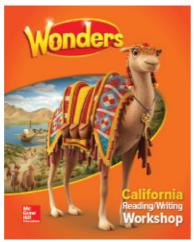


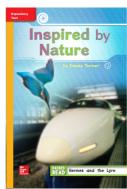




Your Connected Intervention Solution







Apprentice Leveled Reader





INSPIRED BY

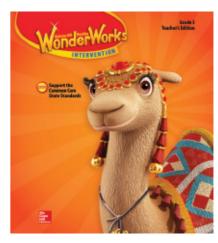




Interactive Worktext



Adaptive Learning



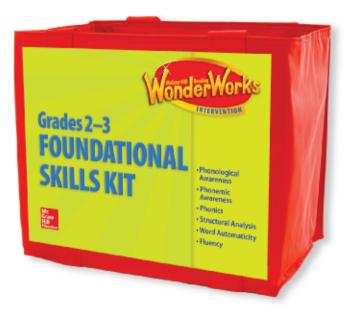
WonderWorks Teacher's Edition

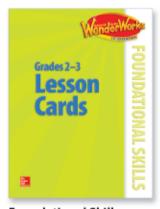
WonderWorks intervention moves students towards CCSS expectations more quickly with:

- Connected skills, strategies, vocabulary, and texts
- Scaffolded support for accelerated progress
- Targeted reinforcement of foundational skills
- Ample practice for accuracy and fluency

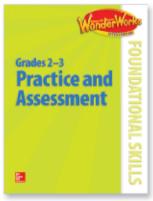
More WonderWorks Resources

- Flexible, explicit instruction for phonics, structural analysis, word recognition, and fluency
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery

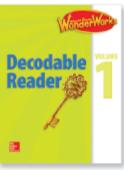




Foundational Skills Lesson Cards



Foundational Skills Practice and Assessment



Decodable Readers



Digital Support

- eBooks
- Online Assessments and Reporting

are

High-Frequency



Sound-Spelling Cards



Sound-Spelling WorkBoards



Word Cards



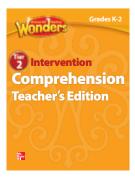
Letter and Word-Building Cards

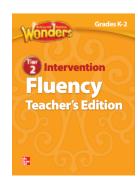


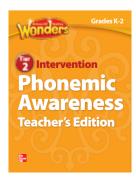
they

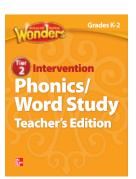
Photo Cards

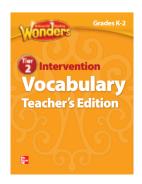
Tier 2











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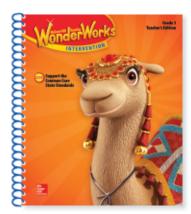
Program Components



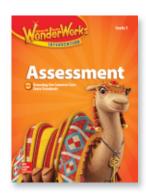
Interactive Worktext



Apprentice Leveled Readers



Teacher's Edition



Assessment



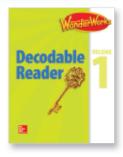














Foundational Skills Kit

For the

Students



Assess

Scoring

Reports and

www.connected.mcgraw-hill.com

Teach

Lessons

Instructional



Professional

Development

Lesson and CCSS

Videos



Read e Books

My To Do List

Assignments

Assessments



Words to Know Build Vocabulary



Reading Wonders Adaptive Learning

Teach and Model

How WonderWorks Supports Wonders

Scaffolded Support

Core Grade-Level Instruction



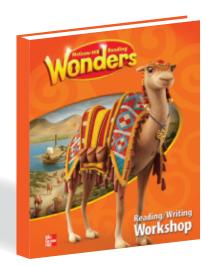


Interactive Worktext

Interactive Worktext

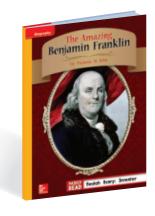
- Write-in worktext
- · Same weekly content and vocabulary as Reading Wonders
- · Interactive activities to help students develop close reading skills





Reading/Writing Workshop

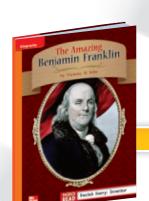
Practice and Apply



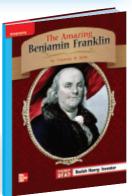
Apprentice Level

Apprentice Leveled Reader

- Same weekly content and vocabulary as **Reading Wonders**
- Two selections in each reader that allow students to apply close reading skills
- Acceleration plan that allows students to level up to the leveled readers in Reading Wonders



Approaching Level



On Level

Teaching with WonderWorks

TEACH AND MODEL

Scaffold Weekly Concept

Grade-Appropriate Topics, including Science and Social Studies

Close Reading

Scaffolded Complex Texts

Respond to Reading







- Visual Vocabulary Cards
- Interactive Graphic Organizers
- Interactive Minilessons
- e Books

PRACTICE AND APPLY

Close Reading

Scaffolded Complex Texts

Respond to Reading







- Interactive Graphic Organizers
- Interactive Minilessons
- e Books



Review and Reteach

Vocabulary

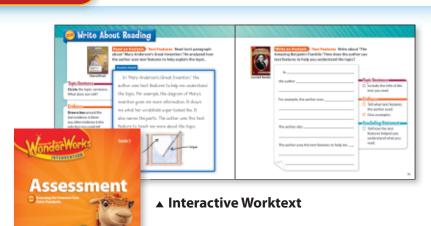
Comprehension Skills

Write About Reading

Scaffolded Analytical Writing

Assess

Weekly Assessment



◄ Assessment



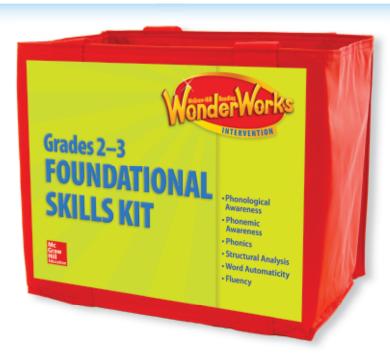
- e Books
- Online Assessment and Reports

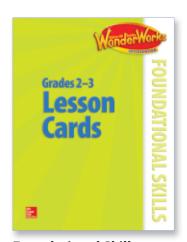
Support the Common Core State Standards!

DIFFERENTIATE Foundational Skills

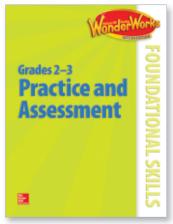
Foundational Skills Kit

- Flexible, explicit instruction for the following strands:
 - Phonological Awareness
 - Phonemic Awareness
 - Phonics
 - Structural Analysis
 - Word Recognition
 - Fluency
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery

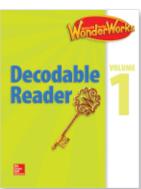




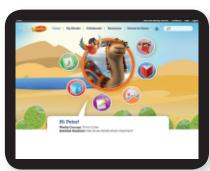
Foundational Skills Lesson Cards



Foundational Skills Practice and Assessment

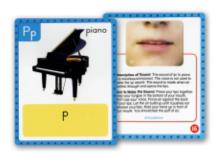


Decodable Readers

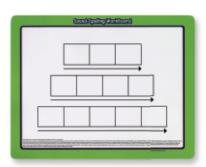


Digital Support

- e Books
- Online Assessments and Reporting



Sound-Spelling Cards

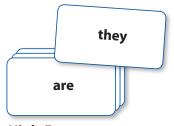


Sound-Spelling WorkBoards





Letter and **Word-Building Cards**



High-Frequency Word Cards



Photo Cards

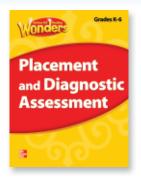
Assessment in WonderWorks

Placement and Diagnostic Assessment

Includes diagnostic assessments for

- Phonological and Phonemic Awareness
- Phonics
- Fluency
- Reading Comprehension

Recommendations for placement into *Reading WonderWorks*



Wonders
Placement and
Diagnostic Assessment

Quick Checks

Informal teacher observations based on student practice within daily lessons

3

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

Weekly Assessment

- Assesses comprehension and vocabulary
- Focused on finding and citing text evidence
- Includes written short responses
- One text per test
- 50% Literature and 50% Informational Text



WonderWorks Assessment

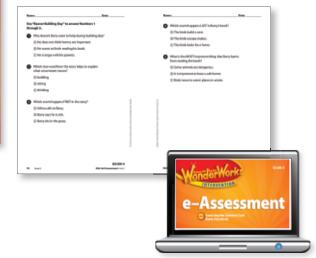


Mid-Unit Assessment

- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with text-dependent questions
- 50% Literature and 50% Informational Text



