





Your Connected Intervention Solution







Apprentice Leveled Reader



Interactive Worktext



Adaptive Learning



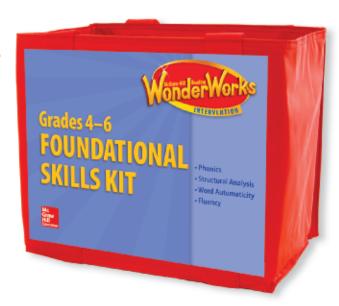
WonderWorks
Teacher's Edition

WonderWorks intervention moves students towards grade level 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

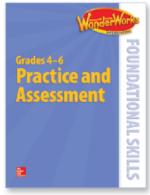
More WonderWorks Resources

- 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





Digital Support

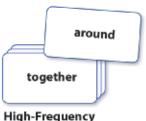
- eBooks
- Online Assessments and Reporting



Sound-Spelling Cards



Sound-Spelling WorkBoards

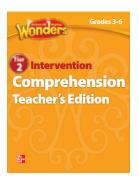


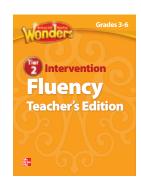
High-Frequency Word Cards

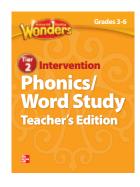


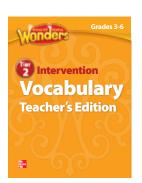
Letter and Word-Building Cards

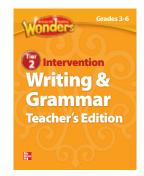
Tier 2











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Program Components



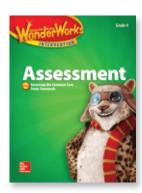
Interactive Worktext



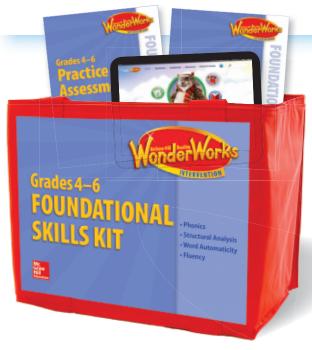
Apprentice Leveled Readers



Teacher's Edition



Assessment







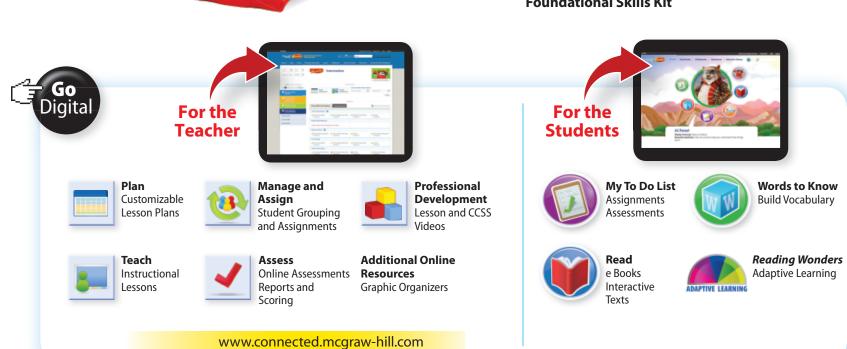








Foundational Skills Kit



How WonderWorks Supports Wonders

Scaffolded Support

Core Grade-Level Instruction



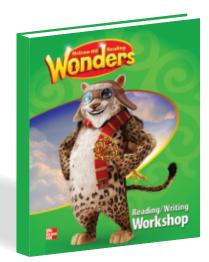


Interactive Worktext

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

Teaching with WonderWorks

TEACH AND MODEL

Scaffold Weekly Concept

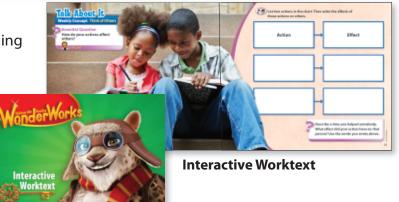
Grade-Appropriate Topics, including Science and Social Studies

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

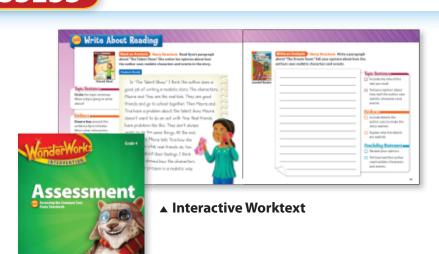
Comprehension Skills

Write About Reading

Scaffolded Analytical Writing

Assess

Weekly Assessment



◆ Assessment



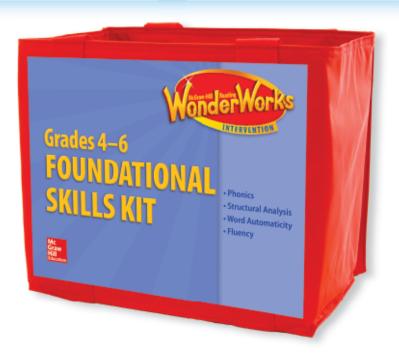
- e Books
- Online Assessment and Reports

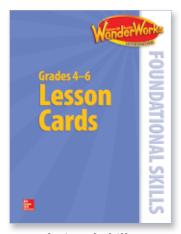
Support the Common Core State Standards!

