their food sources decline? (They have to leave the tundra and go to large forest areas.)

**Sentence Structure** (A) Read the last sentence of the first paragraph aloud. Which part of the sentence tells when the caribou can return up north? (When the melting snow dribbles into streams) What word in the sentence signals time? (When)

Main Idea and Key Details Check that students circle the key details about the phasmids' special features. (look like leaves or twigs; can change colors; blend in with their surroundings; active at night) How do the phasmids' special features help them? (They help to camouflage them from predators.)

#### **Page 123**

**Prior Knowledge** (A) Explain that the Everglades is an area in southern Florida. The area receives a lot of rain from April to October and is a swampy wetland then. November to March is known as the dry season because the land dries out during these months.

**Expand Vocabulary** Have students read aloud the first two sentences in the first paragraph. How is the dry season described in the first sentence? (brutal) How is it described in the second sentence? (harsh) What animal can survive this brutal dry season? (alligators)

**Sentence Structure** (AGT) Read aloud the last sentence on the page. What phrase tells you that this is the conclusion or end of the article? (in the end) What does the exclamation point do at the end of the sentence? (adds emphasis)

Main Idea and Key Details Have students reread the section "Water, Please!" How do alligators survive the dry season? (They make water holes and drink from them.) Who else uses the water holes? (other animals) Why is it dangerous for the other animals to visit the water holes? (They are easy prey.) Why do they go there anyway? (They need water to survive.) What is the main idea of the last paragraph? (Animals risk drinking at alligator holes because they need water to survive.)

Main Idea and Details Have students look back at the different sections of the text. Ask: What was the section "Staying Warm" about? (How adaptations help caribou stay warm in a cold climate.) What were the sections "Insects in Disguise" and "Water, Please!" about? (How adaptations help phasmids and alligators survive.) What is the main idea of this selection? (Adaptations help animals survive.)

## RESPOND TO READING

**10–20** Minutes

RI.4.1 W.4.9b



#### Respond to "Animal Adaptations"

Have students summarize "Animal Adaptations" orally to demonstrate comprehension. Then have partners answer the questions on pages 124–125 of the **Interactive**Worktext using the discussion starters. Tell them to use text evidence to support their answers. Have students write the page number(s) on which they found the text evidence for each question.

- 1. How do caribou stay warm in the Arctic tundra?

  (Possible answer: two layers of fur; layer of fat, compact bodies, hair on nose Text Evidence: p. 121)
- **2.** How does having an unusual stomach help the caribou survive? (Possible answer: Its stomach has four compartments so it can digest lichen. Caribou can find lichen in winter. Text Evidence: p. 122)
- **3.** Where do caribou go in the winter? (They go to large forest areas to find food. <u>Text Evidence</u>: p. 122)

After students discuss the questions on page 124, have them write a response to the question on page 125. Tell them to use their partner discussions and notes about "Animal Adaptations" to help them. Circulate and provide guidance.



**Quick Check** Do students understand vocabulary in context? If not, review and reteach using the instruction on page 106.

Can students use key details to determine the main idea? If not, review and reteach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

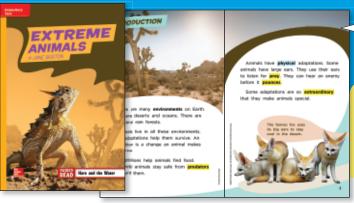
Can students write a response to "Animal Adaptations"? If not, provide sentence frames to help them organize their ideas.