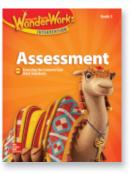
WonderWorks Assessment



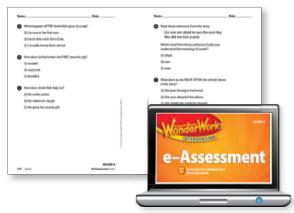
Unit Assessment

Every 6 weeks

- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with textdependent questions
- 50% Literature and 50% Informational Text



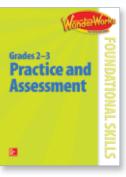
WonderWorks **Assessment**



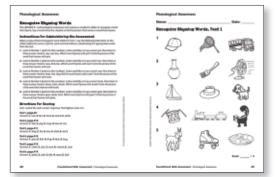
Foundational Skills Assessment

Every 6 weeks

- Phonological and Phonemic Awareness
- Letter Naming Fluency
- Fluency
- Phonics and Structural Analysis Survey
- Oral Reading Fluency Assessment



WonderWorks Foundational Skills Practice and Assessment



Exit Test

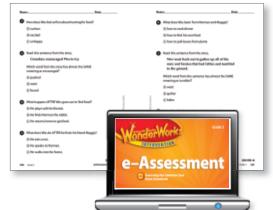
- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with text-dependent questions

Exiting Out of WonderWorks

Students who score 85% or higher on the Reading WonderWorks Unit Assessment participate in "Level Up" instruction during Week 6 of the unit and take the Exit Test.



WonderWorks **Assessment**



If students

- score 85% or higher on the *Reading WonderWorks* Exit Test
- achieve Fluency Assessment goals for the unit
- successfully apply close reading skills with the Approaching Leveled Reader
- score mostly 3–4 on the Level Up Write About Reading prompt
- reach grade-level benchmarks in the Foundational Skills Assessments and Reading Wonders Adaptive Learning



Then consider moving students out of *Reading WonderWorks*.

UNITS PLANNER

One of a Kind

Week 1 **Be Unique**



ESSENTIAL QUESTION

What makes different animals unique?

Build Background

609 Vocabulary

L.3.6 disbelief, dismay, fabulous, features, offered, splendid, unique, watchful

Access Complex Text (A)



Organization

Comprehension

RL.3.3 Skill: Problem and Solution Respond to Reading

📾 Write About Reading 🛚 🔩



W.4.9 Inform/Explain: Problem and Solution

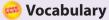
Week 2 Leadership



ESSENTIAL QUESTION

How can one person change the way you think?

Build Background



L.3.6 amazement, bravery, disappear, donated, leader, nervous, refused, temporary

Access Complex Text (AC)



Organization

Comprehension

RL.3.3 Skill: Cause and Effect Respond to Reading

Write About Reading



W.4.9 Opinion: Cause and Effect

Week 3 **Discoveries**



ESSENTIAL QUESTION

What do we know about Earth and its neighbors?

Build Background

📂 Vocabulary

L3.6 amount, astronomy, globe, solar system, support, surface, temperature, warmth

Access Complex Text (A) (3)



Connection of Ideas

Comprehension

RI.3.2 Skill: Main Idea and Key Details Respond to Reading

📾 Write About Reading 🛚 🐫



W.4.9 Inform/Explain: Main Idea and **Key Details**

M

Quick Check

Vocabulary, Comprehension

✓ Weekly Assessment Assessment Book, pp. 30-31

Quick Check

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 32–33

Quick Check

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 34–35

✓ MID-UNIT ASSESSMENT

Assessment Book, pp. 88-95

Fluency Assessment

Assessment Book, pp. 250-265



Use the Foundational Skills Kit for explicit instruction of phonics, structural analysis, fluency, and word recognition. Includes Reading Wonders Adaptive Learning.

Week 4 **New Ideas**

Week 5 Value the Past





ESSENTIAL QUESTION

What ideas can we get from nature?

Build Background

Wocabulary

L.3.6 effective, example, identical, imitate, material, model, observed, similar

Access Complex Text (A) (3)



Sentence Structure

Comprehension

RI.3.2 Skill: Main Idea and Key Details Respond to Reading

Write About Reading Writin



W.4.9 Opinion: Main Idea and Key Details

ESSENTIAL QUESTION

How is each event in history unique?

Build Background

🚧 Vocabulary

L.3.6 agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles

Access Complex Text (ACC)



Connection of Ideas

Comprehension

RI.3.8 Skill: Sequence Respond to Reading

Write About Reading

W.4.9 Inform/Explain: Sequence

Reteach

Comprehension Skills

Vocabulary

Write About Reading

Level Up

Read Approaching Leveled Reader

Write About Reading: **Compare Texts**

M

Quick Check

Vocabulary, Comprehension

✓ Weekly Assessment Assessment Book, pp. 36-37 Quick Check

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 38-39 Unit Assessment

Assessment Book, pp. 140-148

Fluency Assessment

Assessment Book, pp. 250–265

EXIT TEST

Assessment Book, pp. 196-204

ABOUTUNIT3



UNIT 3 OPENER, pp. 156–157

The Big Idea

Why are individual qualities important?



Talk About It

Read aloud the Big Idea on page 157 of the **Interactive Worktext:** Why are individual qualities important? Ask students to think about what it might be like if everyone was the same. Say: We all have unique qualities. We all have something special that we can do that makes us a little different from everyone else. Ask: What is something special about you? (Answers will vary.)

Discuss the photo on pages 156–157. Say: Look at the girl in the photo. What is she doing? (playing a violin) How does this make her unique? (Possible answers: Knowing how to play the violin takes hard work; not everyone can play the violin.) Why is this girl's individual quality important? (Possible answers: It makes her feel proud; she is learning to work hard, she can play in concerts.)

Then ask: Why are individual qualities important? (Possible answers: They make life more interesting, teach us new things, help us learn about others.) Ask partners or small groups to discuss their individual qualities and why they are important. Have them to share their ideas.

Tell students that each one of us is unique and can do something that others cannot. Explain that in this unit, they will be reading ten selections. Each selection is about how something is unique and why it is important. Tell students they will be discussing the Big Idea throughout the unit.

Build Fluency

Each week, use the **Interactive Worktext** Shared Reads and **Apprentice Leveled Readers** for fluency instruction and practice. Keep in mind that reading rates vary with the type of text that children are reading as well as the purpose for reading. For example, comprehension of complex informational texts generally requires slower reading.

Explain/Model Use the Fluency lessons on pages 374–378 to explain the skill. Then model the skill by reading the first page of the week's Shared Read or Leveled Reader.

Practice/Apply Choose a page from the Shared Read or Leveled Reader. Have one group read the top half of the page one sentence at a time. Remind children to apply the skill. Have the second group echo-read the passage. Then have the groups switch roles for the second half of the page. Discuss how each group applied the skill.

Weekly Fluency Focus

Week 1 Expression

Week 2 Phrasing

Week 3 Accuracy and Phrasing

Week 4 Phrasing and Rate

Week 5 Accuracy and Phrasing

Foundational Skills Kit You can also use the **Lesson Cards** and **Practice** pages from the **Foundational Skills Kit** for targeted Fluency instruction and practice.



Access Complex Text



Interactive Worktext

	Week 1	Week 2	Week 3	Week 4	Week 5
	"Inchworm's Tale"	"Jane's Discovery"	"Earth and Its Neighbors"	"Bats Did It First"	"The Long Road to Oregon"
Quantitative	Lexile 360 TextEvaluator™ 12	Lexi l e 430 TextEvaluator™ 13	Lexile 430 TextEvaluator™ 17	Lexi l e 490 TextEvaluator™ 6	Lexile 460 TextEvaluator™ 21
Qualitative	OrganizationVocabulary	OrganizationVocabulary	Connection of IdeasVocabulary	Sentence StructureVocabulary	Connection of IdeasPrior KnowledgeVocabulary
¥	The Weekly Concept lessons will help determine the reader's knowledge and engagement in the weekly concept.				
Reader and Task	Weekly Concept: p. 126 Questions and tasks: pp. 128–129	Weekly Concept: p. 136 Questions and tasks: pp. 138–139	Weekly Concept: p. 146 Questions and tasks: pp. 148–149	Weekly Concept: p. 158 Questions and tasks: pp. 160–161	Weekly Concept: p. 168 Questions and tasks: pp. 170–171

