

Grade 5 Teacher's Edition





Teach and Model



Objectives

 Develop oral language Build background about patterns in nature Understand and use weekly vocabulary

Read expository text



Materials

Interactive Worktext, pp. 166-173 **Visual Vocabulary Cards:** 93-100

🕝 Go Digital Interactive eWorktext

Visual Vocabulary Cards

Scaffolding for Reading/Writing Workshop

WEEKLY CONCEPT





Talk About It

Essential Question Read aloud the Essential Question on page 166 of the Interactive Worktext: Where can you find patterns in nature? Explain that a pattern is the repetition of shapes, colors, lines, or actions. Say: We can find many patterns in nature. When we look around, we can find patterns on land, in the sky, and in plants and animals,

- Discuss the photograph on page 166. Say: What kind of animal do you see? (a spider) What pattern of repeating colors do you see? (red and black)
- **IDo** Say: I am going to think of a pattern I have seen in nature. I have seen butterflies that have a pattern of dots on their wings. I am going write "butterflies" as an example of nature patterns in the web on page 167.
- We Do Say: Let's look closely at the photograph and discuss other patterns we can see in nature. Point to the legs on the left side of the spider. How many legs do you see on the left side of the spider? (4) Point to the legs on the right side of the spider. How many legs do you see on the right side of the spider? (4) Are all of the legs have the same colors? (yes) What pattern of colors do you see? (red and black stripes) What pattern do you see in the web? (Possible answers: repeating lines, shapes) Guide students to add words to the web on page 167. Have them discuss other spiders or insects they know with patterns and add words to the web.
- You Do Have partners describe another pattern they have seen in nature. Ask: What patterns have you seen on land or up in the sky? What patterns have you seen on plants or animals? What did you see? What colors, shapes, or actions created a pattern?

REVIEW VOCABULARY L.5.1a L.5.4 L.5.5c L.5.6

10–15 Minutes

Review Weekly Vocabulary Words

- Use the Visual Vocabulary Cards to review the weekly vocabulary.
- Read together the directions for the Vocabulary activity on page 168 of the Interactive Worktext. Then complete the activity.
- **1 visible** Have students use the following sentence frame: _____, ____, and _____ are visible. (Possible answers: board, desk, clock, books, desks, plants, windows)
- **2 moisture** What is a lake? What is a desert? What is a rainforest? Have partners discuss each question to help them decide which place has very little moisture. (a desert)
- **3** particles Say: A grain of sand is a particle. Brainstorm with a partner other examples of particles. (Possible answers: dirt, crumbs) Have partners complete the sentence starter to describe the size of a particle: A particle is _____. (Possible answers: very small, tiny, little)
- **erode** Have partners ask each other questions about each option to figure out which phrase means the opposite of *erode*. (build up)
- **5** formation Point out the suffix *-ation*. Explain to students that -ation is added to the end of a word and means "the act or result of." (form, -ation, something that has been formed)
- **6** repetition Have students write their name to show repetition. Then have them use their name to complete the sentence frame: _____, ____,

RI.5.1 RF.5.4c

_____ *is an example of repetition*. (Students should write and say their name more than once.)

- Contact Have students use the sentence starter: I am in contact with _____. (Possible answers: a pencil, a book, the floor, a chair, a table) Ask: What is another way to say you are in contact with something? (Possible answer: I am touching it.)
- Structure Ask students to visualize a playground. Have them complete the sentence starter: ______ is a structure at a playground. (Possible answers: slide, swing set, jungle gym) After students complete their drawings have partners ask: What structure did you draw?

High-Utility Words

Explain that prepositions, such as *above*, *over*, and *into*, are connecting words that show a direction or a location of something. Have students turn to page 169 of the **Interactive Worktext**. Discuss the meaning of the circled word *toward*. Ask partners to circle the other prepositions in the passage. (near, through, over, from) Write the frame: *The cat walked* <u>the house</u>. Have students use different prepositions in the sentence and tell how each changes the meaning of the sentence.

