

# **Teach and Model**

WEEK 4 **LESSON** 

#### **Objectives**

- Develop oral language
- · Build background about what influences the development of a
- Understand and use weekly vocabulary
- Read historical fiction



#### **Materials**

- Interactive Worktext, pp. 116-123
- Visual Vocabulary Cards: 65-72

#### **Go** Digital

- Interactive eWorktext
- Visual Vocabulary Cards

Reading/Writing Workshop Scaffolding for

## **WEEKLY CONCEPT**

SL.6.1b SL.6.1c SL.6.1d SL.6.2



#### Talk About It

**Essential Question** Read aloud the Essential Question on page 116 of the Interactive Worktext: What influences the development of a culture? Explain that the word culture can include the art, literature, food, style of dress, religious practices, and economy of a group of people. In other words, it describes a specific way of life.

Discuss the photograph on page 116. Ask: What can you see in the photograph that might influence the development of a culture? (Possible answer: A river runs through this region, so this would have an influence.)

Say: I see boats on the river as I look at the photo. The presence of a river can influence how people travel and move goods from place to place. This can influence an economy, which is part of a region's culture.

We Do Say: Now let's look at the photo together to find other things that might have influenced this culture. What are the people carrying in their boats? (fruits, vegetables, and other kinds of produce) Where do you think the people in the boats are taking their produce? (Possible answer: to a market) Explain that the photo shows a floating market in the town of Banjarmasin in Borneo. A floating market is a market where goods are sold from boats. They originated in times and places where water transport played an important role in daily life. As students describe what they see, have them add words to the web on page 117.

You Do Have students work with a partner to describe what influences the culture in their area. Have them answer questions such as: What type of transportation do people use? Why?

## REVIEW VOCABULARY



### **Review Weekly Vocabulary Words**

- Use the **Visual Vocabulary Cards** to review the weekly vocabulary.
- Read together the directions for the Vocabulary activity on page 118 of the **Interactive Worktext**. Then complete the activity.
- **1 benefit** Ask students if any of them remember learning how to swim. Talk about which of the listed items would be a benefit to learning. (goggles)
- **2 deftly** Have students describe what they are doing as they demonstrate moving deftly through a crowd. What are you trying to do as you move? (Possible answer: not bump into people, move quickly)
- **3 derision** *If someone had a look of derision on their* face, how would it look? Have students show a look of derision. (Students should look scornful, as if they are mocking something.) In what ways can someone be treated with derision? (made fun of)
- **4 eaves** Have students complete this sentence frame: The \_\_\_\_\_ on a house are the part of a roof that . (Possible answer: The eaves on a house are the part of a roof that stick out beyond the wall.)
- **5 expertise** Have students think of things they can do well. Then have them use this sentence frame to talk with their partner about how they gained expertise in this skill: I \_\_\_\_\_ in order to gain expertise at \_\_ (Possible Answers: Students may say they took lessons/practiced/studied to learn how to play an instrument, draw, or play a sport.)

- **6 impudence** Have students use the sentence frame: Someone who acts with \_\_\_\_\_\_ is \_\_\_\_\_. (being rude or interrupting someone)
- **legacy** Ask students to think of a skill they learned from a family member or a teacher. Then ask them how the skill was passed on to them. (Possible answer: Students may describe an athletic ability, a musical talent, or some other skill that a teacher or family member taught them.)
- **8 symmetry** How do butterfly wings show symmetry? (Possible answer: Each wing has the same pattern or design. The wings are the same size and are mirror images of one another.) Have students compare their drawings and talk about how they show symmetry.

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

Explain that coordinating conjunctions, such as and, but, so, and or connect two words or sentence parts. Have students turn to page 119 of the Interactive Worktext. Tell students that coordinating conjunctions are also called linking words. Have students circle the linking words that connect words or sentence parts in the passage. (and (3 times), but, or, so) Call on students to read the sentences aloud and identify the linking words they circled.

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

Display coordinating conjunctions and, but, so, and or. Point to and say each word. Ask students to repeat. Demonstrate by having a student wave and another student say hello. Describe the actions: Sara waves, and Jim says hello. Emphasize the conjunction. Then have volunteers describe other actions, using conjunctions to connect words and sentence parts.