Apprentice Leveled Reader

	Week 1	Week 2	Week 3	Week 4	Week 5
	"The Ballgame Between the Birds and the Animals"	"On the Ball"	"Destination Saturn"	"Inspired by Nature"	"The Life of a Homesteader"
Quantitative	Lexile 370 TextEvaluator™ 14	Lexi l e 430 TextEvaluator™ 17	Lexile 440 TextEvaluator™ 6	Lexi l e 480 TextEvaluator™ 12	Lexile 440 TextEvaluator™ 8
Qualitative	OrganizationGenreConnection of IdeasPrior KnowledgeSentence Structure	OrganizationConnection of IdeasPrior KnowledgeVocabulary	Connection of IdeasSentence StructureGenreVocabulary	Sentence StructureConnection of IdeasOrganizationGenreVocabulary	Connection of IdeasPrior KnowledgeGenreVocabulary
*	The Weekly Concept lessons will help determine the reader's knowledge and engagement in the weekly concept.				
Reader and Task	Weekly Concept: p. 126 Questions and tasks: pp. 130–133	Weekly Concept: p. 136 Questions and tasks: pp. 140–143	Weekly Concept: p. 146 Questions and tasks: pp. 150–153	Weekly Concept: p. 158 Questions and tasks: pp. 162–165	Weekly Concept: p. 168 Questions and tasks: pp. 172–175

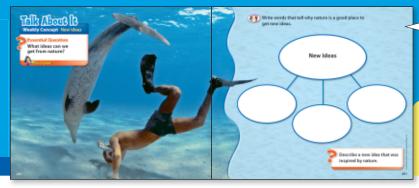
See page 379 for details about Text Complexity measures.

Teach and Model

WEEK 4 **LESSON**

Objectives

- Develop oral language
- · Build background about getting ideas from nature
- Understand and use weekly vocabulary
- Read expository text



Materials

- Interactive Worktext, pp. 200-209
- Visual Vocabulary Cards:
- High-Frequency Word Cards

Go Digital

- Interactive eWorktext
- Visual Vocabulary Cards

Reading/Writing Workshop

WEEKLY CONCEPT

SL.3.1b SL.3.1d



Talk About It

Essential Question Read aloud the Essential Question on page 200 of the Interactive Worktext: What ideas can we get from nature? Explain that many ideas for new inventions come from nature.

Discuss the photograph on page 200 Ask: What part of the dolphin inspired the new idea? (fins) Why is this a good idea? (Possible answers: Fins help the dolphin swim fast. Fins help the diver swim fast, too.)

Say: Let's look at the photo. The dolphin uses its strong tail and flukes, or fins, to help it swim fast. The man is also using something that helps him move more quickly through the water. They are called swim fins. Scientists studied how the dolphin swims. They watched the dolphin carefully. They invented swim fins. This is a good idea that came from nature.

We Do Say: Now let's think about another new idea that comes from nature. Beavers are interesting animals. They gather wood, rocks, and mud to build dams, or mounds across streams. These mounds turn a rushing stream into a calm pool of water where they can build their home. What idea did scientists get by watching beavers? (dams) Why is this a good place to get a new idea? (The dams built by beavers really work. Scientists used this idea to hold back large amounts of water. These dams work, too.)

You Do Have partners talk about where new ideas come from. Ask them to think of reasons why nature is a good place to find new ideas. Then have students write words that tell why nature is a good place to get new ideas.

REVIEW VOCABULARY

L.3.4a L.3.6 RF.3.3d



Review Weekly Vocabulary Words

- Use the Visual Vocabulary Cards to review the weekly vocabulary.
- Read together the directions for the Vocabulary activity on page 202 of the Interactive Worktext. Then complete the activity.
- **1 example** Ask students to list examples of healthy snacks. Have them use this sentence starter: _____ is a good example of a healthy snack. (Possible answers: Popcorn, Fruit, Cheese)
- **2 identical** Hold up two things that look *identical*, such as two pens or two blank pieces of paper. Tell students that you cannot tell these two things apart. Have students list things that look identical. Use this sentence starter: These _____look identical. (Possible answers: twins, puppies, markers, sneakers)
- **3 imitate** Act out something you might do at a picnic. (eat a hamburger, play ball). Ask students to imitate what you did. Then have students take turns acting out and imitating each other. Use this sentence starter: When you _____, I can imitate you by __ (Possible answers: jump up and down/jumping up and down; draw/drawing)
- 4 model Tell students that a model is a small copy of something bigger. Ask: What does a model do? (It shows what something looks like.) Use this sentence starter: I built a model of _____ to learn about ____ (<u>Possible answers</u>: an airplane/what airplanes do)

- **observed** Have students tell about a time when they *observed* something from far way. Ask them to describe what they did. (<u>Possible answers</u>: looked at the sky; watched closely; paid attention to) Use this sentence starter: *I observed* ______. (<u>Possible answers</u>: a shooting star, an airplane, a football game)
- 6 material Remind students that material is the stuff used to make something. Ask them to think of the kinds of materials they might need if they were making a poster. Have students use this sentence starter: One material I need to make a poster is ______ (Possible answers: poster board, markers, pencil)
- **effective** Ask students to describe an *effective* way to get to school. (<u>Possible answers</u>: walk, ride the bus, ride a bike) Have them use this sentence starter: *One effective way to get clean is* ______. (<u>Possible answers</u>: taking a bath, jumping in a pool, taking a shower)
- **Similar** Hold up or draw: a book, a marble, a cup, and a rock. Ask a students to tell which two items are *similar*. (a marble and a pebble) Use this sentence starter: A _____ and a ____ are similar. (Possible answers: car/truck; cup/pool; shoe/sneaker)

High-Frequency Words

Have students look at page 203 in the **Interactive Worktext**. Display the **High-Frequency Word Cards** for: *away, eat, good, other, out, use*. Help students read, spell, and write each word. Guide partners to use each word in a sentence. Then read the story aloud with children.
Ask partners to work together to find and circle the high-frequency words. Have them reread the story together aloud.

EM ENGLISH LANGUAGE LEARNERS

Display the **High-Frequency Word Cards** for: *away, eat, good, other, out, use.* Write a sentence with each word. Have students echo-read each sentence, and point to the high-frequency word. Then ask them to use each word in a new sentence.

READ COMPLEX TEXT

15–20 Minutes

RI.3.1 RI.3.3 L.3.4a



Read "Bats Did It First"

- Have students turn to page 204 in the Interactive
 Worktext and read aloud the Essential Question.
 Explain that "Bats Did It First" is an expository text
 that gives information about an idea that came from
 nature.
- Have students look at the photographs on pages 204 and 205. Ask: What do the pictures show? (a bat and a boy with a cane) What is the cane for? (The boy is blind. It helps him get around safely.)
- Read the selection together. Note that weekly vocabulary words are highlighted in yellow. Expand Vocabulary words are highlighted in blue.
- As you read with students, have them use the "My Notes" section on page 204 to write questions they have, words they don't understand, and things they want to remember. Model how to use the "My Notes" section. As I read page 205, I'm not sure I understand how nature inspires inventions. I will make a note. Then when I reread, I will remember to read more closely.

EARNERS ENGLISH LANGUAGE LEARNERS

As you read together, have students highlight parts of the story they find confusing or unclear. After reading, help them write questions in the "My Notes" section about the parts of the story they have highlighted. Then help them locate the answers to their questions in the text.

Quick Check Can students understand the weekly vocabulary in context? If not, review vocabulary using the Visual Vocabulary Cards.
Can students read high-frequency words in context? If not, review using the Read/Spell/Write routine and

the High-Frequency Word Cards.

Teach and Model

WEEK 4 **LESSON**

Objectives

- Read 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. 120-127

Go Digital

- Interactive eWorktext
- Main Idea and Key Details Mini-Lesson

Scaffolding for Reading/Writing Workshop

REREAD COMPLEX TEXT

SL.3.2 L.3.4a RI.3.2 RI.3.5



Close Reading: "Bats Did It First"

Reread "Bats Did It First" with students. Discuss important passages in the text. Have students respond to text-dependent questions, including those in the Interactive Worktext.



Expand Vocabulary Reread the first paragraph. Have students point to the word inspiration. Explain that inspiration is anything that helps you think of something new. Ask: What words help you know what inspiration is? Have students read the first sentence aloud, and guide them to circle the context clue. (great ideas)

Main Idea and Key Details Remind students that the main idea is the most important point the author makes about a topic. Key details tell about the main idea. Say: Let's find key details that tell about how many inventors and scientists get new ideas? Guide students to underline the details in the first paragraph. (go outside; imitate, or copy, what they see in nature)

Main Idea and Key Details Reread the key details aloud with students. Ask: What do these details have in common? (They tell about how great ideas come from nature.) Let's use what the key details have in common to find the main idea. (Nature is full of great ideas.)