💷 ENGLISH LANGUAGE LEARNERS

Display the prepositions *near, inside, through,* and *over*. Point to and say each preposition. Have students repeat. Then have them show the meaning of the word by using their hands or other objects in the room, such as a desk or door.

READ COMPLEX TEXT 15–20 Minutes

Read: "Patterns of Change"

- Have students turn to page 170 in the Interactive Worktext and read aloud the Essential Question.
 Explain that they will read an informational text about how different types of rocks are formed. Ask: What is the title? ("Patterns of Change") What do you see in the photograph? (rock) What kinds of patterns do you see? (Possible answer: stripes and swirling patterns) What do you think you will learn about these patterns? (Possible answer: how they were made)
- Read "Patterns of Change" together. Note that the weekly vocabulary words are highlighted in yellow. Expand vocabulary words are highlighted in blue.
- Have students use the "My Notes" section on page 170 to write questions they have, words they don't understand, and details they want to remember. Model how to use the "My Notes" section. I can write notes about questions I have as I read. In the first paragraph on page 171, I see the word forces, and I'm not sure what it means here. I will write forces with a question mark beside it in the "My Notes" section. As I continue to read the paragraph, I don't understand how patterns can form in rocks. I will write a question in the "My Notes" section: How do patterns in rocks form?

EIII ENGLISH LANGUAGE LEARNERS

As you read together, have students pause to mark anything about the text that they find confusing or unclear. Help them write questions in the "My Notes" section and guide them to locate answers.

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



REREAD COMPLEX TEXT

20–25 Minutes

RI.5.2 RI.5.3 RI.5.4

Close Reading: "Patterns of Change"

Reread "Patterns of Change" 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**.

🔎 Page 171

Main Idea and Key Details Say: *Key details are the most important details. As you reread "Rocks Take Shape," think about which details are the most important. I read "Water, wind, and temperature slowly transform one type of rock into another type of rock." This detail tells me what causes rocks to change. Let's underline this key detail. Find another key detail in the first paragraph that also supports the idea that rocks change.* (These forces shape landscapes and sketch designs on rock.) Now find a key *detail in the second paragraph that supports the idea that rocks change.* (The sand turned to rock over a long period of time.)

Vocabulary Have students reread the second paragraph. *What is a pattern?* (repetition of shapes, colors, lines, or actions) Ask: What *pattern do you see in the photograph on the page?* (rows of wavy lines)

High-Utility Words Have student locate the prepositions *below, to,* and *through* in the third paragraph. Have students describe or point to demonstrate the meaning of each word.

Organization (ACT) Have students reread the second paragraph under "Igneous Rocks." Explain that in this section, the author describes the sequence of events that turns liquid lava into solid rock. *What first happens*

to the lava in this sequence of events? (minerals in the lava cool) What happens next? (crystals form) What happens last? (The hot liquid hardens into rock.)

Expand Vocabulary Have students point to the word

textures. Read the definition of texture aloud. Ask: What is the texture of granite? Look for words that describe what it feels like. (rough) What is the texture of obsidian? (smooth)

Page 172

Connection of Ideas AGT Have students reread the first paragraph. *What causes igneous rocks to change?* (water and wind erode them) *What is the effect?* (bits of broken rock are carried to a beach, riverbank, or desert)

Expand Vocabulary Discuss the word *material*. Point to the words "kind of rock." Say: *Rock is a kind of* material. *Sedimentary rock can be made up of bits of rock, sand, bones, shells, and plants*. Reread the next paragraph. *What material is made up of bones and shells?* (limestone)

Main Idea and Key Details Have students reread the third paragraph. Which sentences in this paragraph give key details? (Sandstone is formed from sand. Limestone is made up of bones and shells.) What do these details have in common? (They both tell the names of different sedimentary rock. Both tell what the rock is made up.) What is the main idea of this paragraph? (Different sedimentary rocks can be made up of different things.)