DIFFERENTIATE Foundational Skills

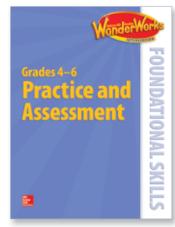
Foundational Skills Kit

- Flexible, explicit instruction for the following strands:
 - 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





Digital Support

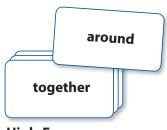
- e Books
- · Online Assessments and Reporting



Sound-Spelling Cards



Sound-Spelling WorkBoards



High-Frequency Word Cards



Letter and Word-Building Cards

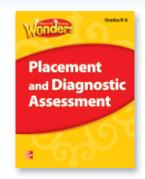
Assessment in WonderWorks

Placement and Diagnostic Assessment

Includes diagnostic assessments for

- 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

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

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

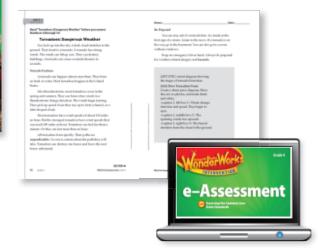


Mid-Unit Assessment

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



WonderWorks Assessment



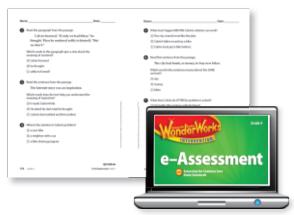
Unit Assessment

Every 6 weeks

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



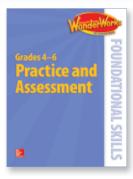
WonderWorks Assessment



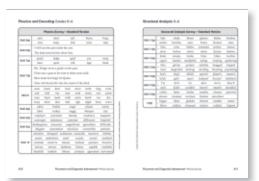
Foundational Skills Assessment

Every 6 weeks

- Phonics and Structural Analysis Survey
- Oral Reading Fluency 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 90% 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

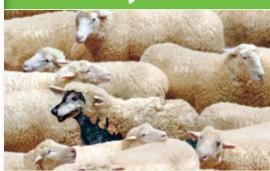


Then consider moving students out of *Reading WonderWorks*.

UNITER ANNER

Amazing Animals

Week 1 **Literary Lessons**



ESSENTIAL QUESTION

What are some messages in animal stories?

Build Background



L.4.4a attracted, dazzling, fabric, greed, honest, requested, soared, trudged

Access Complex Text (A)





RL.4.2 Skill: Theme Respond to Reading

Mrite About Reading

W.4.9a Opinion: Theme



Week 2 **Animals in Fiction**



ESSENTIAL QUESTION

How do animal characters change familiar stories?

Build Background



L.4.4a annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty

Access Complex Text (A) (3)

Genre

Comprehension

RL.4.2 Skill: Theme Respond to Reading

Write About Reading

W.4.9a Opinion: Genre



Week 3 **Natural Connections**



ESSENTIAL QUESTION

How are all living things connected?

Build Background

🚧 Vocabulary

L.4.4a crumbled, droughts, ecosystem, extinct, flourished, fragile, imbalance, ripples

Access Complex Text (A) (3)

Purpose

Comprehension

RI.4.2 Skill: Main Idea and Details Respond to Reading

📾 Write About Reading 🛚 🙎



W.4.9b Inform/Explain: Text Features

M

Quick Check

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 20-21

Quick Check

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 22-23

Quick Check

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 24-25

> **✓** MID-UNIT ASSESSMENT Assessment Book, pp. 80-87

Fluency Assessment Assessment Book, pp. 234-281



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

Week 4 **Adaptations**



Week 5 **Animals All Around**





ESSENTIAL QUESTION

What helps an animal survive?

Build Background



L.4.4a camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations

Access Complex Text (ACC)



Sentence Structure



RI.4.2 Skill: Main Idea and Key Details Respond to Reading

Write About Reading

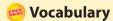


W.4.9b Opinion: Text Features

ESSENTIAL QUESTION

How are writers inspired by animals?

Build Background



L.4.4a brittle, creative, descriptive, outstretched

Poetry Terms

metaphor, meter, rhyme, simile

Access Complex Text (1)



Comprehension

Genre

RL.4.6 Skill: Point of View Respond to Reading

ß Write About Reading

♣ Writing



W.4.9a Inform/Explain: Precise Language

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. 26-27 Quick Check

Vocabulary, Comprehension

✓ Weekly Assessment Assessment Book, pp. 28-29 Unit Assessment

Assessment Book, pp. 131-139

Fluency Assessment

Assessment Book, pp. 234-281

EXIT TEST

Assessment Book, pp. 187–195

ABOUNUM



UNIT 2 OPENER, pp. 78-79

The Big Idea

What can animals teach us?



Talk About It

Read aloud the Big Idea on page 79 of the Interactive Worktext: What can animals teach us? Say: When I was a child, I had a smart cat. He spent hours trying to open the drawers in our kitchen. Eventually, he figured out how to do it. My cat taught me that if you keep on trying, you will figure out a solution. Ask students to think about their pets, wild animals, and animals in stories. Ask: What lessons have you learned from an animal or an animal character in a story? (Possible answer: from dogs that running and chasing things is fun)

Discuss the photo on pages 78–79. Ask: What is happening in this photo? (A panda bear has a paw over part of his face as though he is laughing.) What do you learn from watching the panda bear in the photo? (<u>Possible answer:</u> That it is good to laugh sometimes.)