Page 206

Expand Vocabulary Reread the first paragraph with students. Have them point to *locate*. Ask: Which word helps you figure out what locate means? Guide students to the word find and have them draw a box around it. Ask: What does locate mean? (to find something)

Main Idea and Key Details Reread "Canes Lead the Way" with students. Ask: How do blind people use canes? Let's reread to find the key details. Guide students to underline the key details in the section. (they tap their canes on the ground in front of them; helps them locate, or find, things; help them move around safely) Have students tell what the key details have in common. (They tell how canes help blind people get around safely.) Then help students figure out the main idea. (Canes helps blind people get around safely.)

Sentence Structure (AGT) Reread the third paragraph with students. Say: The author wants the reader to keep reading. The information about how bats get around is important. Which sentence does the author use to get you to keep reading? ("Here's how it works.") Explain that the sentence tells the reader that there will be more information about the topic on the next page.

Page 207

Main Idea and Key Details Reread the page. Say: Let's find the key details that tell how bats use sound waves to get around. Guide students to underline key details. (Bats send sound waves out their mouth or nose; sound waves hit objects; they bounce back; the echo tells bats how far away an object is.)

Main Idea and Key Details Reread the key details aloud with students. Remind them that they can find the main idea by thinking about what the key details have in common. Ask: What do these key details have in common? (They tell about how bats get around) What is the main idea? (Bats use sound waves to help them get around.)

Sentence Structure A G Reread the caption with students. Remind them to look for time order words to show sequence of events. Ask: Which time order words help you figure out what bats do after they send out sound waves? (then)

Page 208

Expand Vocabulary Reread the first paragraph with students. Have them point to the word *ordinary*. Say: The scientist invented a new cane. But he started with an ordinary cane. Guide students to find a synonym for ordinary. (simple)

paragraph. Point out that sometimes readers can figure out what an author thinks about a topic by looking at the types of sentences in the selection. Ask: Which sentence shows what the author thinks of the new cane? (It worked!) Point out the exclamation point. Ask: What does the author think about the new cane? (He thinks it is exciting.)

Main Idea and Key Details Reread the second paragraph. Ask: What are the key details that tell how the cane works? Guide students to underline the key details. (handle of the cane sends out signals; signals bounce off objects; an echo bounces back to the cane; causes the handle to shake) Say: What do the key details have in common? (They describe how the new cane works.) Let's use the key details to tell the main idea. (The new cane uses signals to work.)

Page 209

Expand Vocabulary Reread the page. Say: Amazing means incredible or really great. The author tells about an amazing idea from nature. What is an example of an amazing idea? (cane) Help students find the synonym for amazing. (wonderful)

Sentence Structure (ACT) Reread the paragraph with students. Ask: What does the author think about the new cane? (it is amazing and wonderful, a good example) What words help you figure out the author's point of view? (amazing and wonderful ideas, good example)

Main Idea and Key Details Have students reread the key details in the selection. Say: Let's look back at all the key details we found in "Bats Did It First." What do they have in common? (They tell about a new cane that copies the way bats get around.) What is the main idea? (Good ideas come from nature.)

RESPOND TO READING

15–20 Minutes

SL.3.1d RI.3.2 RI.3.5



Respond to "Bats Did It First"

Have students summarize "Bats Did It First" orally to demonstrate comprehension. Then have partners answer the questions on page 210 of the **Interactive Worktext**. Tell them to use text evidence to support their answers. Have students write the page number(s) on which they found text evidence for each question.

- 1. How do scientists get ideas from nature? (Possible answers: Many inventors look outside for inspiration; These inventors imitate what they see in nature; I read that one invention that came from nature is a special cane; Text Evidence: pp. 205, 206)
- 2. How did bats inspire a cane to help blind people?

 (Possible answers: Scientists observed how bats get around. When bats fly, they use sound waves. I read that scientists observed bats and then invented the new cane.; Text Evidence: pp. 206, 207)
- **3.** How does the new invention work? (Possible answer: The handle of the cane sends out signals. The person holding the cane knows where something is and how big it is. I know this because I read the text and looked at the diagram; Text Evidence: p. 208)

After students discuss the questions, have them use the sentence starters to answer the question on page 211. Circulate and provide guidance.

V

Quick Check Do students understand vocabulary in context? If not, review and reteach using the instruction on page 166.

Can students use key details to tell the main idea? If not, review and reteach using the instruction on page 166 and assign the Unit 3 Week 4 digital Main Idea and Key Details mini-lesson.

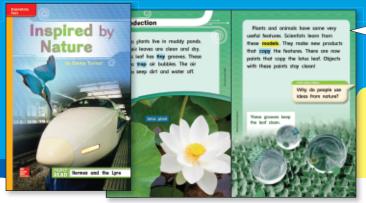
Can students write a response to "Bats Did it First"? If not, review the sentence starters and prompt children to respond orally. Help them write their responses.

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

- "Inspired by Nature" Apprentice Leveled Reader: pp. 2-9
- Graphic Organizer: Main Idea and Key

Go Digital

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

Scaffolding for Approaching Leveled Reader

BEFORE READING

10-15 Minutes SL.3.1b SL.3.1c SL.3.3 SL.3.6 L.3.6



Introduce "Inspired by Nature"

- Read the Essential Question on the title page of "Inspired by Nature" **Apprentice Leveled Reader:** What ideas can we get from nature? We will read about some ways that people have been inspired by nature. Scientists and engineers have modeled many new products after things they see in nature.
- Read the title aloud. Point to the photographs and captions. Ask: *Is this text fiction or nonfiction?* (nonfiction) This nonfiction text begins with an introduction that shows how scientists get new ideas from nature. Let's read about some new products.

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.

2 tiny (page 2)

Define: very small

Example: My science partner and I looked through a microscope to see the tiny hairs on the leaf.

Ask: Are a baby's fingers likely to be tiny or

enormous?

1 copy (page 3)

Define: to do something the same way

Example: In dance class, we *copy* the teacher's steps.

Ask: What is something good that a friend does that

you would like to *copy*?

3 trap (page 2)

Define: to catch and not let go

Example: I shut the windows to *trap* the cool air in

the house.

Ask: How can a sticky object help *trap* something?

DURING READING

20–30 Minutes

RI.3.2 RI.3.3 RI.3.5 L.3.4a



Close Reading



Sentence Structure (A) Read page 2 with students. Point to the second sentence. Say: *The author* starts the sentence with the word yet to tell us that this sentence is related to the previous one. It also tells us that something is the opposite of what we would think: Lotus plants live in muddy ponds, but their leaves are clean and dry. Reread the first two sentences. Explain that thinking about how two or more sentences work together can help students better understand what they read.

Vocabulary Have students find the word *grooves* in the third sentence on page 2. Tell students that they can use the photograph on page 3 to help them figure out the meaning. Ask: What are grooves? (thin dents or cuts on the surface of something) Have students use a print or digital dictionary to confirm the meaning of grooves.

Connection of Ideas (A) Read page 3 with students. Say: We read that scientists study plants and animals. What is one reason? (Plants and animals have useful features.) What feature does a lotus leaf have? (It has grooves to trap air bubbles and keep the leaf clean.) Why did scientists create paint that copies the lotus plant? (so that objects painted with the paint would stay clean) Have students point to the text evidence.

STOP AND CHECK Read the question in the Stop and Check box on page 3. (<u>Possible answer</u>: Plants and animals have some useful features. People can copy these ideas to make better products.)

Pages 4–5

Sentence Structure A C Tell students that authors may use longer sentences to explain and short sentences to stress something or sum up. Read the last sentence on page 4. Ask: *Is this a short or long sentence?* (short) *Why do you think the author uses a short sentence here?* (to sum up what happened when the change was made)

Vocabulary Have students find the word *scales* on page 5. Tell them they can use the photo and text to help them find its meaning. Ask: *What are scales?* (Possible answer: overlapping skin parts on fish, lizards, or snakes) Which word helped you figure out what scales are? (skin)

Main Idea and Key Details Read pages 4 and 5 with students. Say: Remember that the main idea is the most important point an author makes. Key details support the main idea. Key details on these pages are about how ideas from nature were used to make trains, planes, and swimmers go faster. The main idea is that we can use ideas from nature to improve things for people. Let's look for more key details as we read. Help students record main ideas and key details on their Main Idea and Key Details charts as they read.

Pages 6–7

Main Idea and Key Details Read page 6 with students. Say: What key details tell about insects? (Bees can see all around. This stops bees from hitting things. Locusts fly in large groups, but they never hit each other. People want to build cars with similar features.) What do these details have in common? (They tell about how people who make cars get their ideas from insects.) What is the main idea? (Car designers use ideas from nature.)