Organization ACT Point to the headings and explain that the text is organized into sections. Ask: Which section tells how sedimentary rocks are made? (the section headed Sedimentary Rocks) Which section tells what happens to sedimentary rock over time? (Rock Formations)

Organization (A) Have students reread "Rock Formations." *The author describes the order of events that* forms layers of sedimentary rock, called strata. Reread the first two paragraphs in this section. What is the first thing that happens to sedimentary rock? (A layer of sedimentary rock can form.) What happens next? (A different layer of sedimentary rock can form on top of it.) What happens after the layers build up? (Each layer press down on the ones below it.)

🔎 Page 173

Main Idea and Key Details Have partners reread the first paragraph and underline key details. (The layers of rock below are pressed down. They are pushed deeper and deeper. They are heated by magma. The weight of the layers and the heat cause metamorphic rock to form.) What do these details have in common? (Each detail tells about a change that causes metamorphic rock to form.) What is the main idea of this paragraph? (Possible answer: Many changes cause metamorphic rock to form.)

Main Idea and Key Details Have partners reread the second paragraph together and draw a box around key details. (Liquid rock cools and becomes solid rock. Solid rock builds up from sand into cliffs. Solid rock changes back to liquid rock.) What do these details have in common? (Each detail tells about a change during the rock cycle.) What is the main idea? (Rocks go through a cycle of changes.)

Expand Vocabulary Discuss the word *process*. *What clues in the second paragraph help you understand the meaning of* process? (Possible answers: repetition, cycle, pattern, repeats again and again) Have students complete the sentence starter: *One step in the* process *of the rock cycle is* ______. (Possible answers: Liquid rock cools and becomes solid rock. Rock builds up. Solid rock changes back to liquid rock.)

Genre AGT *Read the caption and look at the diagram. Describe two ways a rock can change from one type of rock to another.* (Possible answers: cooling, eroding, squeezing, heating)

RESPOND TO READING10-20 MinutesRL5.2W.5.

RI.5.2 W.5.96 SL.5.1a

Respond to "Patterns of Change"

Have students summarize "Patterns of Change" orally to demonstrate comprehension. Then have partners answer the questions on page 174 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.

- What pattern is found in the way sedimentary rock and strata are formed? (<u>Possible answer</u>: Both form by building up and pressing down. <u>Text Evidence</u>: p. 172)
- 2. What pattern can be seen in layers of sedimentary rock? (Possible answer: Layers of sedimentary rock create patterns of thick lines. <u>Text Evidence</u>: p. 172)
- **3.** How is the rock cycle a pattern? (Possible answer: The rock cycle is a pattern because it repeats over and over again. Liquid rock cools and becomes solid rock. Solid rock is pushed down and becomes liquid rock. <u>Text Evidence</u>: p. 173)

After students discuss the questions on page 174, have them write a response to the question on page 175. Tell them to use their partner discussions and notes about "Patterns of Change" 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 154.

Can students use key details to determine the main idea? If not, review and reteach using the instruction on page 154 and assign the Unit 3 Week 3 digital mini-lesson.

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





Objectives• Understand and use new vocabulary

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



- "Weather Patterns" 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 Digital Mini-Lesson

Scaffolding for Wonders Approaching Leveled Reader

BEFORE READING

10–15 Minutes

SL.5.1c SL.5.1d L.5.4a L.5.6

Introduce "Weather Patterns"

- Read the Essential Question on the title page of "Weather Patterns" **Apprentice Leveled Reader**: Where can you find patterns in nature? We will read about weather patterns that we can and can't predict.
- Read the title of the main read. Have students look at the table of contents and the images in the selection. *Is this expository text or fiction?* (expository text) *How do you know?* (gives information, includes photos, diagrams, maps) *What do the photographs mainly show?* (what the weather is like in different places)

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.

(page 7) **conditions**

Define: the way something is **Example:** Winter *conditions* can be cold and snowy. **Ask:** What are the weather *conditions* today?

2 occur (page 4)

Define: happen **Example:** Wildfires can *occur* when it is hot and dry. **Ask:** What would you do if a storm would *occur*?