Then ask: What could you learn from the animals in the "The Tortoise and the Hare"? (Possible answer: It is not good to be overconfident like the hare.) Have students discuss familiar animal characters with partners and then share their ideas with the group.

Tell students that in this unit, they will be reading ten selections. Each selection is about animals. In one of the selections, a grasshopper learns a difficult lesson about work and play. In another selection, a photographer sees firsthand what pollution can do to a reef.

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 students 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 fluency skill. Then model 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. Have the second group echo-read the passage. Then have the groups switch roles for the second half of the page. Ask the groups to discuss which parts were more exciting and how they could tell.

Weekly Fluency Focus

Week 1 Expression

Week 2 Intonation

Week 3 Accuracy

Week 4 Rate

Week 5 Expression 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
	"The Fisherman and the Kaha Bird"	"The Ant and the Grasshopper"	"Rescuing Our Reefs"	"Animal Adaptations"	"Poetry"
Quantitative	Lexile 500 TextEvaluator™ 24	Lexi l e N/A TextEvaluator™ N/A	Lexile 520 TextEvaluator™ 24	Lexile 560 TextEvaluator™ 20	Lexile N/A TextEvaluator™ N/A
Qualitative	Connection of IdeasGenreVocabulary	GenreSentence StructureVocabulary	PurposeVocabulary	Sentence StructurePrior KnowledgeVocabulary	Genre Vocabulary
¥	The Weekly Concept lessons will help determine the reader's knowledge and engagement in the weekly concept.				
Reader and Task	Weekly Concept: p. 66 Questions and tasks: pp. 68–69	Weekly Concept: p. 76 Questions and tasks: pp. 78–79	Weekly Concept: p. 86 Questions and tasks: pp. 88–89	Weekly Concept: p. 98 Questions and tasks: pp. 100–101	Weekly Concept: p. 108 Questions and tasks: pp. 110–111

Apprentice Leveled Reader

	Week 1	Week 2	Week 3	Week 4	Week 5
	The Cockroach and the Mouse	Saving the Green Bird	Saving San Francisco Bay	Extreme Animals	Putting on an Act
Quantitative	Lexile 570 TextEvaluator™ 10	Lexi l e N/A TextEvaluator™ N/A	Lexile 580 TextEvaluator™ 17	Lexile 550 TextEvaluator™ 15	Lexile 440 TextEvaluator™ 21
Qualitative	Connection of IdeasGenreSentence StructureVocabulary	GenreSentence StructureVocabulary	PurposeGenrePrior KnowledgeVocabulary	Sentence StructurePurposeGenreOrganizationConnection of IdeasVocabulary	GenreConnection of IdeasPrior KnowledgeVocabulary
共	The Weekly Concept lessons will help determine the reader's knowledge and engagement in the weekly concept.				
Reader and Task	Weekly Concept: p. 66 Questions and Tasks: pp. 70–73	Weekly Concept: p. 76 Questions and Tasks: pp. 80–83	Weekly Concept: p. 86 Questions and Tasks: pp. 90–93	Weekly Concept: p. 98 Questions and Tasks: pp. 102–105	Weekly Concept: p. 108 Questions and Tasks: pp. 112–115

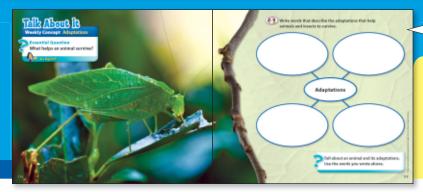
See page 379 for details about Text Complexity measures.

Teach and Model

WEEK 4 **LESSON**

Objectives

- Develop oral language
- Build background about what helps animals survive
- Understand and use weekly vocabulary
- Read an expository text



Materials

Interactive Worktext, pp. 116-123

Go Digital

- Interactive eWorktext
- Visual Vocabulary Cards

Scaffolding for

Reading/Writing Workshop

WEEKLY CONCEPT

SL.4.1b SL.4.1c



Talk About It

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

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

REVIEW VOCABULARY

L.4.1g L.4.5c L.4.6



Review Weekly Vocabulary Words

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

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

High-Utility Words

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

ELL ENGLISH LANGUAGE LEARNERS

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

READ COMPLEX TEXT

15–20 Minutes

RI.4.1 RF.4.4c



Read: "Animal Adaptations"

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

EUL ENGLISH LANGUAGE LEARNERS

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

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

Teach and Model

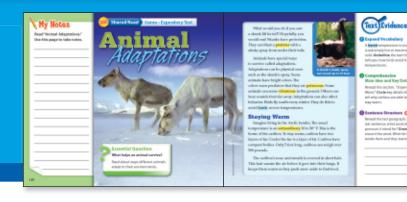
WEEK 4 **LESSON**

Scaffolding for

Objectives

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

Reading/Writing Workshop



REREAD COMPLEX TEXT

RI.4.1 RI 4.2 RI.4.4 L.4.6



Close Reading: "Animal Adaptations"

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



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

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

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

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

Materials

pp. 120-125

Interactive Worktext,

Go Digital

• Digital Mini-Lesson

Interactive eWorktext

Page 122

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

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

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

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

Page 123

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

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

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

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

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

RESPOND TO READING

10–20 Minutes

RI.4.1 W.4.9b



Respond to "Animal Adaptations"

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

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

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

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



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

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

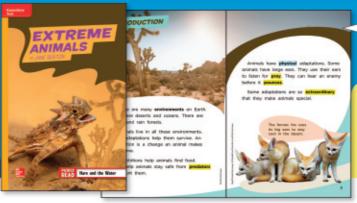
Can students write a response to "Animal Adaptations"? If not, provide sentence frames to help them organize their ideas.