STOP AND CHECK Read the question in the Stop and Check box on page 6. (<u>Possible answers</u>: Scientists changed the shape of a train to look like a kingfisher and copied shark's scales to make swimsuits and airplanes. Car designers want to add insect features to cars.)

Organization A C Read page 7 with students. Say: One way that authors can organize a text is by telling a problem and then stating how it is solved. What problem does the author tell about? (When scientists track tsunamis, sometimes the sounds are not clear.)

Pages 8-9

Organization AGT Read page 8. Ask: What is the solution to the problem on page 7? (Scientists observed dolphins and copied how they talk.) How did they use this idea? (They made a new way to track tsunami waves.)

Genre AGT Read page 8 with students. Say:

Diagrams use pictures and words to show how something works. What does this diagram show? (how the tsunami warning system works) First, machines gather information and send it to the surface. What happens next? (Information is sent to the satellite.) What happens last? (The satellite sends information to the warning center.)

Main Idea and Key Details Read page 9 with students. Ask: What are the key details? (A Morpho butterfly's wings have a special pattern. It makes the wings look bright blue. A new cell phone uses the pattern of this butterfly's wings. Colors on the phone screen will look brighter.) What do these details have in common? (They tell how scientists used a butterfly's wings to improve cell phone screens.) Use the details to tell the main idea. (Scientists use ideas from nature to improve cell phones.)

STOP AND CHECK Read the question in the Stop and Check box on page 9. (<u>Possible answer</u>: Scientists solved the problem of tsunami information not being clear.)

Have partners review their Main Idea and Key Detail charts for pages 2–9 and discuss what they learned.

Quick Check Do students understand weekly vocabulary in context? If not, review and reteach using the instruction on page 166.

Can students identify main ideas and key details? If not, review and reteach using the instruction on page 166 and assign the Unit 3 Week 4 digital mini-lesson.

Apply

WEEK 4 LESSON

Scaffolding for

Objectives

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





Materials

- "Inspired by Nature" Apprentice Leveled Reader: pp. 10-19
- Graphic Organizer: Main Idea and Key Details

G Go Digital

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

BEFORE READING

SL.3.1b SL.3.1c SL.3.6 L.3.6



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.

borrow (page 14)

Define: to use something that belongs to somone else, copy

Example: Many families borrow the tradition of having piñatas at birthday parties from Mexico.

Ask: What is a good idea that you might want to borrow?

2 future (page 10)

Define: a time that has not yet come

Example: In the future, maybe we will live on the moon or on another planet.

Ask: What is something you hope to do in the *future*?

3 grip (page 11)

Define: to hold on tight to something

Example: Ava put chalk on the palms of her hands to help her grip the exercise bar.

Ask: How do you *grip* the handle of a bicycle?

DURING READING

RI.3.2 RI.3.3 RI.3.5 L.3.4b



Close Reading

Pages 10–11

Genre (All) Read the title of Chapter 3. Say: When we read expository texts, it is important to read the chapter titles. They give a clue to what the chapter will be about. Are the inventions we are about to read about already being used? (no) How do you know? (The chapter is called "Into the Future." These inventions aren't being used yet.)

Main Idea and Key Details Read page 10 with students. Say: Remember that the main idea is the most important point the author makes about a topic. What key details tell about the sandcastle worm? (The worm makes glue that works in water. Scientists made a new glue like the worm's.) What do the details have in common? (They tell how scientists copied the sandcastle worm and made a new glue to fix broken bones.) What is the main idea of this section? (Scientists can use nature as a model for new ideas.) Have students add main ideas and details to their Main Idea and Details charts as they read.

Sentence Structure (1917) Read page 11 with students. Point to the first sentence. Ask: What kind of sentence is this? (a question) Yes, it's a question. Most authors use different kinds of sentences. When the author asks a question, he or she wants the reader to think about something. The information that follows may answer the question. What does the author want readers to think about by asking this question? (what scientists can learn from a gecko) What should you look for as you read more? (information about the gecko that answers the question)

STOP AND CHECK Read the guestion in the Stop and Check box on page 11. (Possible answer: A gecko's feet are covered in tiny hairs that can grip any surface.)

Pages 12–13

Connection of Ideas (A) Read page 12 with students. Have students look at the photograph and caption. Ask: How is the Stickybot like a gecko? (It has the same shape. Its feet are like a gecko's. It can climb walls.)

Vocabulary Have students find the word *skyscraper* on page 12. Say: Skyscraper is a compound word. It is two smaller words that make a longer word. The smaller words can help you find the meaning. What two words do you see in skyscraper? (sky and scraper) What is a skyscraper? (a building that is so tall that it looks like it can scrape the sky) Repeat this procedure for the compound word tumbleweeds on page 13.

Main Idea and Key Details Read page 13 with students. Ask: What are the key details about Mars? (Mars is dry and windy. Tumbleweeds grow in dry and windy places. Scientists made a new robot like a tumbleweed.) What do the key details have in common? (They tell how scientists used what they know about Mars and tumbleweeds to make a new robot.) Use what the details have in common to tell the main idea. (Scientists use what they know and ideas from nature to invent new things.)

STOP AND CHECK Read the question in the Stop and Check box on page 13. (Possible answer: Tumbleweeds are a good model because they travel long distances in dry, windy places. Robots on Mars need to do the same.)

Page 14

Genre (ASS) Read the heading of this section. Say: Expository texts sometimes start with an introduction and end with a conclusion. The conclusion sums up the main idea of the whole text. It may end with a question that gives the reader something to think about.

Main Idea and Key Details Read page 14 with students. Say: We just talked about the conclusion and how it sums up the main idea of the whole text. All the different examples we've read about show ways that people have used nature to make our lives better. How could we state the main idea of this whole selection? (Possible answer: People borrow ideas from nature to make products that improve our lives.)

AFTER READING

RI.3.2 RI.3.4 RI.3.9 L.3.4a



Respond to Reading

Compare Texts Ask students to compare how scientists are influenced and inspired by nature in "Bats Did It First" and "Inspired by Nature." What are some ways that nature inspires you? Discuss with a partner.

Summarize Have students turn to page 15 and summarize the selection. Answers should include details from the selection that describe the ideas from nature and the new products.

Text Evidence

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

Main Idea and Key Details (Main idea: Scientists have built a robot that mimics a gecko. Details: Its name is Stickybot, and its feet are like a gecko's feet and can grip any surface.)

Vocabulary (*Track* means "to follow." Evidence: Scientists try to track, or follow, these huge waves.)

Write About Reading (Answers will vary but should include two or more details of one of the products.)

Independent Reading

Encourage students to read the paired selection "Hermes and the Lyre" on pages 16–18. Have them summarize the selection and compare it to "Inspired by Nature." Have partners work to answer the questions on page 18.

Quick Check Can students identify main ideas and key details? If not, review and reteach using the instruction on page 166 and assign the Unit 3 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 sequence
- · Write an opinion about the author's use of key details to tell the main idea

Reading/Writing Workshop





Materials

- Visual Vocabulary Cards, 101-108
- Interactive Worktext, pp. 212-213
- Assessment Book, pp. 36–37

Go Digital

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

REVIEW AND RETEACH

L.3.6 RI.3.2 RI.3.3



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 creating a sentence, have them find the word in "Bats Did It First" and use the context clues in the passage to define the word.

Comprehension: Main Idea and Key Details

Write these sentences, then read them aloud: Firefighters keep people safe from fires. Police officers protect people from danger. Hospital workers help people when they are sick. Say: The main idea is the most important point the author makes. Key details tell about the main idea. I can think about what the key details have in common to tell the main idea. I see that firefighters, police officers, and hospital workers all help people in a community. The main idea is community workers helps keep people safe.

We Do Write: People use canoes on lakes and rivers. Boats with motors travel faster across water. Big ships carry people across the ocean. Say: Let's find the key details. (people use canoes on lakes and rivers; boats travel across water; big ship travel across the ocean) What do these key details have in common? (They show how boats are used on water.) What is the main idea? (Boats go on water.)

You Do Write several sentences. Have partners identify key details that give clues about the main idea. Then have partners identify the main idea of each paragraph.