# **Apply**

# WEEK 4

#### **Objectives**

- Understand and use new vocabulary words
- Read expository text
- Recognize and understand main idea and key details
- Understand complex text through close reading



#### **Materials**

- "Extreme Animals" Apprentice Leveled Reader: pp. 2-7
- Graphic Organizer: Main Idea and Key Details

#### **Go** Digital

- Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- Main Idea and Key Details Mini-Lesson

#### Scaffolding for **Approaching Leveled Reader**

## **BEFORE READING**

SL.4.1c SL.4.1d L.4.4a L.4.6



#### Introduce "Extreme Animals"

- Read the Essential Question on the title page of "Extreme Animals" **Apprentice Leveled Reader**: What helps an animal survive? Say: We will read about some unusual adaptations that help animals survive in different places.
- Read the title of the main read. Have students preview the images. What places will we read about? (the desert, rain forest, water, and deep ocean) How can you tell? (table of contents, chapter titles)

#### **Expand Vocabulary**

Display each word below. Say the words and have students repeat them. Then use the Define/Example/Ask routine to introduce each word.

clattering (page 5)

**Define:** making a rattling sound

**Example:** The *clattering* noise of the bell interrupted

the teacher.

**Ask:** When have you heard a *clattering* noise?

**2** odor (page 5)

**Define:** a smell or scent

**Example:** The *odor* of the onion made my eyes water.

**Ask:** What do you do when you smell a bad *odor*?

**3** physical (page 3)

**Define:** having to do with the body

**Example:** Running is good *physical* exercise.

**Ask:** What is your favorite *physical* activity?

#### 4 squirts (page 4)

**Define:** forces liquid out of a narrow opening

**Example:** An octopus *squirts* black ink when it's scared.

**Ask:** What things might you *squirt* onto your food?

## DURING READING

20-30 Minutes RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5



#### **Close Reading**

Pages 2–3

**Genre** (A) Explain that expository text gives important facts about a topic. It has text features like headings, photographs, captions, diagrams, and maps. Which text features on pages 2 and 3 let you know that "Extreme Animals" is expository text? (photographs and a caption; heading)

**Specific Vocabulary** A Specific Vocabulary A Have students find the word environments on page 2. What clues in the paragraph help you understand what an environment is? (deserts and oceans, plains and rain forests, animals live in them)

Main Idea and Key Details Have students read the last paragraph on page 2 and the first paragraph on page 3. What are the key details in these paragraphs? (Adaptations help animals find food. They help animals stay safe from predators. Animals have physical adaptations.) What do these details have in common? (They tell how animals adapt to survive.) What is the main idea of these paragraphs? (Animals have adaptations that help them survive.) Have students record key details and main ideas on their Main Ideas and Key Details charts as they read the selection.

Purpose ACT Have students read the last paragraph on page 3. Remind students that an author's purpose is the reason for writing. What is the author's purpose for writing this selection? (to explain some unusual adaptations that help animals survive in different environments)

**Sentence Structure** (A) Have students point to the word *they* in the last two sentences in the first paragraph. Say: *Use clues in earlier sentences. What does* they *stand for?* (some animals)

#### Pages 4–5

**Organization** A G T Have students read the chapter title. Which two places is this chapter about? (desert and rain forest) What does the chapter title tell you about how the author organizes the information in this book? (It tells me that the author organizes information by where animals live.)

**Main Idea and Key Details** Have students read the second paragraph on page 4. What key details tell how the Texas horned lizard survives in the desert? (squirts blood from its eyes, puffs up its body.)

Sentence Structure (ACT) Have students point to the word *it* in the second and third sentences in the second paragraph on page 4. What does the word it stand for? How do you know? (It stands for the Texas horned lizard. It is named in the first sentence of the paragraph. The paragraph is about the Texas horned lizard.)

**Main Idea and Key Details** Have students read the second paragraph on page 5. What key details tell how the javelina has adapted to living in the desert? (makes a clattering noise, raises hairs on its back to look bigger, has a strong odor to warn other javelinas)

**STOP AND CHECK** Read the Stop and Check question on page 5. (The horned lizard squirts blood from its eyes and puffs up its body. The javelina makes a clattering noise, raises the hairs on its back to look bigger, and has an odor that warns others of danger.)

#### **○** Pages 6–7

Main Idea and Details Have students read page 6.