Apply

WEEK 4 **LESSON**

Objectives

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



Materials

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

G Go Digital

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

Scaffolding for

Approaching Leveled Reader

BEFORE READING

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



Introduce "Extreme Animals"

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

Expand Vocabulary

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

clattering (page 5)

Define: making a rattling sound

Example: The *clattering* noise of the bell interrupted

the teacher.

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

2 odor (page 5)

Define: a smell or scent

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

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

3 physical (page 3)

Define: having to do with the body

Example: Running is good *physical* exercise.

Ask: What is your favorite *physical* activity?

4 squirts (page 4)

Define: forces liquid out of a narrow opening

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

Ask: What things might you squirt onto your food?

DURING READING

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



Close Reading

Pages 2–3

Genre (1917) Explain that expository text gives important facts about a topic. It has text features like headings, photographs, captions, diagrams, and maps. Which text features on pages 2 and 3 let you know that "Extreme Animals" is expository text? (photographs and a caption; heading)

Specific Vocabulary (1997) Have students find the word environments on page 2. What clues in the paragraph help you understand what an environment is? (deserts and oceans, plains and rain forests, animals live in them)

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

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

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

Pages 4–5

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

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

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

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

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

Pages 6–7

Main Idea and Details Have students read page 6.

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

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

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

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

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

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

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

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

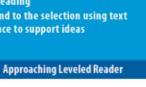
Can students identify main idea and details? If not, review and reteach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

Apply

WEEK 4 LESSON

Objectives

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







Materials

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

G Go Digital

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

Scaffolding for

BEFORE READING

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



EXTREME

Expand Vocabulary

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

1 threaten (page 14)

Define: be a danger to someone or something

Example: Roaring floods threaten the cities.

Ask: What things *threaten* your concentration?

2 weird (page 12)

Define: strange or unearthly

Example: A weird sound was coming from the

basement.

Ask: What is your favorite weird animal?

2 young (page 9)

Define: in the early part of life; not old

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

food.

Ask: What do we call a young cat?

DURING READING

RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5



Close Reading

Pages 8–9

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

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

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

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

Pages 10–11

Genre (Algae) Look at the photos and captions. How does each caption support the text? (The caption on page 10 helps explain the image. The caption on page 11 adds new information.)

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

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

Pages 12–13

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

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

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

Page 14

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

<u>AFTER READING</u>

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



Respond to Reading

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

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

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

Text Evidence

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

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

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

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

Independent Reading

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

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

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

Integrate

WEEK 4 **LESSON**

Scaffolding for

Objectives

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

Reading/Writing Workshop



Materials

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

G Digital

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

REVIEW AND RETEACH

RI.4.2 L.4.4a



Weekly Vocabulary

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

Comprehension: Main Idea/Details

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

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

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

WRITE ABOUT READING



Read an Analysis

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

Analytical Write an Analysis

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

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

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



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

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

Writing Rubric

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

ASSESSMENT

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

Additional Resources

	Reteach
	Vocabulary
	Comprehension Skills
Analytical Writing	Write About Reading 372
Model Lesson	Model Lessons
	Fluency
ACT	Text Complexity
	Reading Complex Text
ELL	Making the Most of Collaborative Conversations 382
	English Language Learner Strategies
	Understanding ELL Levels
	Collaborative Conversations
	Program Information
CCSS	Scope and Sequence
	Common Core State Standards 396
	Index

WEEKLY VOCABULARY

L.4.4a L.4.6

- 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 a sheet of paper or index card. 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 orally.
- Have students write a sentence using each word.
 Then ask them to draw a picture 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 student-friendly language, or 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, try using a series of Yes/No questions such as these: 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

CCSS CCSS

Informational

Unit and Week	Pages
Unit 3, Week 3	148-155
Unit 3, Week 4	160-167
Unit 3, Week 5	170–177

Display and read: My town did not have enough money to keep our library open more than four days a week. So, the whole town worked hard to organize a big fair to raise money for the library. Everyone felt it was important to keep our library open at least five days a week. The fair was so successful that the library is now open seven days a week! Explain that authors use words that give readers clues about how they feel about their subject. Say: This author is writing about a town that does not have enough money to keep their library open more than four days a week. Circle the phrases: worked hard, and so successful. Say: These phrases tell how the author feels about the topic. Underline the words now open seven days a week! Explain that the author's use of an exclamation point shows his excitement. I think the author feels that the town did a great job in raising money for their library. The way an author feels about the topic is the author's point of view.