3 weird (page 3)

Define: strange, unusualExample: The sky turned a *weird* shade of green.Ask: What *weird* weather have you ever seen?

DURING READING

20-30 Minutes RI.5.1 RI.5.2 SL.5.1b SL.5.1d L.5.6

Close Reading

Pages 2–3

Specific Vocabulary (AGT) This selection includes a great deal of domain-specific vocabulary relating to meteorology. As students read the selection, review the meaning of challenging words such as *meteorologists*, *precipitation*, *tropics*, *evaporates*, and *prevailing wind*.

Organization (AGT) Read the third paragraph on page 2. Point out the text structure of a sequence of causes and effects. Ask: *Do you see a signal word in the first sentence*? (causes) *What is the cause*? (The sun warms the air.) *What is the effect*? (Warm air rises.) *What happens after the warm air rises*? (Cold air moves in.) *How does this create wind*? (Movement of the hot and cold air causes wind.)

Main Idea and Key Details Have students read the last paragraph on page 2. Ask: What are the key details? (Scientists who study weather are called meteorologists. They study patterns in the weather. This helps them predict wind, rain, snow, and tornadoes.) What do these details have in common? (The details all tell about how meteorologists study weather patterns to predict the things that make up our weather.) What is the main idea of this paragraph? (By studying weather patterns, scientists can predict our everyday weather.)

Have students record these ideas in a Main Idea and Key Details Chart. Have them complete additional charts as they read the selection.

Pages 4–5

Organization (AGT) Have students read page 4. Ask: Do you see signal words in the first paragraph? (As a result) Say: These words signal a cause-and-effect text structure. The cause is that the sun's rays are strongest at the equator. What effect does this have? (The tropics are hot.) Where are the sun's rays the weakest? (North and South poles) What effect does this have? (The poles are cold.)

Genre AGE Look at the diagram on page 4. Read the caption. What do the arrows in the diagram tell you about the sun's rays? (They hit the equator more directly.) What does the diagram explain? (why the tropics are hot and the poles are cold) Have partners point to the tropics and the poles and discuss the effect of the sun's rays on these areas.

Main Idea and Key Details Have students read page 5. What are some key details in the first paragraph? (The sun causes water to evaporate. Then water vapor cools and falls back to earth. Then the cycle starts again.) What are some key details in the second paragraph? (The water cycle causes weather patterns.) What do these details have in common? (They are all about what causes the water cycle and how it affects weather.) What is the main idea on page 5? (The sun's heat causes the water cycle, which creates weather patterns.)

Genre AGT Have students review "The Water Cycle" diagram on page 5. *What do the arrows in the diagram show*? (the direction in which water is moving as it evaporates, forms clouds, and then falls back down to Earth) Have partners trace the movement of water through the water cycle, from ocean to sky and back again. Read the text in the yellow box aloud. Ask: *What additional information does this caption give us*? (where the water in our atmosphere comes from)

Pages 6–7

Vocabulary Read the first paragraph on page 6. *What is a prevailing wind*? (a wind that regularly blows) *What does a prevailing wind mean in the United States*? (the wind blows from the west)

Genre AGT *Read page 6. Look at the diagram, key, and compass. What does the circle represent?* (Earth) *What do the arrows on Earth show?* (the direction of prevailing winds) *What happens to the prevailing winds from the tropics as Earth rotates?* (The wind curves and creates prevailing westerly winds in temperate zones.) Have partners point out each of the elements listed in the key on the diagram.

Vocabulary In the diagram on page 6, what clues in the key help you understand what temperate means? (A polar zone is very cold, the tropics are hot, so temperate must mean mild.)

Main Idea and Key Details Have students review "Prevailing Wind." Say: Name one key detail from each paragraph. (The U.S. has a prevailing wind from the west. Earth's rotation causes temperate areas to have westerly winds. Prevailing winds also come from local conditions. A cool sea breeze in hot Australia is one local condition.) What do each of these details have in common? (They are all about prevailing winds, or the regular wind in an area.) What is the main idea of this section? (Prevailing winds are caused by Earth's rotation and local conditions, and they affect our weather.)