WRITE ABOUT READING





Read an Analysis

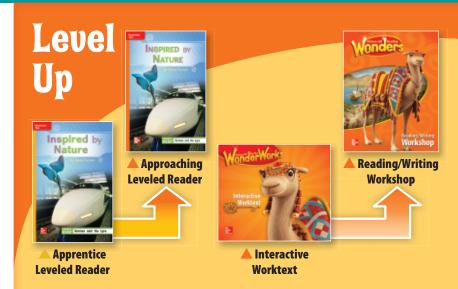
- Ask students to look back at "Bats Did It First" on pages 204–209 of the Interactive Worktext. Have volunteers reread the key details.
- Read aloud the directions on page 212. Then read aloud the student model. Explain to students that Ellen wrote her opinion of "Bats Did It First." Say: In this paragraph, Ellen wrote about whether the author uses enough key details to help her figure out the main idea. Tell students there are three parts to an analysis. The first part is the topic sentence. The topic sentence tells what the writing is about. Read the beginning of the paragraph and circle the topic sentence. (Circle the first sentence.) What important piece of information has Ellen included in the topic sentence? (The author uses key details that go together.)
- The next part of an analysis is text evidence. Ellen went back into the selection to find examples that support her topic sentence. She wrote about how the author gives enough key details to tell the main idea. Reread the model and draw a box around the text evidence. (sentences 2–4) Ask students if there is any other evidence Ellen could write about. (how bats use sound waves) Ask: How does the author use key details to help me figure out the main idea? (The author gives many key details that go together.)
- The third part of an analysis is the concluding statement. This statement sums up the paragraph and gives the reader closure. Tell students to underline the concluding statement. Ask: Why is it a good way to end the paragraph? (It tells that there are enough key details that go together to help tell the main idea.)

Analytical Write an Analysis

Guided Writing Read the writing prompt on page 213 together. Have students review key details in "Inspired by Nature." Tell them to use the sentence starters and the checklist to help them figure out where to put the information in each section. Guide students to ask "how" and "why" questions when they analyze text evidence.

Peer Conference Have students read their analysis to a partner. Listeners should list the text evidence that supports the topic sentence. Listeners should also ask questions and discuss any sentences that are unclear.

Teacher Conference Check students' writing for complete sentences and how well they cited text evidence to support their topic. Review the concluding statement by asking, *Does this sentence tie all the parts of the writing together?*



IF students read the Apprentice Level Reader 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.

<u>writing R</u>	riting 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.	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 an opinion; makes a personal statement.	Restatement is less focused, attempts a personal statement.	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

Westing Dubes

Have students complete the Weekly Assessment using **Assessment** book pages 36–37.

Additional Resources

	Reteach	
	Vocabulary	
	Comprehension Skills	
Analytical Writing	Write About Reading 372	
Model Lesson	Model Lessons	
	Fluency	
ACT	Text Complexity	
	Reading Complex Text 380	
E 44	English Language Learner Strategies	
E 44	English Language Learner Strategies Making the Most of Collaborative Conversations 382	
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	Making the Most of Collaborative Conversations 382 Understanding English Language Learner Levels 383 Collaborative Conversations	
	Making the Most of Collaborative Conversations 382 Understanding English Language Learner Levels 383 Collaborative Conversations	

WEEKLY VOCABULARY

L.3.4a L.3.6

- CCSS
- Use the Visual Vocabulary Cards to reteach
 Weekly Vocabulary words. Focus on any words
 that students found difficult. Display the card and
 have students read the word. Show the image.
 Explain the word's meaning and have them repeat
 the meaning and use the word in a sentence.
 Provide sentence starters as needed. For example,
 say: Something that is simple to do is ______. For
 more practice, have students use the Partner Talk
 activities on the Visual Vocabulary Cards.
- Have students write the words on paper or index cards. Say the meaning of a word. Have students hold up the card and say the word. Then have them repeat the meaning and use the word in a sentence.
- Have students write a sentence using each word.
 Then ask them to illustrate their sentence.
- For any vocabulary words that students continue to find troublesome, reinforce the meanings using the Define/Example/Ask routine. Describe the routine in detail to students.
 - **Define** Tell students the meaning of the word using words they already know. For example, say: *The word* enormous *means "very big."* Try restating the definition or using it differently from the way it was first presented.
 - **Example** Give students an example of how the word is used, using their own common experiences. For example, say: *Our school has an* enormous *gym. It is bigger than any other room in the school.*
 - Ask Use a question to help students connect the word to known words and use the word in speaking. For example, ask: What have you seen that is enormous? What words mean the same, or nearly the same, as enormous? What words mean the opposite of enormous? Through questions, you can observe if students understand a word's meaning. If they don't understand, try using a series of Yes/No questions such as: Would an ant that is 10 feet tall be enormous? Is 20 feet an enormous distance for you to walk?

- Always have students pronounce the words multiple times. Ask them to discuss meanings with a partner, which will give them opportunities to use the words in speaking and listening.
- If students confuse words that look or sound the same, such as *carnival* and *carnivore*, write the words on the board, one above the other. Say each word slowly. Have students repeat it. Then help students compare the spellings. Ask: What's the same in both words? What's different?

AUTHOR'S POINT OF VIEW

RI.3.6



Informational

Unit and Week	Pages
Unit 2 Week 3	88–94
Unit 2 Week 4	100–106
Unit 5 Week 3	268–274
Unit 5 Week 4	280–286

Taking care of the Earth is important. We can recycle to show that we care about our planet. It is good to recycle. Say: An author often has a point of view about a topic. As I read, I can look for details that show what the author thinks. Ask: What does the author think about recycling? I see the words important and care. I read that taking care of the Earth is important. The author also says that we can recycle things to show we care about our planet. These are details that tell what the author thinks about recycling. The author thinks taking care of the earth is important. This is the author's point of view. Ask students if they agree or disagree. Have them explain their ideas.

We Do Write: National parks are great. They help us learn about animals and nature. They also help keep wildlife safe. It is important to protect national parks so everyone can enjoy them. Ask: Where can you go to see wildlife? (national parks) Why do we have

national parks? (to protect and learn about animals and nature) What details tell what the author thinks about national parks? (National parks are great. It is important to protect national parks.) Underline the text evidence and read it aloud. What is the author's point of view? (National parks are great and we should protect them.) Ask: Do you agree or disagree? Have students explain their ideas.

Wou Do Write these sentences and read them aloud with students. Electric cars are a great invention. They don't need gasoline. They are plugged into the wall just like a toaster. Electric cars are the best way to help keep our planet healthy. Have students identify details that help them figure out the author's point of view. (Electric cars are a great invention; Electric cars are the best way to help keep our planet healthy) Then ask: What does the author think about electric cars? (They are great and help the planet.) Have students tell whether or not they agree with the author's point of view. Ask them to explain their ideas.

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

CAUSE AND EFFECT

RI.3.8



Informational

Unit and Week	Pages
Unit 1 Week 4	40–46
Unit 4 Week 4	220–226
Unit 5 Week 5	290–296

Write these sentences on the board. Then read them aloud. The seeds were planted in soil. For two weeks they get lots of rain and sunlight. As a result, the seeds started to grow into plants. Remind students that a cause is why something happens. An effect is what happens. Say: These sentences

show cause and effect. I read that seeds are planted in soil and they get lots of rain and sunlight. This is the cause. Write cause above the first sentence. Then I read that the seeds grow into plants. This is the effect. Write effect above the second sentence. Say: The author uses signal words, such as because, as a result, and so to show cause and effect. Circle the words as a result.

We Do Write: It snowed all night. The forecast for today is more snow. As a result, school is cancelled. Say: We are going to find cause and effect together. What is the weather forecast? (more snow) What happened as a result of the snow? (school is cancelled) What is the cause? (It snowed all night and was going to snow today) What is the effect? (School is cancelled.) What are the signal words? (as a result)

Write these sentences and read them aloud with students. Alexander Graham Bell wanted to find a new way for people to talk to each other. So he invented the telephone. Have partners identify the cause and effect. (Alexander Graham Bell wanted to find a way for people to talk to each other is the cause. He invented the telephone is the effect.) Ask students to point out the signal word. (so)

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

CAUSE AND EFFECT

RL.3.3



Literature

Unit and Week	Pages
Unit 3 Week 2	138–144

John has a baseball game today, but it is raining. As a result, the game has been changed until tomorrow. Remind students that a cause is why something happens. An effect is what happens. Say: These sentences show cause and effect. I read that John is

RETEACH Vocabulary and Comprehension

playing in a baseball game today, but it is raining. This is the cause. Then I read that the game has been changed until tomorrow. This is the effect. Circle the words as a result. Say: The author uses the signal words as a result to show cause and effect.

We Do Write: Cara is hungry. So, she makes a healthy snack. Say: We are going to find a cause and effect together. How does Cara feel? (hungry) What does being hungry cause her to do? (make a snack) What is the cause? (Cara is hungry.) What is the effect? (Cara has a snack.) What is the signal word? (so)

You Do Write these sentences and read them aloud. Ben went to the concert because he loves music. Have students identify the cause and effect. (Ben loves music is the cause. He went to the concert is the effect.) Ask students to point out the signal word. (because)

For more practice, have students use the digital minilesson or an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart.