Where does the sloth live? (in the trees in a rain forest)

What key details tell how the sloth is adapted to life in the trees? (uses claws to climb and hang upside down)

**Genre** AGT Have students read the captions and the main text on page 7. Captions support the text by making it clear or by adding new information. How do the captions on these pages support the main text? (they add new information) What does the caption tell you about when the aye-aye is active? (at night)

Main Idea and Key Details Which key details tell how the aye-aye has adapted to living in the rain forest? Have students work with a partner to identify the key details. (the aye-aye hunts beetle larvae, it pulls them out with long finger)

Have partners review their Main Idea and Details charts for pages 2–7 and discuss what they learned.

**STOP AND CHECK** Read the Stop and Check question on page 7. (The sloth has strong claws. The aye-aye has big eyes to see at night and a long finger to pull out beetles.)

Have partners review their Main Idea and Key Details charts for pages 2–7 and discuss what they learned.

Quick Check Do students understand weekly vocabulary in context? If not, review and reteach using the instruction on page 106.

Can students identify main idea and details? If not, review and reteach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

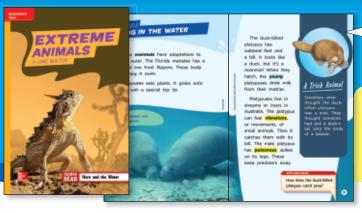
# **Apply**

WEEK 4

#### **Objectives**

- Understand and use new vocabulary words
- Read expository text
- Understand main idea and key details
- Understand complex text through
- Respond to the selection using text evidence to support ideas





#### **Materials**

- "Extreme Animals" Apprentice Leveled Reader: pp. 8-20
- **Graphic Organizer: Main Idea and Key**

#### 👉 **Go** Digital

- · Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- Main Idea and Key Details Mini-Lesson

## **BEFORE READING**

SL.4.1c SL.4.1d L.4.4a L.4.6



#### **Expand Vocabulary**

Display each word below. Say the words and have students repeat them. Then use the Define/Example/Ask routine to introduce each word.

**1 threaten** (page 14)

**Define:** be a danger to someone or something

**Example:** Roaring floods *threaten* the cities.

**Ask:** What things *threaten* your concentration?

weird (page 12)

**Define:** strange or unearthly

**Example:** A weird sound was coming from the

basement.

**Ask:** What is your favorite *weird* animal?

**2** young (page 9)

**Define:** in the early part of life; not old

**Example:** A young bird depends on its mother for

**Ask:** What do we call a *young* cat?

## **DURING READING**

15-20 Minutes RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5



#### **Close Reading**

Pages 8–9

**Main Idea and Details** Have students read the chapter title and pages 8-9. What are some key details about manatees? (they have a tail and two front flippers) Have partners work together to find the key details about the

platypus on page 9. (webbed feet and a bill, can feel vibrations of small animals, male has poisonous spikes on its legs) What do the key details about the manatee and platypus have in common? (They are all adaptations.) What is the main idea of pages 8 and 9? (Mammals have adaptations for living in water.) Have students record main ideas and key details on their Main Ideas and Key Details charts.

**Genre** Point out the sidebar on page 9. What are the features of this sidebar? (illustration, title, text) Remind students that sidebars support the selection by clarifying ideas in the text or giving new information. How does the sidebar support the text? (It gives new information about what scientists thought about the platypus.)

**STOP AND CHECK** Read the question in the Stop and Check box on page 9. (It feels vibrations of small animals. Then it catches them with its bill.)

Pages 10–11

does each caption support the text? (The caption on page 10 helps explain the image. The caption on page 11 adds new information.)

Main Idea and Details Have partners work together to find the key details about Surinam toads and the Chinese giant salamander. (Female Surinam toad carries eggs in skin on her back. Baby toads leave when they can swim. Chinese giant salamander has extra skin to help it breathe.) What do the details have in common? (They are adaptations for living in water.) What is the main idea of these pages? (Amphibians have adaptations for living in water.) Have students review key details they have recorded for Chapter 2. What is the main idea of this chapter? (Animals have adaptations for living in water.)