We Do Display: It's a great thing that the school now serves only healthy food in the cafeteria. Fresh fruit has replaced the cookies and pies. Salad has replaced the French fries. Now, instead of soda, the cafeteria serves only milk, juice, and water. It is about time that schools help students learn to eat healthy foods. Say: Let's figure out the author's point of view. What is the author writing about? (healthy food in the school cafeteria) What words are clues to how the author feels about the topic? (It's a great thing; It is about time) What details tell about changes that have been made? (fruit has have replaced cookies; French fries have replaced with salad, no soda) How does the author feel about the changes? (the author feels that the changes are good) What is the author's point of view? (healthy food should be served in the school cafeteria)

You Do Display this short passage: Many people in our town will be affected if Maple Park is turned into a parking lot. Children who use the playground would have nowhere to play. People love to exercise, picnic, and play sports in the park. The park is an important part of our community. Let's work together to save Maple Park.

Have partners identify details that help them figure out the author's point of view toward the park. Then have students identify the author's point of view. (Details: children would have no playground; people exercise, picnic, and play sports there; save the park. Author's point of view: The park is an important part of the community.)

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

CAUSE AND EFFECT

RL.4.3



Literature

Unit and Week	Pages
Unit 5, Week 2	258–265

Display and read aloud: Sarah spent the whole day sledding. As a result, she was tired, wet, and cold by the time she got home. Model identifying the cause and effect. Say: These sentences tell about a cause and an effect. A cause is why something happens. An effect is what happens because of the cause. Write cause above the first sentence and effect above the second sentence. Say: The first sentence shows a cause—what made Sarah tired, wet, and cold. The second sentence shows the effect what happened to Sarah because she was sledding all day. Authors often organize the events in a story using causes and effects. Circle the phrase As a result. Say: Sometimes, authors use signal words such as: because, so, as a result, and therefore to show a cause and effect. Display and read aloud: Neil spun around many times. He felt dizzy. Point out that in these sentences there is a cause (spun around many times) and an effect (felt dizzy) but no signal words.

We Do Display: Winter was coming, so Squirrel gathered lots of nuts. Say: Let's find a cause and its effect together. What did Squirrel do? (gathered lots of nuts) Why did he gather lots of nuts? (Winter was coming.) What is the cause? (Winter was coming.) What is the effect? (gathered lots of nuts) What is the signal word? (so)

You Do Display this short passage: Tom was annoyed with Gary because he didn't come over to help with their math project. Later, Gary called Tom and explained that he was sick, so Tom forgave him. Tom invited Gary to go sledding. Gary got his sled and went to meet Tom at the park.

Have partners identify causes and effects, and identify the signal words. (Cause: Gary didn't come over to help Tom with their project; Effect: Tom was annoyed; Signal Word: because; Cause: Gary explained he was sick; Effect: Tom forgave Gary. Signal word: so; Cause: Tom invited Gary to go sledding; Effect: Gary took his sled to the park.) For more practice, have students use the digital minilesson or use the Interactive Worktext Shared Read or Apprenticed Leveled Reader from one of the weeks in the chart above.

CAUSE AND EFFECT



Informational

Units and Weeks	Pages
Unit 1, Week 4	40-47
Unit 4, Week 1	188-195
Unit 4, Week 4	220-227

ran over a nail, it got a flat tire. Model identifying the cause and effect. Say: This sentence tells about a cause and an effect. A cause is why something happens. An effect is what happens because of the cause. Write cause above the first part of the sentence and effect above the second part of the sentence. Say: The first part of the sentence shows a cause—what made the tire flat. The second part of the sentence shows the effect—what happened because the bike ran over a nail. Circle the word because. Say: Authors often use signal words such as because, as a result, so, and therefore to show a cause and effect.

Display: *In the fall, the leaves change color.* Point out that in this sentence there is a cause (the fall) and an effect (leaves change color) but no signal words.

We Do Display: The swimmer trained hard, so she won a gold medal at the Olympics. Say: Let's find a cause and its effect together. What did the swimmer do? (trained hard) What happened because she trained hard? (She won a gold medal.) What is the cause? (The swimmer trained hard.) What is the effect? (She won a gold medal.) What is the signal word? (so)

You Do Display this short passage: The pilgrims were unhappy in England, so they sailed to America. It was a difficult trip. As a result, some people died.

Have partners identify causes and effects, and identify the signal words. (Cause: the pilgrims were unhappy; Effect: they sailed to America; Signal Word: so; Cause: it was a difficult trip; Effect: some

people died. Signal word: as a result)

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

COMPARE AND CONTRAST



Informational

Unit and Week	Pages
Unit 1, Week 3	28-35

Display and read aloud: Horses and kangaroos are both mammals. Horses provide milk for their young. Kangaroos also provide milk for their young. Unlike horses, kangaroos are born without hair. Model: These sentences compare and contrast kangaroos and horses. When you compare one thing with another, you look for ways they are alike. When you contrast two things, you look for ways they are different. Circle both and too. Say: These words signal that things are alike. Horses and kangaroos are alike because they provide milk for their young. Other words that signal similarities include and, also, and same. Then circle Unlike. Say: This word signals that things are different. Horses and kangaroos are different because kangaroos don't have any hair when they are born. Other words that signal differences include but, however, although, while and rather.

We Do Display: Both swimming and running are good exercise. Swimming doesn't hurt your knees, but running can hurt your knees. Say: Let's find a comparison and a contrast together. What is being compared? (swimming and running) How are they alike? (both good exercise.) What signal word tells us that? (Both) How are they different? (Swimming doesn't hurt the knees but running can.) What signal word helps us know that? (but)

You Do Display this short passage: An apple is a fruit. A peach is also a fruit. Apples have seeds inside their

core. However, peaches have one big seed, called a pit.