## **READ COMPLEX TEXT**

15-20 Minutes SL.6.1c SL.6.2 RL.6.4 L.6.4a L.6.6



#### Read: "Cusi's Secret"

- Have students turn to page 120 in the Interactive Worktext and read aloud the Essential Question. Explain that they will read about how wool and weaving were important to the Inca culture. Ask: What is the title? (Cusi's Secret) Who do you think Cusi is? (The girl in the picture.) What is Cusi doing in the picture? (weaving cloth by hand)
- Read the selection 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 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. I can write questions and notes about the story as I read. When I read the third paragraph on page 121, I made a note that Cusi wants to go to school. In the fifth paragraph, I'm not sure what the word perimeter means. I will write the word with a question mark in the "My Notes" section.

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

As you read together, have students highlight the parts of the text they think are important or that they have questions about. After reading, help them write questions and notes 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**

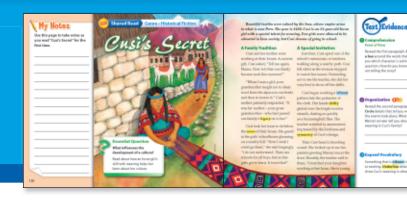
WEEK 4 **LESSON** 

Scaffolding for

#### **Objectives**

- Read historical fiction
- Understand complex text through close reading
- Recognize and understand point
- Respond to the selection, using text evidence to support ideas

Reading/Writing Workshop



## REREAD COMPLEX TEXT



#### **Close Reading: "Cusi's Secret"**

Reread "Cusi's Secret" 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.



**Point of View** In the first paragraph of "A Family Tradition," have students point to the characters' names. Which characters does the narrator name? (Cusi, Mama) Does the narrator use any first-person pronouns, such as I, me, my, or we outside of dialogue? (no) Model using these features to identify the point of view. As I read about Cusi and her mother, I see that neither character is telling the story. In the dialogue that Cusi speaks, she uses the pronouns me and our. But the narrator does not.

**Organization** A G Have students identify what Cusi's mother explains to her daughter. (how their family passed on their weaving skills through the generations) How do you know that Cusi's family has been weaving for a long time? (Cusi's mother talks about Cusi's greatgrandmother teaching Cusi's grandmother to weave.) Count the number of generations with students. (Three)

**Expand Vocabulary** Have students point to the word vibrant. After they find text details that describe a vibrant pattern, have students find these same details in the illustration of Cusi's weaving. Discuss the pattern and the symmetry of the design.

**High-Utility Words** Have students find a coordinating conjunction in the third paragraph in "A Family Tradition." (but) What two ideas does this word link? (There are schools for all the boys. Few girls get to learn.)

**Vocabulary** In the second paragraph in "A Special Invitation," help students understand the simile as quickly as a hummingbird flies. Ask if students have seen a hummingbird fly or a picture of one. Can you see the wings flap? (no) Why? (They are moving too fast.) This simile compares Cusi's fast-moving hands to how fast a hummingbird flies.

**Materials** 

pp. 120-125

Point of View

Interactive Worktext,

**Go** Digital

Interactive eWorktext

**Digital Mini-Lesson** 

#### **Page 122**

**Point of View** Review that the story is told by a narrator who is not one of the characters. Whom do we learn about in the second paragraph? (Cusi's parents and Cusi) What two action words tell what Cusi's parents did? (made, decided) What two words name feelings that the characters felt? (optimism, nervous)

**High-Utility Words** Have students identify a coordinating conjunction in the first paragraph in "Much to Learn." (and) What ideas does this word link? (two things that Cusi learned)

**Expand Vocabulary** Have students find the word garment in the fourth paragraph. What word in the next sentence tells what you do with a garment? (wear) What word in that same sentence is a kind of garment? (robes)

**Organization A O** Tell students that when they come to a part of a story that tells about a past event, they will see clues that this is about to happen. What did Cusi do while the other girls were practicing? (daydreamed) Have students identify a phrase in the next sentence that shows Cusi remembered an event as she daydreamed. (recalled a day) In the last paragraph, what words tell you that this memory was clear to Cusi? (She never forgot.)