Stop and Check Read the question on page 7. (The heat makes warm air rise above cold air, and the cold air moves down and replaces the warm air. This pattern is repeated, and this movement causes wind.)

Have partners review their Main Idea and 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 154.

Can students find main ideas and key details? If not, review and reteach using the instruction on page 154 and assign the Unit 3 Week 3 digital mini-lesson.





Objectives• Understand and use new vocabulary

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

Scaffolding for Wonders Approaching Leveled Reader



Materials

- "Weather Patterns" Apprentice Leveled Reader: pp. 8–24
- Graphic Organizer: Main Idea and Key Details
- 🕝 Go Digital
- Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- Main Idea and Key Details Digital
 Mini-Lesson

BEFORE READING

5–10 Minutes

SL.5.1c SL.5.1d L.5.4a L.5.6

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 denser (page 12)

Define: heavier, packed closer together

Example: Our footsteps packed the snow and made it *denser*.

Ask: What is denser, a rock or a feather?

2 experience (page 15)

Define: have or feel the effects of a condition

Example: Our area may *experience* severe thunderstorms.

Ask: What weather do you experience during spring?

6 fierce (page 10)

Define: powerful and severe in forceExample: The *fierce* wind blew down a tree.Ask: What kind of *fierce* weather have you seen?

4 predictable (page 8)

Define: expected because of known behavior **Example:** My route home from school is *predictable*. **Ask:** What things do you do every day that are *predictable*?

DURING READING

15–20 Minutes RI.5.1 RI.5.2 SL.5.1b SL.5.1d L.5.6

Close Reading

Pages 8–9

Genre AGT What text features do you see on page 8? (chapter title: Seasonal Weather; heading: Monsoons; photograph and sidebar with heading: The Southeast Asian Monsoon) What information can you get from these features? (title: the chapter is about seasons; heading: the section is about monsoons; photo and sidebar: give more information about monsoon rains)

Organization AC1 *Read about monsoons on pages* 8 and 9. What causes monsoons? (As hot air rises, it pulls wet air from oceans over land.) What happens as the result of a monsoon? (heavy rains in Mexico and U.S.)

Main Idea and Key Details What are the key details in the first paragraph on page 8? (There are four seasons in the temperate zones and two seasons in the tropics.) What do these details have in common? (Seasons repeat each year.) What is the main idea of this paragraph? (Seasons have predictable patterns.)

Vocabulary Have students point to the word *prevent* in the last line on page 9. *What clues in the paragraph tell you what* prevent *means?* (Rain could help stop wildfires from starting.)

Pages 10-11

Organization AC1 *Read "Hurricanes and Tornadoes" on pages 10 and 11. How are hurricanes and tornadoes similar?* (fierce storms, dangerous winds, regular seasons) *How are they different?* (Hurricanes form over water, and winds blow up to 150 miles per hour. Tornadoes occur over land, and winds blow up to 320 miles an hour.)

Vocabulary Have students point to the word *dangerous* in the first paragraph on page 10. *What clues in the paragraph tell you what* dangerous *means?* (damage)

Stop and Check *Read the question in the Stop and Check box on page 10.* (They provide water for people, plants, and animals and help prevent wildfires.)

Genre AGT Look at the map on page 11. How does it provide more information about the text? (It shows the location of Tornado Alley and which states are affected.)

Pages 12–13

Organization AGT *Read "Katabatic Winds" on pages 12 and 13. How are katabatic winds in Antarctica similar to those in California?* (Cool heavy air collects over high land, then falls downhill.) *How are they different?* (Antarctica wind is cold and wet, Santa Ana wind is dry and hot.)

Main Idea and Key Details What are the key details on page 13? (The Santa Ana wind is a warm katabatic wind; forms when cool air comes from the desert, then falls down the mountains.) What do these details have in common? (Details are all features of the Santa Ana wind.) What is the main idea of Chapter 3? (The Santa Ana wind has many features.)