CHARACTER

RL.3.3



Literature

Unit and Week	Pages
Unit 1 Week 1	8–14

read them aloud: Maria wants to join the swim team. She knows when tryouts are. She goes to the pool every day to practice. Say: A character's actions and feelings make the events in a story happen. I read that Maria wants to join the swim team. What does she do? She finds out when tryouts are and starts practicing every day at the pool. When you read a story, pay close attention to what a character does and how she feels. This will help you understand events in a story.

We Do Write the sentences and read them with students: David needs a book about rabbits. He goes to the library and finds a good one. Now he can start

working on his report about rabbits. Say: What does David need? (a book about rabbits) What does he do? (He goes to the library and finds a book about rabbits.) What does he do next? (He starts working on his report.)

You Do Write the following sentences and read them with students: Mark loves to play chess, but had no one to play with. So he joined the chess club at school. He is happy he joined. Have students tell what the character wants or needs. Then ask them to tell what happens. (Mark loves to play chess. He had no one to play with. He joined the chess club.)

For more practice, have students use the digital minilesson or an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart.

COMPARE AND CONTRAST

CCSS 8.E.I.

Informational

Unit and Week	Pages
Unit 4 Week 3	208–214
Unit 6 Week 4	340–346

Write the following sentences on the board, and then read them aloud: Frogs and Toads both like to jump. They also both live in water when they are young. But frogs and toads are different too! Frogs have smooth skin. Toads have bumpy skin. Say: When authors compare, they show how two things are alike. When they contrast, they show how they are different. Authors use signal words, such as both, alike, same, and different to compare and contrast. Point out the signal word both in the first two sentences. Say: I know that frogs and toads are alike because they both like to jump and they both live in water when they are young. Then say: Frogs and toads are different, too. I read that frogs have smooth skin and toads have bumpy skin. The signal words both and different help me compare and contrast.

We Do Draw a compare and contrast graphic organizer on the board with the headings: Frogs, Toads. Reread the sentences above. Ask: What kind of skin do frogs have? (smooth) What kind of skin do toads have? (bumpy) What do frogs and toads have in common? (they like to jump, they live in water when they are young) Fill the answers in the graphic organizer as students answer the questions.

You Do Write these sentences and read them with students. Dogs and cats are both animals. They both make good pets. But, dogs and cats make different sounds. Dogs bark and cats meow. Draw a compare and contrast graphic organizer. Have students use signal words to compare and contrast. Ask: How are cats and dogs the same? How are they different? (Dogs and cats are both animals and they both make great pets. Dogs bark and cats meow) Have students complete the graphic organizer.

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

MAIN IDEA AND KEY DETAILS

RI.3.2 CCSS

Informational

Unit and Week	Pages
Unit 1 Week 5	50–56
Unit 3 Week 3	148–154
Unit 3 Week 4	160–166
Unit 4 Week 4	220–226
Unit 5 Week 5	290–296

Polar bears live in the Arctic. It can be extremely cold there. Polar bears have thick fur to keep them warm. They even have fur on their paws. A polar bear's fur helps it survive. Remind students that the main idea is the most important point the author makes

about a topic. Say: To figure out the main idea, I will look for important details. Then I will tell what these key details have in common. I read that the Arctic can be extremely cold. This is a key detail. Other details tell about how polar bears have thick fur. They even have fur on their paws. These key details have something in common. They all tell about the polar bears' fur and how it helps them survive. Tell students that now that you know what the key details have in common, you can figure out the main idea. Say: The main idea is that polar bears have thick fur that helps them survive in the cold Arctic.

We Do Write and read these sentences aloud: Bats live in caves. Caves are safe places for bats to sleep during the day. They are dark and cool. Caves have good places for bats to hang upside while they sleep. Ask: What are important details? (Bats live in caves. Caves are safe places for bats to sleep. They are dark and cool. Bats can hang upside in them.) What do the key details have in common? (They tell about why bats like to live in caves.) Use what the key details have in common to tell the main idea. (Caves are safe places for bats to live.)

Vou Do Write these sentences and read them aloud:

Lighthouses were built to guide ships. They are tall buildings with a bright light at the top. At night or during stormy weather, sailors followed the light.

During the day, they used the lighthouse's colors and shape to tell where they were. Have students identify the key details and what they have in common.

(Lighthouses guide ships; they have a bright light at the top; they help sailors find their way. These details all tell how lighthouses help sailors find their way.) Then ask them to tell the main idea.

(Lighthouses were built to help sailors find land.)

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

POINT OF VIEW

RL.3.6



Unit and Week	Pages
Unit 2 Week 5	110–116
Unit 4 Week 1	188–194
Unit 4 Week 2	198–204
Unit 5 Week 1	248–254
Unit 5 Week 2	259–264
Unit 6 Week 5	350–356

IDo Write these sentences, then read them aloud: Lauren wants to enter her dog, Jake, in the pet show. Lauren gives Jake a bath every week. She brushes him every day. Lauren is teaching Jake how to sit and roll over. When Jake listens, Lauren says, "Good dog!" Say: Point of view is what a narrator or character thinks about events or other characters in a story. Look for details that show what the narrator or a character thinks to figure out the point of view. In this story I read that Lauren has a dog named Jake and she wants to enter him in a pet show. I know she really wants to do this because she bathes and brushes him. She is also teaching Jake tricks. Lauren is helping Jake learn. Finding details about what Lauren says and does helps me see that she loves her dog and wants him to do well at the pet show. I think Jake will do well, too. Lauren takes good care of him and spends time teaching him what to do.

We Do Write: Last summer Ben wanted to learn how to fish. He asked his uncle to teach him. Ben and his uncle went fishing all day. Ben was happy. He didn't know fishing could be so fun! Remind students to look at the details about what a character thinks and does. Ask: What character in the story wanted to learn how to fish? (Ben) What did Ben do? (He asked his uncle to teach him how to fish) Then what did Ben do to learn how to fish? (he went fishing with his uncle) What is Ben's point of view about fishing? (It's

fun.) Ask students if they agree with Ben's point of view. Have them explain their answer ideas.

You Do Write and read these sentences: Liam loves to play baseball. He thinks it is more fun than soccer because he likes throwing the ball. He thinks batting is fun too because he likes to score points. Have partners identify details that show what the character thinks. (Liam loves to play baseball; He likes throwing the ball; he likes batting) Then have partners tell the character's point of view. (Liam really likes baseball.) Ask them if they agree or disagree. Have them explain their ideas.

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

PROBLEM AND SOLUTION

1.3.3 CCSS

Informational

Unit and Week	Pages
Unit 6 Week 3	328–334

then read them aloud: Many people like to ride bicycles. But not everyone owns a bike. One group of bike lovers decided to help. They collect bikes. Then they rent them to people who don't have one. As a result, everyone can ride. Say: Some informational texts describe a problem, tell the steps taken to solve it, and then give the solution. I read that some people who like to ride bikes can't because they don't own one. That's the problem. But a group of people collect and rent bikes. Those are the steps to the solution. The solution for people who don't have bikes is to rent one.

We Do Write: In 1904 at the St. Louis World's Fair, Ernest, an ice cream man, ran out of bowls. It was a hot day and everyone wanted ice cream. He bought waffles and rolled them into cones. Then he put ice cream into the cones. Ernest invented the first ice cream cone! Ask: What is Ernest's problem? (He ran

out of bowls and couldn't sell ice cream.) What steps did Ernest take to solve his problem? (He bought waffles, he rolled them into cones, he put ice cream into the cones) What was the solution to Ernest's problem? (He invented the ice cream cone.)

You Do Write and read these sentences with students: Ben Franklin was cold. His wood stove used too much wood and made too much smoke. So he invented a new one in 1742. Franklin's stove could heat a whole room. It used less wood and made less smoke. Have partners identify the problem and the steps taken to solve it. (The problem is that Ben Franklin's stove used too much wood and made too much smoke. Steps to the solution are: Ben invented a new stove that used less wood and made less smoke.)

For more practice, have students use the digital minilesson or an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart.

PROBLEM AND SOLUTION

RL.3.3 CCSS

Literature

Unit and Week	Pages
Unit 3 Week 1	128–134

then read them aloud: Frog was too big for his lily pad. But all the lily pads in his pond were too small. Frog asked Bird for help. Bird flew around and found a bigger pond. Frog hopped to the big pond and found a big lily pad. Say: A story's plot often has a problem and solution. A problem is something that needs to change or be solved. The solution is how the character fixes the problem. I read that Frog is too big for his lily pad. But there are only small lily pads in his pond. That is his problem. Frog asks Bird for help. This is one step to solving Frog's problem. Bird flies around and finds a bigger pond. Frog moves there. Those are more steps to solving the problem. The steps to solving Frog's problem are in sequence, or time order.