**Vocabulary** Have students point to *sneer* in the seventh paragraph. Ask volunteers to demonstrate what a sneer looks like. What words in that sentence tell you that a sneer is not a happy expression? (derision, shouted angrily)

#### **Page 123**

**Expand Vocabulary** Have students point to the word possess in "A Secret to Treasure." What does Mamacona gesture toward? (the knotted wool behind Cusi's back) What does Mamacona say Cusi should show her? (what she has made) Have students tell why Cusi wants to possess a quipu. (Cusi has always wanted to learn the secrets of the counting tool.)

**Point of View** Ask students which character is the focus of the fifth paragraph. (Mamacona) What word tells you that she is thinking? (thoughts) What two thoughts does she struggle with? (The ban against women using the quipu, and her own longing to learn about it when she was a child.) Does she tell Cusi her thoughts? (no)

**Organization** A C T What does Mamacona remember? (She wanted to learn about the quipu when she was a girl, and her brother secretly taught her how to use it.) How does this memory show that Mamacona is like Cusi? (Cusi wants to learn how to use the quipu like Mamacona wanted to.)

**High-Utility Words** Ask students to point to the coordinating conjunction in the last paragraph. (and) What two things does Cusi promise? (to learn and forever keep the secret)

## **RESPOND TO READING**

**10–20** Minute

SL.6.1a SL.6.1c RL.6.5 W.6.9



#### Respond to "Cusi's Secret"

Have students summarize "Cusi's Secret" 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 have the women in Cusi's family learned to weave? (Cusi's mother says that she learned how to weave from her mother, who in turn learned from her mother. The skill is passed down from generation to generation. Text Evidence: p. 121)

- **2.** How does Cusi's skill with weaving change her life? (Cusi is allowed to go to school after Mamacona notices Cusi's skill at her loom and asks Cusi's parents to let her go. <u>Text Evidence</u>: pp. 121–122)
- **3.** Beside weaving clothes, what else did the Inca use wool for? (The wool was used to make quipu, or counting cords. The men used quipu to count and record things such as the number of animals in each herd. Text Evidence: pp. 122, 123)

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 the notes they took while reading "Cusi's Secret" to help them. Circulate and provide guidance.

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

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

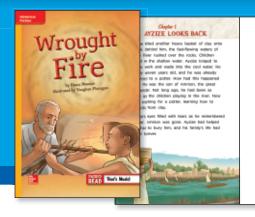
Can students write a response to "Cusi's Secret"? If not, provide sentence frames to help them organize their ideas.

## **Apply**

WEEK 4

#### **Objectives**

- Understand and use new vocabulary words
- Read historical fiction
- · Recognize and understand point of
- Understand complex text through close reading



**Materials** 

- "Wrought by Fire" Apprentice Leveled Reader: pp. 2-7
- Graphic Organizer: Point of View

#### **Go** Digital

- Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- · Point of View Mini-Lesson

Scaffolding for

**Approaching Leveled Reader** 

## **BEFORE READING**



### Introduce "Wrought by Fire"

- Read the Essential Question on the title page of "Wrought by Fire" **Apprentice Leveled Reader**: What influences the development of a culture? We will read about a young boy who works with a man who makes pottery in Egypt long ago.
- Read the title of the main read. Have students look at the images. What do you think this story will be about? (a boy, his parents, clay pots) Why do you think that? (The illustrations show a boy, adult woman and man, and people making pots.)

#### **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 fabric** (page 5)

**Define:** cloth

**Example:** Cotton *fabric* is cool to wear in the summer.

**Ask:** What kind of *fabric* is your shirt?

2 fate (page 3)

**Define:** a final end result

**Example:** Those trees will not have the same *fate* as

the trees that were cut down.

**Ask:** What could be the *fate* of a building that is in the

path of a flood?

3 loathed (page 7)

**Define:** disliked something intensely

**Example:** Kim *loathed* the silly ending of the movie.

**Ask:** What is something you *loath?* 

4 wages (page 6)

**Define:** money earned for doing work

**Example:** People earn wages when they work in a job.

**Ask:** What jobs do you think pay good wages?

## DURING READING

RL.6.1 RL.6.3 RL.6.6 L.6.6



#### **Close Reading**

Pages 2–3

**Point of View** Have students read the first paragraph on page 2. What pronouns does the narrator use? (his, him, he) What character do these pronouns refer to? (Ayzize) If Ayzize were telling the story, he would say "I lifted" instead of "Ayzize lifted." Who is telling this story? (a narrator who is not a character but an outside observer) This shows that the story has a third-person point of view.