Pages 14–15

Genre AGT Look at the diagram on page 14. What do the colors orange and dark blue stand for in the diagram? (Orange means warmer, and dark blue means cooler.)

Stop and Check *Read the question in the Stop and Check box on page 15.* (They don't follow usual weather patterns and are harder to predict.)

Vocabulary Have students point to the word *switch* at the top of page 15. *How do the patterns* switch? (Dry areas have floods and wet areas are dry.)

Pages 16–17

Connection of Ideas A C Read the first three paragraphs of the conclusion. What weather patterns did the author explain in this selection? (winds; prevailing winds; water cycle; seasonal patterns such as monsoons, hurricanes, and tornadoes; katabatic winds; El Niño)

AFTER READING

10–15 Minutes RI.5.1 RI.5.2 RI.5.9 W.5.9b L.5.4a 👧

Respond to Reading

Compare Texts Have students compare how "Weather Patterns" and "Rock Formations" show patterns in nature. Then say: *What patterns have you observed in nature*?

Summarize Have students turn to page 18 and summarize one section of the selection. (Answers should include key details from the section.)

🔎 Text Evidence

Have partners work to answer questions on page 18. Ask them to use their Main Idea and Key Details charts.

Main Idea and Details (Key Details: Moist, warm air moves in from ocean and heavy rain falls in Mexico. Monsoon moves north and brings rain to Arizona, New Mexico, and Texas. <u>Main Idea</u>: The North American monsoon season brings rain to Mexico and the U.S.)

Vocabulary (The caption tells about water in the air. *Moisture* must mean water.)

Write About Reading (*El Niño changes normal weather patterns* is the main idea. It causes weather patterns to switch. Dry areas can flood. Wet areas are dry. Winters can be colder than usual.)

Independent Reading

Encourage students to read the paired selection "Cloud Atlas" on pages 19–21. Have them summarize the selection and compare it to "Weather Patterns." Have them work with a partner to answer the "Make Connections" questions on page 21.

Quick Check Can students find main ideas and key details? If not, review and reteach using the instruction on page 154 and assign the Unit 3 Week 3 digital mini-lesson.

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

Integrate ARTE&ASSESS



REVIEW AND RETEACH

5–10 Minutes



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 "Patterns of Change" and use the context clues to define it.

Comprehension: Main Idea/Details

- Display and read aloud: Some storms can be dangerous. Heavy rain can cause floods. Lightning can strike trees. Wind can cause power lines to fall. Underline the key details. Say: These are the key details. I am going to look at what these key details have in common to figure out the main idea. All of these details tell dangerous effects of storms. I can tell that the main idea is: Storms can be dangerous.
- We Do Display: Starting a rock collection is fun and easy. You can find lots of rocks in parks and streams. After washing them, you can use the Internet to help you identify the type of rock. There are many rock-collecting Web sites with photos of different rocks. Then you can label the rocks and display them for everyone to look at. Ask: Which sentences give key details? (sentences 2–4) What do these details have in common? (They all tell how easy it is to start a rock collection.) What is the main idea? (Starting a rock collection is easy.)
- You Do Display: Dogs are great pets. Dogs are fun to play with. It is fun to pet them, too. They can do tricks. They are also loyal. Have partners identify key details and look for what they have in common to figure out the main idea.