Have partners identify how apples and peaches are alike and different. Then have them identify the signal words. (Alike: both fruit; Different: apples have seeds, peaches have a pit. Signal words: also, however)

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

MAIN IDEA AND KEY DETAILS

RI.4.5 CCSS

Informational

Units and Weeks	Pages
Unit 1, Week 5	50-57
Unit 2, Week 3	88-95
Unit 2, Week 4	100-107
Unit 6, Week 3	328–335
Unit 6, Week 4	340-347

about saving money. Before she spends any of her allowance, she puts some of her money in the bank. That way, she only spends what she needs, and still has money saved. Model identifying the main idea and key details. Say: To figure out the main idea, or what the passage is mostly about, I first need to look for key details. Key details tell more about the main idea. I see that Sasha puts some of her money in the bank. Underline this detail. I also see that Sasha only spends what she needs and still has money saved. Underline these details. Now I will figure out what these details have in common. The details show how Sasha is smart about money. Circle the first sentence and label it main idea.

We Do Display: Life on a farm is not easy. You have to wake up very early. You have to milk the cows while

you're still half asleep and then collect the eggs from the chickens. There is always an animal pen to clean. It's too bad animal pens don't smell better! Work with students to identify the key details. Ask: What are the key details? (wake up early; milk the cows while half asleep; always an animal pen to clean) Elicit that the last sentence is not a key detail. What do these details have in common? (They are all about how hard it is to work on a farm.) What is the main idea? (Life on a farm is not easy.)

You Do Display this short passage: Bike riders can get hurt if they don't wear a helmet. A red reflector light on the bike helps drivers see bike riders better. Bike riders can also use a head lamp so they can see in the dark. The right gear can also make bike riding safer for everyone.

Have partners identify key details. Then have them determine what the key details have in common in order to identify the main idea. (Key details: bike riders can get hurt if they don't wear a helmet; red light on the bike helps drivers see bike riders; a headlamp helps riders see in the dark. Have in common: all tell about why bike riders should use special equipment) Main idea: The right gear can also make bike riding safer for everyone.)

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

POINT OF VIEW

RL.4.6



Literature

Units and Weeks	Pages
Unit 2, Week 5	110–117
Unit 3, Week 1	128-135
Unit 3, Week 2	138–145
Unit 4, Week 2	198-205
Unit 4, Week 3	208–215

RETEACH Comprehension

Remind students that every story has a narrator, or a person who tells the story. A third-person narrator uses pronouns such as he, she, it, and they and is not a character in the story. A first-person narrator uses the pronouns I, me, my, mine, we, us, and our, and is a character in the story. The narrator's point of view tells how the narrator feels about the characters and events. Display and read aloud: Alex ran all the way home from school. Just 20 minutes ago, he had found out that he had gotten the lead in the school play. He could not wait to tell his mother. Model identifying the point of view. Underline the pronouns he and his, and Alex's name. Say: These pronouns, as well as the use of Alex's name, tell me this story has a third-person narrator. A third-person narrator is not a character in the story, but knows what is happening and what the characters think and feel. The details "ran all the way home from school," "that he had gotten the lead," and "could not wait to tell his mother" tell me the narrator's point of view is that Alex is excited and happy that he got the lead role in the play.

We Do Display: I knew I would get an A on my science test today! I studied really hard. My mom quizzed me every morning for four days. All that hard work was worth it! Ask: What pronouns tell you this is a first-person narrator? (I, my, me) What details show how the narrator feels? (studied really hard; made my mom quiz me; hard work paid off) What is the narrator's point of view about the test? (She thinks it's important to work hard to get good grades.)

You Do Display this short passage: The alarm clock went off. Lila dragged herself out of her warm bed. She put on her sneakers. Time to walk the dog again! Lila had known that having a dog would be work. But she didn't think it would be this hard.

Have partners identify whether the story has a first-person or third-person point of view. Ask them to identify the pronouns that help them figure this out. Then have them identify the narrator's point of view about Lila. (Point of view: third-person narrator. Pronouns: herself, her, she; use of Lila's name. Narrator's point of view: Lila doesn't like the responsibility of having a dog.)

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

PROBLEM AND SOLUTION

.4.3 CCSS

Literature

Units and Weeks	Pages
Unit 1, Week 2	18-25
Unit 5, Week 1	248-255

Display and Read: Keisha is having trouble in school. She sits at the front of the class but she cannot read what is written on the board. So, Keisha's parents take her to the eye doctor. Keisha gets glasses. Now, she has no problem reading what is written on the board. Remind students that characters in a story often have a problem, or something that needs to be fixed or solved. Write Problem on the board. Under Problem, write: Keisha cannot read what is written on the board at school. Under Solution write: Keisha's parents take her to the eye doctor. Keisha gets glasses. Now she can read the board. Explain that the steps the characters take to solve the problem make up the solution.

We Do Display: Paul's dog, Roxy is sick. He brings
Roxy to the vet. The vet gives Paul some medicine
for Roxy. Say: Let's find the problem and solution
together. Ask: What is wrong with Roxy? (She is sick.)
Is that Paul's problem? (yes) What does Paul do to
solve his problem? (He brings Roxy to the vet. The
vet gives Paul some medicine for Roxy.)