As students read the selection, have them continue to record details on their Point of View chart that help them know the story is told in the third person.

**Vocabulary** Have students find the word *apprenticed* in the first paragraph. What clue helps you understand what apprenticed means? (In the last sentence, he is "working for a potter, learning how to make pots from clay.")

Explain that an apprentice works for an expert craftsman for little or no pay. Instead, the apprentice learns the craft so he or she can earn a living later on.

**Organization** AGI In the first paragraph on page 2, Ayzize thinks about when he was as carefree as the children playing in the river. What words tell you that this was in the recent past? (Not long ago) Who does Ayzize remember in the second paragraph? (his father) What do readers learn about Ayzize's father as he remembers? (His father, Ammon, died. This changed his family's life forever.)

**Organization** AGT Have students look for text evidence about Ayzize's father Ammon and his family on page 3. What was Ayzize's family like? (His father was rich, mother well-respected; Ayzize had six brothers and sisters.) What happened to change their situation? (Their animals got sick and died. Other people said it was Ammon's fault. The family had to leave the village and live in the forest.) Point out that Ayzize is remembering the recent past. Explain that a part of a story that tells what happened earlier is a flashback.

**Vocabulary** Have students find the word *cursed*. Discuss clues to the word's meaning. *Whose animals were the first to sicken and die?* (Ammon's) *What did the villagers think this meant?* (that Ammon was cursed and would spread bad luck to everybody) *What do the villagers do to someone who is cursed?* (They treat them badly and make them leave.)

Connection of Ideas (ACT) Ayzize knows his family is not cursed. What does Ammon tell him that helps him know this? (The sickness was brought by strangers to the land.) Discuss with students how believing that sick strangers made the animals sick makes more sense than blaming the problem on bad luck.

#### Pages 4–5

**Point of View** Explain that a story with a third-person point of view can let readers know about the thoughts and feelings of more than one character. What does Ayzize think about in the second paragraph on page 5? (He wonders if his father got a sickness from the strangers.) Whose thoughts are shown in the third paragraph? (They, meaning Ayzize's family, don't know how they will live.)

**STOP AND CHECK** Read the question in the Stop and Check box on page 5. (Ammon saw that the strangers' camels had thick scabs around their mouths. The scabs were like those on his own cattle before they died.)

#### Pages 6–7

Problem and Solution In the last paragraph on page 5, what is the family's problem? (They don't know how they will live.) On page 6, what solution does Horus suggest? (Ayzize could be an apprentice to a potter in the next village. The wages he earns will buy food for the family.)

Organization (ACT) Remind students that Ayzize was by the river getting clay when the story began. What do readers learn from Ayzize's memories of the past? (how and why Ayzize became an apprentice to a potter) What detail on page 7 tells you that Ayzize has stopped remembering? (The sound of the children playing in the water ended Ayzize's daydream.)

**Point of View** In the last paragraph on page 7, what does Ayzize feel? (He is angry.) Who is telling what Ayzize feels? (third-person narrator) The narrator tells what Ayzize thinks. What thoughts does Ayzize have that make him feel angry? (He thinks the clay is disgusting and sticky and will not make anything useful. He wishes he were dead.)

**STOP AND CHECK** Read the question in the Stop and Check box on page 7. (Ayzize and his family are no longer rich. They are starving. Ayzize has to work at a job he doesn't like to earn money to help feed his family.)

Have partners review their Point of View chart 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 details that reflect the story's point of view? If not, review and reteach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

## **Apply**

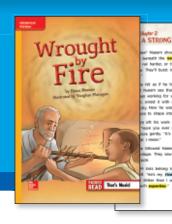
WEEK 4



#### **Obiectives**

- Understand and use new vocabulary words
- Read historical fiction
- Understand complex text through close reading
- Understand point of view
- Respond to the selection, using text evidence to support ideas





#### **Materials**

- "Wrought by Fire" Apprentice Leveled Reader: pp. 8-20
- Graphic Organizer: Point of View

#### **Go** Digital

- Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- · Point of View Mini-Lesson

## **BEFORE READING**

SL.6.1 L.6.4a



#### **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** humble (page 15)

**Define:** not fancy; lowly

**Example:** The bread was plain and *humble* but it tasted delicious.

**Ask:** What is something you think is *humble*?

2 rival (page 8)

**Define:** a person who competes with another person

**Example:** Mia was Sara's *rival* for first prize in the

science fair.