**STOP AND CHECK** Read the question in the Stop and Check box on page 11. (tail and flippers to swim, webbed feet, can feel vibrations in water, some breathe through their skin in water; female toad carries eggs and babies on her back until babies can swim; salamander has extra skin to help it breathe under water)

#### Pages 12–13

page 12. Which detail tells what fish see when they look up at the surface? (They see light from above.) Which detail tells you that the cookie cutter shark has a white underside? (The bottom of its body glows.) Why can't a fish under the shark see the shark? (Its bottom blends in with the light coming down from the surface.)

**Sentence Structure** AGT Read the first sentence in the last paragraph aloud. The phrase "which looks like a fish" tells more about one of the nouns before it. What looks like a fish, the patch or the jaw? (the patch) How does the dark patch help the shark? (Other fish think it is a fish they can eat. When they swim close, the shark eats them.)

**Main Idea and Details** What are the key details about the blobfish? (The blobfish is lighter than water) Think about what you have read on pages 12 and 13. What is the main idea of these pages? (Animals that live deep in the ocean have adaptations that allow them to survive.)

#### Page 14

**Purpose** A G T Have students read page 14. How can you tell that this selection is expository text? (It provides facts.) Which sentences on page 14 are facts that can be proved? (sentences 1 through 5) Which sentence is the author's opinion? (sentence 6) What does the author want readers to do? (protect the planet and its animals)

## AFTER READING

10-15 Minutes RI.4.1 RI.4.2 RI.4.9 W.4.9b L.4.4a



#### **Respond to Reading**

**Compare Texts** Have students compare how adaptations help animals survive in "Animal Adaptations"

and "Extreme Animals." Then say: What adaptations help animals live in your area?

**Summarize** Have students turn to page 15 and summarize the selection. (Answers should include key details from "Extreme Animals.")

#### Text Evidence

Have partners work together to answer questions on page 15. Remind students to use their Main Idea and Key Details charts.

**Main Idea and Key Details** (The Texas horned lizard squirts blood from its eyes. It also puffs up its body. The text is mostly about how the lizard has adapted to survive in the desert.)

**Vocabulary** (An *adaptation* is a change that happens over time that helps an animal survive in its environment. <u>Clues</u>: all these environments, help them survive, change an animal makes over time, help animals find food, help animals stay safe from predators)

**Write About Reading** (The bottom of the cookie cutter shark's body glows, and it has a patch on its jaw that looks like a fish. The patch attracts fish that the shark eats. The blobfish is lighter than water, so it floats and waits for food to pass by.)

#### **Independent Reading**

Encourage students to read the paired selection "Hare and the Water" on pages 16–18. Have them summarize the selection and compare it to "Extreme Animals." Have them work with a partner to answer the "Make Connections" questions on page 18.

**Quick Check** Can students identify main ideas and key details? If not, review and teach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

Can students respond to the selection using text evidence? If not, provide, sentence frames to help them organize their ideas.

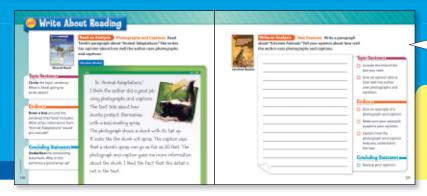
# Integrate

WEEK 4 **LESSON** 

#### **Objectives**

- Review weekly vocabulary words
- · Review main idea and key details
- Write an analysis about how an author uses photographs and

Reading/Writing Workshop



#### **Materials**

- Visual Vocabulary Cards: 65–72 Interactive Worktext. pp. 126-127
- Assessment Book, pp. 26–27

#### **Go** Digital

- Visual Vocabulary Cards
- Main Idea/Details Mini-Lesson
- Interactive eWorktext

**REVIEW AND RETEACH** 



#### Weekly Vocabulary

Display one Visual Vocabulary Card at a time and ask students to use the vocabulary word in a sentence. If students have difficulty, have them find the word in "Animal Adaptations" and use context clues to define it.

#### **Comprehension: Main Idea/Details**

Write and say: Like humans, birds use tools. One type of finch uses a cactus spine to spear bugs. Crows put nuts in the street and wait for cars to crack them open. Say: To figure out the main idea, I need to look first for key details. I see that a finch uses a cactus spine to spear bugs. Underline this detail. I also read that crows put nuts in the street. Underline this detail. Now I will see what these details have in common. They show how birds use tools. Label the first sentence: main idea.