You Do Display this short passage: Mr. Saller's cat is stuck in a tree. Mr. Saller gets a ladder. He leans it against the tree. Then he opens a can of cat food. He climbs the ladder. He holds out the cat food to his cat. His cat comes sniffs the can. Mr. Saller grabs his cat. He climbs back down the ladder with his cat in his arms.

Have partners identify the problem, the steps that lead to the solution, and the solution. (Problem: Mr. Saller's cat is stuck in a tree. Steps toward solution: Mr. Saller gets a ladder; he gets a can of cat food; he climbs the ladder; he holds out the cat food; the cat comes closer. Solution: Mr. Saller grabs his cat and climbs back down the ladder.)

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

PROBLEM AND SOLUTION

31.4.5 🧶



Informational

Unit and Week	Pages
Unit 5, Week 3	268-275

Write *Problem* on the board. Under Problem, write: Benjamin Franklin needed a different pair of glasses to see far away and up close. He had to switch glasses all the time. Remind students that people often have problems, or things that need to be fixed or solved. Say: The way a problem is fixed is its solution. Write Solution on the board. Under Solution write: Benjamin Franklin thought about his problem. He broke some lenses from each pair of glasses in half. Then he fit them into the same frame. He called them bifocals. Thanks to Franklin, people now wear bifocals to see far away and up close. Explain that the steps people take to solve the problem make up the solution. Say: Benjamin Franklin's problem was that he needed two pairs of glasses and had to keep switching in order to see things up close or far away. He solved the problem by inventing bifocals that had part of a lens for seeing far away and part of the lens to see close up.

We Do Display: At the St. Louis World's Fair in 1904, an ice cream seller ran out of dishes. He thought he would have to close for the day. The waffle seller in the next booth rolled up a waffle and gave it to the

ice cream seller to put ice cream in. That is how the ice cream cone was invented. Say: Let's find the problem and solution together. Ask: What happened to the ice cream seller? (He ran out of dishes.) Is that the problem? (yes) What does the ice cream seller do to solve the problem? (He used a rolled-up waffle to serve the ice cream.)

You Do Display this short passage: A ship's engine broke down. The captain called for help. Some tugboats came and tied towlines to the ship. They pulled the ship to shore.

Have partners identify the problem, the steps that lead to the solution, and the solution. (Problem: The ship's engine broke down. Steps toward solution: The captain called for help; tugboats came; they tied towlines to the ship. Solution: The tugboats pulled the ship to shore.)

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

SEQUENCE

RI.4.5



Informational

Unit and Week	Pages
Unit 5, Week 4	278–287
Unit 5, Week 5	290-297

the Oregon Trail. First, they got a wagon. Then they packed up all their belongings. After that, they set out on the trail. Before long, they passed landmarks like Chimney Rock and Fort Laramie. If they were lucky, they finally reached the West where they could make a new home. Model identifying the sequence of events. Say: I will look for words that tell me the order, or sequence of important events in the story. Words that tell about sequence include first, next, then, after that, before, and finally, as well as dates and

RETEACH Comprehension

times. Underline First. Say: This word tells me that the sequence of events begins with settlers getting wagons. Underline the remaining sequence words (After that, Before long, Finally) as you read aloud the passage. Then say: The words After that tell me that the next event is that people set out on the trail. The next event is that they passed landmarks. The word finally tells me this is the last event.

Me Do Display: In 1886, the people of France gave America the Statue of Liberty. Before that, in 1870, the sculptor Frederic Bartholdi came up with the idea for the statue. After the statue arrived in New York, it was declared a National Monument. Say: Let's figure out the sequence of events together. What is the first event? (Frederic Bartholdi came up with the idea for the statue.) What sequence words helps us know that? (Before that; the date 1870) What happened next? (The people of France gave America the Statue) How do you know? (The date 1886.) What happened next? (The statue was declared a National Monument.) What sequence words help us know this? (After the statue arrived in New York)

You Do Display this short passage: In 1847, Thomas Edison was born. Then, in 1878, he invented the light bulb. Before that, in 1877, he invented the phonograph. Finally, he died at the age of 84, in 1931.

Have partners identify the sequence of events and the sequence words that help them follow the order. (Sequence of events: Edison is born, Edison invents the phonograph, Edison invents the light bulb, Edison dies; sequence words: In 1847, Then, Before that, Finally)

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

SEQUENCE

CCSS CCSS

Literature

Unit and Week	Pages
Unit 1, Week 1	8–15

Display and read aloud: Matt is at the beach. First, he puts down his towel. Then he rubs sunscreen on his skin. Before he sits down to read, he finds his sunglasses and puts them on. Finally, he can relax and enjoy his book under the beach umbrella! Model identifying the sequence of events. Say: I will look for words that tell me the order, or sequence of important events in the story. Words that tell about sequence include first, next, then, after that, before, and finally, as well as dates and times. Underline First. Say: This word tells me that the sequence of events begins with Matt putting down his towel. Underline the remaining sequence words (*Then, Before, Finally*) as you read aloud the passage. Point out that Matt finds his sunglasses and puts them on before sitting down to read, even though sits down to read comes first in the written text. Tell students that a clue word to the last thing in the sequence of events is Finally.