WRITE ABOUT READING

25–35 Minutes W.5.2a W.5.2d W.5.4 W.5.5 W.5.9b 🧰

Read an Analysis

- Ask students to look back at "Patterns of Change" in the **Interactive Worktext**. Have volunteers review the key details they marked on page 171 that supported the idea that rocks change. Repeat with pages 172 and 173. *How did the key details help you understand the main ideas in the text?*
- Read aloud the directions on page 176. Read aloud the student model. *Tisha's writing is not a summary*. *She is writing an analysis of "Patterns of Change." It is a detailed description of how the author used key details explain the text's main idea*.
- Say: When you write an analysis, you must include certain elements. Circle the topic sentence. What important information is included in that sentence? (text's title, how the author used key details, the main idea of the text)
- Another element of analysis is text evidence. The student supports the topic sentence with evidence from the text that shows how the author used key details to explain the main idea. Reread the model and draw a box around the text evidence. (sentences 2 through 10) Look back at your notes about "Patterns of Change." What other details could Tisha have included? (Possible answer: the rock cycle repeats over and over)
- The final element is the concluding statement. Have students underline the concluding statement. How is the concluding statement like the topic sentence? (Both say that the author used key details. Both include the author's main idea.) Which words wrap up all the details in the paragraph? (All of these key details)

Unit 3

Analytical Write an Analysis

Guided Writing Read the writing prompt on page 177 together. Have students write about "Weather Patterns" or another text they read this week. Have them review their notes. *Use the checklist to help you figure out what information to include in each section*. If students have difficulty, guide them to ask "how" and "why" questions about the weather pattern explained in each paragraph.

Peer Conference Have students read their analysis to a partner. Listeners should identify 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. Review the concluding statement. Ask: *Does this sentence tie all of the elements together?* If necessary, have students revise the concluding statement by restating the topic sentence.

Apprentice Papprentice Leeveled Reader

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*. Have students take notes as they read, using self-stick notes. Then ask and answer questions about their notes.

Writing Rubric

	4	3	2	1
Topic Sentence	There is one clear, focused topic sentence.	Topic sentence is less focused, somewhat clear.	Topic is presented in short phrases.	There is no topic sentence.
Text Evidence	Topic is supported by two or more text details.	Evidence includes only one detail from the text.	Little to no evidence is cited from the text.	No text evidence is included.
Concluding Statement	Clearly restates the topic sentence; wraps up all the details.	Restatement is less focused; attempts to wrap up the details.	Vaguely restates the topic. 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

Weekly Assessment

Have students complete the Weekly Assessment using **Assessment** book pages 34–35.

ASSESS and Monitor Progress

WEEK 3



Mid-Unit Assessment, pages 88–95

Fluency Assessment, pages 250–265

Unit 3 Mid-Unit Assessment

- **TESTED SKILLS**
 - **COMPREHENSION**
 - Theme RL.5.2
 - Theme RL.5.2
 - Main Idea and Key Details RI.5.2

VOCABULARY

Context Clues L.5.4a

Using Assessment and Writing Scores

	RETEACH	IF	THEN
	COMPREHENSION	Students answer 0–5 multiple-choice items correctly	 reteach tested skillsusing instruction on pages364–371.
	VOCABULARY	Students answer 0–2 multiple-choice items correctly	reteach tested skills using instruction on page 364.
	WRITING	Students score mostly 1–2 on weekly writing rubrics throughout the unit	reteach writing using instruction on pages 372–373.

Fluency Assessment

Conduct assessments individually using the differentiated fluency passages in Assessment. Students' expected fluency goal for this Unit is 117–137 WCPM with an accuracy rate of 95% or higher.

Weeks 4 and 5

Monitor students' progress on the following to inform how to adjust instruction for the remainder of the unit.

ADJUST INSTRUCTION				
ACCESS COMPLEX TEXT	If students need more support for accessing complex text, provide additional modeling of prompts in Lesson 2 of Week 4, pages 160–161, and Week 5, pages 170–171. After you model how to identify the text evidence, guide students to find text evidence in Lessons 3 and 4 in Week 4, pages 162–165, and Week 5, pages 172–175.			
FLUENCY	For those students who need more support with Fluency, focus on the Fluency lessons in the Foundational Skills Kit.			
WRITING	If students need more support incorporating text evidence in their writing, conduct the Write About Reading activities in Lessons 4 and 5 as group writing activities.			
FOUNDATIONAL SKILLS	Review student's individualized progress in <i>Reading Wonders</i> Adaptive Learning to determine which foundational skills to incorporate into your lessons for the remainder of the unit.			