We Do Display: Desert animals avoid the heat. Some are active only at night. Many hunt at dawn and dusk. A desert can be very hot in the day but cold at night. Ask: What are the key details? (Some are active only at night. Many hunt only at dawn and dusk.) What do these details have in common? (They tell how desert animals avoid the heat.) Say: What is the main idea of this paragraph? (How desert animals avoid the heat.)

You Do Write: Cats are very good hunters. They have sharp teeth and flexible bodies. When they walk, their back feet step in almost the same place as their front feet just were. This allows them to move very quietly. Have partners identify the key details in the paragraph. Then have them figure out the main idea. (Cats are good hunters.)

## **WRITE ABOUT READING**



#### **Read an Analysis**

- Ask students to look back at "Animal Adaptations" in the Interactive Worktext. Have volunteers review the details and facts in the text.
- Read aloud the directions on page 126. When you analyze, you ask yourself "how" and "why" questions. Read aloud the student model. Say: Tandi is writing an analysis, or detailed description, of how the author used photographs and captions to give more information in "Animal Adaptations." She is also giving her opinion about how well the author did this.
- When you write an analysis, you need to include certain elements. The first element is the topic sentence. Read the beginning of the paragraph and circle the topic sentence. What important information is included in the sentence? (text title; an opinion of how well the author uses photographs and captions)
- Another element of an analysis is text evidence. Tandi gives an example of a photograph and caption and explains how the photograph and caption had information that was not in the text. Reread the model and draw a box around the text evidence. (Box sentences 2 through 4.) Look back at "Animal Adaptations." What other details might be included as text evidence? (The photograph of the caribou eating lichen.)
- The final element is the concluding sentence. Underline the concluding sentence. How is the concluding sentence like the topic sentence? (It restates Tandi's opinion.) How is it different? (It tells how the photograph and caption gave more information about skunks.)

## Analytical Write an Analysis

**Guided Writing** Read the writing prompt on page 127 together. Have students write about "Extreme Animals" or another text they read this week. Say: *Use the checklist. It will help you figure out the right information to include in each section.* Remind students to use examples from the text that support their opinion. Guide students to ask "how" and "why" questions as they analyze text evidence.

**Peer Conference** Have students read their analysis to a partner. Listeners should summarize the strongest text evidence that supports the topic sentence and discuss any sentences that are unclear.

**Teacher Conference** Check students' writing for complete sentences and text evidence that supports their topic/opinion Review the concluding statement. *Does this sentence tie all of the elements together?* If necessary, have students revise the concluding statement by restating the topic sentence.



**IF** students read the Apprentice Level Reader fluently and the **Interactive Worktext** Shared Read fluently and answer the Respond to Reading questions

**THEN** read together the Approaching Level Reader main selection and the **Reading/Writing Workshop** Shared Read from *Reading Wonders*.

**Writing Rubric** 

	4	3	2	1
Topic Sentence	Topic sentence presents a clear opinion.	Topic sentence presents an opinion, somewhat clearly.	Topic is presented in short phrases; opinion is unclear.	There is not a topic sentence; no opinion is presented.
Text Evidence	Opinion is supported by two or more text details.	Opinion is only supported by one detail from the text.	Little to no evidence from the text supports opinion.	No text evidence is included; does not support opinion.
Concluding Statement	Clearly restates an opinion; wraps up the details.	Restatement is less focused; attempts to wrap up the details.	Vaguely restates opinion. Doesn't correlate well to text evidence.	There is no conclusion.
Writing Style	Writes in complete sentences. Uses correct spelling and grammar.	Uses complete sentences and phrases. Writing has spelling and grammar errors.	Few or no complete sentences. There are many spelling and grammar errors.	Does not write accurately or in complete sentences.

## **ASSESSMENT**

Have students complete the Weekly Assessment using **Assessment** book pages 26–27.