**Ask:** When have you competed with a *rival*?

**3 scent** (page 12)

**Define:** a smell

**Example:** The *scent* of fresh flowers filled the room.

**Ask:** What is a *scent* that you like?

## **DURING READING**

**15–20** Minutes

RL.6.6 SL.6.1.c L.6.6



#### **Close Reading**

Pages 8-9

**Genre** A Details in historical fiction tell what it was like to live in the time and setting of the story. What is it like for Ayzize to work for Naeem? (Ayzize works hard. He carries clay from the river, mixes it with straw, and spreads it in the sun to dry. He rolls the clay for Naeem to make pots.)

**Point of View** Have students find text evidence to answer these questions. On page 9, when Ayzize looks at the broken pots, what detail shows his thoughts? (How long would it be before his body broke like one of these pots?) How do Naeem's words in paragraph 5 change Ayzize's thoughts? (Naeem's words remind Ayzize of his father, and he thinks his father would be proud of him.)

Pages 10–11

**Connection of Ideas** (A) On page 10, what does Ayzize admire about the pot Naeem decorates? (the beautiful symmetry of the designs) What does this tell you about why a decorated pot would be worth more? (A decorated pot is more beautiful than plain pots. People would pay more money for a beautiful pot.)

**STOP AND CHECK** Have students read the Stop and Check box on page 10. (Ayzize learns that if there are bubbles in the clay, the pot will shatter in the oven. He also learns that spending time to decorate a pot means it will sell for more money than a plain pot.)

**Vocabulary** Read the first paragraph on page 11. What clue helps you define compound? (fenced yard)

Organization AGT What clue tells how much time has passed when Chapter 3 begins? (Months passed) How has Ayzize changed? (He is stronger and doesn't ache as much. Naeem gives him bread, so he is less hungry.)

#### Pages 12–13

**Organization** A Point out these phrases on page 12: "for the next two weeks" and "Sometimes...still." These show that the events continue over two weeks. What clue shows that the story's focus changes to the events of one day? (Then one morning)

**Character, Setting, Plot** What important event happens in paragraphs 2 and 3 on page 12? (Ayzize sees smoke; knows Naeem is firing the pots.) Why does Ayzize run? (He wants to be a part of the last stage of making the pots.)

**Vocabulary** Point out the multiple-meaning word *stage*. Ask students to discuss different meanings of *stage* and use clues in the text to say what it means here. (a step in a process; clue is "final stage in making pots")

**Point of View** On page 13, the narrator tells what Ayzize thinks as he lies awake. How have Ayzize's feelings about being an apprentice changed? (Now he is worried about the pots and cares about what happens to them. Before he only thought about how hard the work was.)

#### **Pages 14–15**

Connection of Ideas (ACT) In the last paragraph on page 14, what does Naeem say Ayzize can be? (a skillful potter) Naeem suggests that Ayzize is now a "stronger pot." What is the "fire" that has made Ayzize stronger? (the year that he has worked hard for Naeem to help his family after his father's death) On page 15, what does Naeem offer Ayzize to show that he feels the boy is special, like "a decorated pot"? (to be a partner in his business)

**Point of View** At the end of the story, what detail shows how Ayzize feels? (too proud to speak) What explains this feeling? (He has survived and will earn respect.)

**STOP AND CHECK** Have students read the Stop and Check box on page 15. (He now sees that hard work can make something beautiful. He has learned that he can become a skillful potter.)

## **AFTER READING**

10-15 Minute

RL.6.3 RL.6.6 L.6.4a W.6.1



#### **Respond to Reading**

**Compare Texts** Have students compare a potter's craft to the craft of weaving. Then ask: Which craft would you choose to do? Why?

**Summarize** Have students turn to page 16 and summarize the selection. (Answers should include details from the selection that show how Ayzize changed and became a craftsman.)

#### Text Evidence

Have partners work together to answer questions on page 16. Remind them to use their Point of View chart.