We Do Write: Kathy wants to plant a garden. She has pots and dirt, but she doesn't have seeds. Kathy asks her neighbor, Mrs. Yen, for seeds. Mrs. Yen helps. So Kathy plants the seeds. When the flowers grow, she shares them with Mrs. Yen. Ask: What is the problem? (Kathy has pots and dirt, but no seeds.) What are some steps to solving Kathy's problem? (She asks Mrs. Yen for seeds; Mrs. Yen helps)

First, they took a picture of the puppy. Next, they made posters of the lost puppy. Last, they put the posters up in the neighborhood. The puppy's owner saw the poster and picked the puppy up. Have partners read the passage together and identify the problem. (Laura and her mom found a lost puppy.) Have students list the steps that Laura and her mom take to solve the problem. (They take a picture of the puppy; make posters; put the posters up) Then have them write the solution. (The puppy's owner sees the pictures and picks up the puppy.)

For more practice, have students use the digital minilesson or an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart.

SEQUENCE

RI.3.8



Informational

Unit and Week	Pages
Unit 1 Week 3	28–35
Unit 3 Week 5	170–177

them aloud: Becoming an astronaut is not easy. First you have to get good grades in school. Next, you go to college. Then you can apply to the space program. Finally, you must work hard and never give up.

Number the sentences, and then circle the signal words first, next, then, and finally. Say: Sequence is the order in which important events take place. Signal words, such as first, next, then, and finally, show the

RETEACH Vocabulary and Comprehension

sequence of events. I read that there are some steps to becoming an astronaut. First I need to get good grades in school. Then I need to go to college. Next, I need to apply to the space program. And then finally, I must remember to work hard and never give up. The signal words first, next, then, and finally help me figure out the sequence.

We Do Write these sentences and read them aloud: Recycling is easy. First rinse out your plastic container. Then place it into a recycling bin. Finally, make sure to put the bin out on recycling day. Ask: When you recycle, what do you do first? (rinse out the container) What is the signal word? (first) Then what do you do? (place the container into a bin) What is the signal word? (then) What is the last thing to do? (put the bin out on recycling day) What is the signal word? (finally)

You Do Write these sentences on the board: Writing a book report is fun. First choose a book to read. Next, read the book. Then write down interesting things you read. Finally, reread your report and give it to your teacher. Have partners identify the sequence of events and each signal word.

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

the order they happen. A plot always has a beginning, middle, and end. In the beginning of the story, I read that Susan's soccer team lost two games. Then I read that in the middle of the story, her coach added more practices. At the end of the story, Susan's team played well and won their next game.

We Do Write these sentences on the board and read them aloud with students: Tom and Mom planted a tomato plant in their garden. They watered the plant when it was dry, and they waited for it to grow. Soon they had tomatoes to eat. Read the sentences aloud. Say: Who are the characters in the story? (Tom and Mom) What happens in the beginning of the story? (Tom and Mom planted a tomato plant in their garden.) What happens in the middle? (They water the plant, and wait for it to grow.) What happens at the end? (They have tomatoes to eat.)

You Do Write these sentences on the board: Teresa and Maria asked Dad what they could do for Mom's birthday. Dad helped them pick out art supplies. The girls worked all afternoon. When Mom came home, the girls surprised her with very special birthday cards. Read the sentences aloud. Then have partners identify the characters and tell what happens in the beginning, middle, and end of the story.

For more practice, have students use the digital minilesson or an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart.

SEQUENCE

RL.3.3



Literature

Unit and Week	Pages
Unit 1 Week 2	18–25

then read them aloud: Susan's soccer team lost two games. The coach added more practices. The team had good, fun practices all week. Susan's team won their next game. Say: A character's actions make up the plot, or events, in a story. Plot events are told in

THEME

RL.3.1 RL.3.7



Literature

Unit and Week	Pages
Unit 2 Week 1	70–77
Unit 2 Week 2	80–87
Unit 4 Week 5	236–243
Unit 6 Week 1	256–263
Unit 6 Week 2	266–273

Tina and Susan got a new puppy. They both wanted to walk him. Tina and Susan did not want the jobs of feeding the puppy or brushing him. Read the sentences aloud. Say: What the characters do and say are key details in a story. I read that Tina and Susan argue because they both want to walk the puppy. This is a key detail about the girls. I also read that they don't want the jobs of feeding or brushing the puppy. This is also a key detail. The theme of a story is the author's message. We can figure out the theme of the story from the key details. Now let's read the rest of the story together.

We Do Write these sentences and read them aloud: The girls decide to take turns walking the puppy. They also decide that they would both feed and brush him together. Tina and Susan learned that sharing the jobs was fair. They were both happy. Ask: What do the girls decide to do about walking the puppy? (They decide to take turns.) This is a key detail about the girls. What do they decide to do about feeding and brushing their puppy? (They decide they would do that job together.) This is another key detail. What happens after they decide to share the jobs? (They learn that sharing the jobs is fair, and they are happy.) From these key details, what is the author's message, or the theme, of the story? (Sharing the work is a good and fair way to get things done.)

John and Ted were making model airplanes. They glued all the pieces together. When they were finished, Ted wanted to play with his plane. "The directions say to let the glue dry," John said. Ted ignored his friend. He picked up his plane and a piece fell off. Ted realized that he should have listened to his John. Read the sentences aloud. Then have partners identify the key details, or what the characters do and say. (The boys glued the pieces together. Ted wanted to play with his plane right away. John told him that the glue needed to dry. Ted didn't listen. His plane broke.) Then have them use the key details to figure out the author's theme, or message in the story. (Following directions is important.)

For more practice, have students use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart.

INFORM/EXPLAIN

W.4.9



Review an Analysis Have students turn to a student model of an analysis that informs and explains in the **Interactive Worktext**. Read aloud the student model while students follow along.

- Explain to students that in this analysis the student explains how an author develops the text. Point out that the topic sentence includes the text's title and tells what the paragraph is about. Have students point out facts, details, and other text evidence that support the topic sentence.
- Read aloud the last sentence. Have students turn to a partner and answer the questions: Why is this a good way to end the paragraph? What does this student explain about the text?

Revise an Analysis

Revise Writing Work with students to select a writing product that they completed in Weeks 1–5 that would benefit from revision. Review with students the writing you selected and the related **Interactive Worktext** lesson. Discuss the writing selection and the checklist of items that the selection should include.

Guide students to check that their writing begins with a topic sentence and that it includes the title of the selection. Have students identify whether or not the writing includes details from the text that support the topic. Remind students to check for a strong conclusion.

Guide students to determine how best to revise their writing. Work with them to add or improve the elements that they found were missing or in need of work. Have students revise the writing based on their review.

Teacher Conference Compare students' revision to their original writing. Check students' writing for complete sentences. Did they begin with a topic sentence? Did they cite text evidence to support their topic? Did the concluding sentence restate the topic sentence and tie the evidence together?

OPINION



Review an Analysis

- Have students turn to a student model of an analysis that shares an opinion in the Interactive Worktext. Read aloud the student model while students follow along.
- Explain to students that in this analysis the student gives an opinion about the text. Point out the topic sentence includes the text's title and tells an opinion. Point out opinion words, such as *I think*. Have students point out facts, details, and other text evidence that support the student's opinion.
- Read aloud the last sentence. Have students turn to a partner and answer the questions: Which words sum up the paragraph? What is the student's opinion about the text?

Revise an Analysis

Revise Writing Work with students to select a writing product that they completed in Weeks 1–5 that would benefit from revision. Review with students the writing you selected and the related **Interactive Worktext** lesson. Discuss the writing selection and the checklist of items that the selection should include.

Guide students to check that their writing begins with a topic sentence and that it includes the title of the selection and tells their opinion. Have students identify whether or not the writing includes details from the text that support their opinion. Remind students to check for a strong conclusion.

Guide students to determine how best to revise their writing. Work with them to add or improve the elements that they found were missing or in need of work. Have students revise the writing based on their review.

Teacher Conference Compare students' revision to their original writing. Check students' writing for complete sentences. Did they begin with a topic sentence that tells an opinion? Did they cite text evidence to support their opinion? Did the concluding sentence restate their opinion and tie the evidence together?

Inform/Explain

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 was included.
Concluding Statement	Clearly restates the topic sentence; makes a personal statement.	Restatement is less focused; attempts a personal statement.	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.

Opinion

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.	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 an opinion; makes a personal statement.	Restatement is less focused, attempts a personal statement.	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.