We Do Display: Nina had the idea to throw a surprise party for Sophie's birthday. After days of planning, the big day came. In the morning, Nina told her mother to take Sophie to the movies. Then Nina decorated the house. By 2:00, all the guests were hiding in the house. Earlier, Nina had baked a cake. At 2:15, Sophie opened the door. Everyone jumped out and yelled "Surprise!" Say: Let's figure out the sequence of events together. What is the first event? (Nina had the idea for the party.) What happened before the day of the party? (days of planning) How do you know? (The sequence word "after" shows that the big day came after the planning.) What happened before all the guests were hiding in the house? (Nina baked a cake.) What sequence words help us know this? (*Earlier*) When did Sophie open the door? (at 2:15) What happened last? (Everyone yelled "Surprise!")

You Do Display this short passage: It was Eric's turn to do the wash. First, he put soap into the washing machine. Then he dropped in the clothes. Before he pressed the start button, he turned the water setting to "Cold." After the machine stopped, he put the wet clothes into the dryer. Finally, Eric folded all the laundry.

Have partners identify the sequence of events and the sequence words that help them follow the order. (Sequence of events: put soap in machine, drop in clothes, turn setting to "Cold," press start button, machine stops, put wet clothes in dryer, fold laundry; sequence words: First, Then, Before, After, Finally)

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

THEME

RL.4.2



Literature

Units and Weeks	Pages
Unit 2, Week 1	68-75
Unit 2, Week 2	78-85
Unit 4, Week 5	230–237
Unit 6, Week 1	308–315
Unit 6, Week 2	318–325
Unit 6, Week 5	348-357

is the message or lesson the author wants to communicate. Display and read aloud: No one thought Teo could win the race. But that didn't stop Teo from trying. He ran every day, before and after school. The day of the race finally came. Teo ran as fast as he could. Teo won the race! Model identifying the theme. Say: Author's often don't state the theme.

So I have to look for key details that tell me what the characters do, say, and feel to figure out the theme. I read that no one thought Teo could win. Despite that, Teo never gave up. The result of all Teo's work is that he wins the race. I think the theme is that we can do well if we believe in ourselves and try hard.

We Do Display: Lisa was playing ball in the house. She knew she wasn't supposed to. The ball hit her mother's favorite vase. The vase broke into pieces. "Oh, no!" she thought. "Mom will never let me go to Niki's sleepover now!" Lisa picked up all the pieces and hid them. At the sleepover, Lisa couldn't join in the fun. She kept thinking about the vase. Finally, she called her mother and told her about the vase. Even though Lisa's mother made her come home from the party, Lisa felt better. Say: Let's figure out the theme together. What does Lisa do that she isn't supposed to do? (plays ball in the house) What happens because of her actions? (Her mother's vase is broken.) Why doesn't Lisa tell her mother what happened? (She knew she wouldn't be allowed to go to the party.) How does Lisa feel while at the party? (quilty) How does Lisa feel after her mother made her come home from the party? (better; less guilty) What message do you think the author is trying to communicate? (Honesty is the best policy.)

You Do Display this short passage: The new girl at school had nice clothes and an expensive watch. She barely spoke to anyone. Julie and her friends decided the girl was a snob. One day, Julie heard someone crying in the girl's bathroom. It was the new girl. When the girl saw Julie looking at her, she said, "You're so lucky!" Julie looked confused. The girl shook her head. "Don't you get it?" she asked. "You have lots of friends. I just want friends." Julie felt terrible. "What's your name?" she asked. "Mia," said the girl. Julie stuck out her hand. "Hi, Mia. I'm your new friend, Julie!"

Have partners use key details to identify the theme of the story. (Everybody needs friends.)

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

INFORM/EXPLAIN

W.4.2a W.4.2b W.4.2e W.4.5



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 developed the text. Point out the topic sentence includes the text's title and tells what the paragraph is about. Have students point out facts, details, quotations, and other text evidence that support the topic sentence.
- Read aloud the last sentence. Have students turn to a partner and answer the questions: What does this student explain about the text? Which words wrap up the paragraph?

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 they selected and the related **Interactive Worktext** lesson. Discuss the writing selection and the checklist of items that the selection should include.

Guide students to make sure their writing begins with a topic sentence and includes the selection title. Have students identify whether or not the writing includes details from the text that support the topic sentence. Remind students to check for a strong conclusion. Guide students to determine how best to revise their writing. Work with them to add missing elements or improve sections 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

W.4.1a W.4.2b W.4.2d W.4.5



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 states an opinion. Point out opinion words, such as *I think*, *good/bad*, and *exciting*. Have students point out facts, details, quotations, 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 wrap 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 they 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 selection title. 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 missing elements or improve sections 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 conclusion 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; wraps up the details.	Restatement is less focused; attempts to wrap up the details.	Vaguely restates the topic. Doesn't correlate well to text evidence.	There is no conclusion.
Writing Style	Writes in complete sentences. Uses correct spelling and grammar.	Uses complete sentences and phrases. Writing has spelling and grammar errors.	Few or no complete sentences. There are many spelling and grammar errors.	Does not write accurately or in complete sentences.

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 unfocused.	There is no topic sentence; no opinion is presented.
Text Evidence	The opinion is supported by two or more text details.	The opinion is supported by one detail from the text.	Little to no evidence from text supports the opinion.	No text evidence is included; does not support opinion.
Concluding Statement	Clearly restates an opinion; wraps up the details.	Restatement is less focused; attempts to wrap up the details.	Vaguely restates the 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.