**Point of View** (third person; it is not told by one of the characters and the narrator uses pronouns *he* and *his*)

**Vocabulary** ("pots;" Naeem talks about pots and waves at "the drying vessels.")

**Write About Reading** (The narrator shows Ayzize's inner thoughts and feelings. "Ayzize felt as if he had been stung" when Naeem tells him to work harder, because Ayzize is sure he was already doing his best. Ayzize thinks about how little he and his mother eat. He wonders when his body will break. Ayzize remembers his father and thinks his father would be proud of him.)

#### **Independent Reading**

Encourage students to read the paired selection "That's Music" on pages 17–19. Have them summarize it and compare it to "Wrought by Fire." Have partners answer the "Make Connections" questions on page 19.

**Quick Check** Can students identify details that reflect the story's point of view? If not, review and reteach 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** 

Scaffolding for

#### **Objectives**

- Review weekly vocabulary words
- Review point of view
- Write an analysis of how an author's use of third-person point of view helps readers understand characters and plot

Reading/Writing Workshop





#### **Materials**

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

#### **Go** Digital

- Visual Vocabulary Cards
- Point of View Mini-Lesson
- Interactive eWorktext

REVIEW AND RETEACH

RL.6.3 RL.6.5 RL.6.6 L.6.6



#### 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 "Cusi's Secret" and use the context clues to define it.

### **Comprehension: Point of View**

Write: Rita intently watched her friend Lily knit. She couldn't believe how fast the knitting needles moved. But Lily felt uncomfortable when Rita stared at her. "What are you looking at?" she finally asked Rita. Explain that a story told by a narrator who is not one of the characters is told in a third-person point of view. In this passage, I learn what both characters think. The narrator does not take part. So the story is told from a third-person point of view.

We Do Display: James viewed the mountain that his quide pointed to. James thought It looked very steep and high. "The ruins we are looking for are near the top," Apo said calmly. He was unsure whether James would be willing to climb. James took a deep breath. "Let's go," he said. Ask: Who are the characters? (James and Apo) Do you know what each character is thinking? (yes) What does this tell about the narrator, or who is telling the story? (It's an observer, or third person.)

You Do Display: Cassie knew it was time to leave, but she wanted to stay with her aunt a few minutes longer. "Can I help you wash the dishes, Aunt Nan?" Aunt Nan was touched by Cassie's willingness to help, but she said it wasn't necessary. Have partners identify the narrator and point of view. Ask them to use text evidence to explain their choice.

## **WRITE ABOUT READING**

25–35 Minutes RL.6.6 W.6.4 W.6.9a L.6.1 L.6.2



#### **Read an Analysis**

- Ask students to look back at "Cusi's Secret" in the **Interactive Worktext**. Have volunteers review what they learn about each character in the story and summarize the point of view. How did the third-person point of view help you understand the characters and events in the story?
- Read aloud the directions on page 126. *Nick's* paragraph is an analysis of the point of view the author used in "Cusi's Secret." Nick wrote how this point of view helped him understand the characters and the events in the story.
- Review the different parts of an analysis. The first part of an analysis is the topic sentence. Circle the topic sentence in Nick's paragraph. What information did he include? (the title of the story and the point of view)
- The next part of an analysis is the text evidence. Nick includes details that explain what he learned about the characters. Have students draw a box around the text evidence. Look back at the information you noted about the characters in "Cusi's Secret." What other information would you include as text evidence? (Possible answer: Cusi doesn't think it's fair that all boys get to go to school but girls do not.)
- The last part is the concluding statement. Have students underline the concluding statement in Nick's paragraph. How does this sentence look back at the topic sentence? (Nick talks about what he learned from the story's point of view.) How is it different? (He tells how this knowledge helped him understand the plot.)

## Write an Analysis Write an Analysis

**Guided Writing** Read the writing prompt on page 127 together. Have students write about "Wrought by Fire" or another text they read this week. Have them review their Point of View charts. *Use the checklist to help you know what kind of information to include in each section*. Guide students to ask "how and why" questions to anaylze text.

**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. 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*. 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.	The 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 revisits the topic sentence; wraps up the details.	Restatement is less focused, attempts to wrap up the details.	Vaguely restates the topic sentence. Doesn't relate 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.