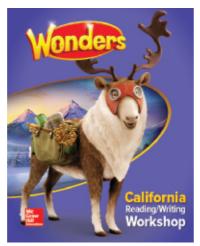






# **Your Connected Intervention Solution**







Leveled Reader

Weather



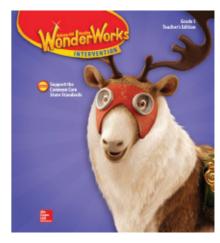
**Apprentice** Leveled Reader



Interactive Worktext



**Adaptive Learning** 



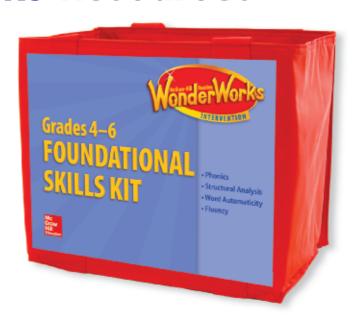
WonderWorks **Teacher's Edition** 

## 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

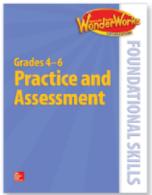
# More WonderWorks Resources

- 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** 

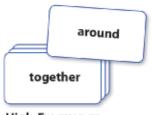
- eBooks
- Online Assessments and Reporting



Sound-Spelling Cards



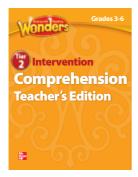
Sound-Spelling WorkBoards

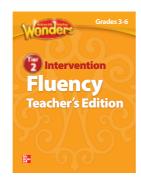


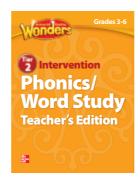
High-Frequency Word Cards

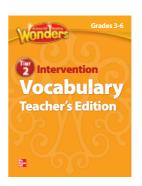


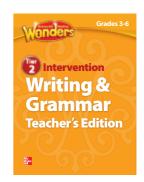
Tier 2











# **Program Authors**



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San Diego State University

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J. H. Consulting

Gibson Hasbrouck and Associates

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**Bay District Schools** Panama City, FL

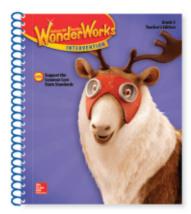
# **Program Components**



Interactive Worktext



Apprentice Leveled Readers



Teacher's Edition



Assessment







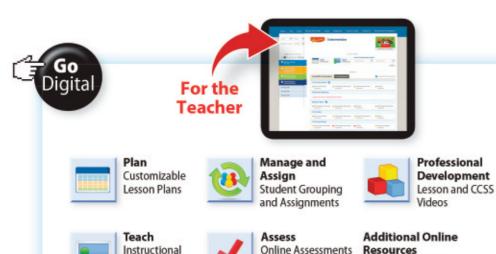








**Foundational Skills Kit** 



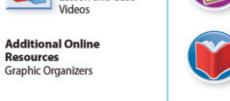
Lessons

Online Assessments

www.connected.mcgraw-hill.com

Reports and

Scoring







My To Do List Assignments Assessments



Words to Know **Build Vocabulary** 



Read e Books Interactive Texts



Reading Wonders Adaptive Learning

# How WonderWorks Supports Wonders

## **Scaffolded Support**

## Core Grade-Level Instruction



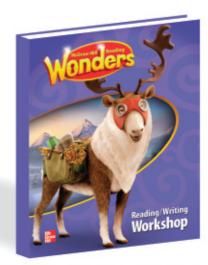


Interactive Worktext

#### 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

### **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



Apprentice Level

# Teaching with WonderWorks

## **TEACH AND MODEL**

#### **Scaffold Weekly Concept**

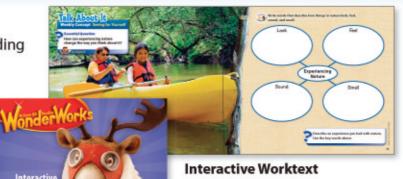
Grade-Appropriate Topics, including Science and Social Studies

#### **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



## WRITE AND ASSESS

#### **Review and Reteach**

Vocabulary

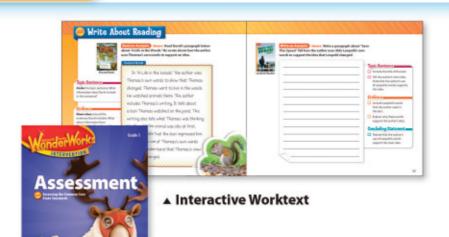
Comprehension Skills

#### Write About Reading

Scaffolded Analytical Writing

#### Assess

Weekly Assessment



◆ Assessment



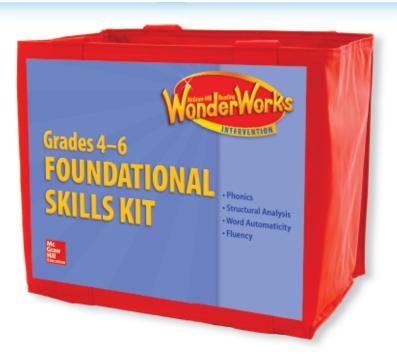
- e Books
- Online Assessment and Reports

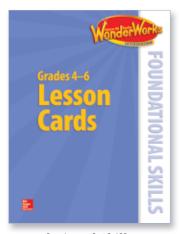
## **Support the Common Core State Standards!**

# **DIFFERENTIATE** Foundational Skills

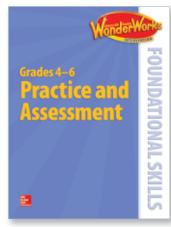
#### **Foundational Skills Kit**

- 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**

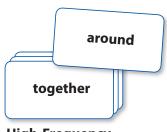
- e Books
- · Online Assessments and Reporting



**Sound-Spelling Cards** 



**Sound-Spelling WorkBoards** 



**High-Frequency Word Cards** 



**Letter and Word-Building Cards** 

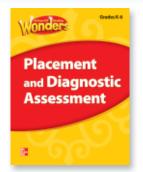
# Assessment in WonderWorks

## **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

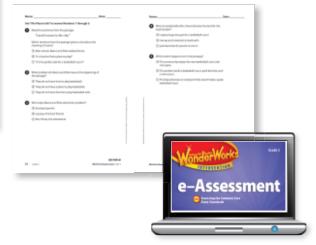


#### **Mid-Unit Assessment**

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



WonderWorks Assessment



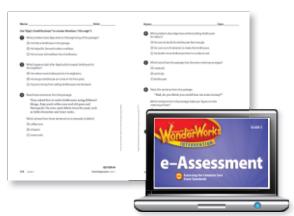
### **Unit Assessment**

#### Every 6 weeks

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



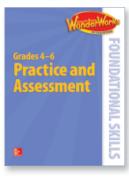
WonderWorks **Assessment** 



#### **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
- 50% Literature and 50% Informational Text

## **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*.

# UNIT3 PLANNER

# etting from Here to There

## Week 1 **Cultural Exchange**



## Week 2 **Being Resourceful**



## Week 3 **Patterns**

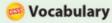


Where can you find patterns in nature?

#### ESSENTIAL QUESTION

What can learning about different cultures teach us?

#### **Build Background**



L.5.4a appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding

## Access Complex Text (1977)





RL.5.2 Skill: Theme Respond to Reading

W.5.9a Opinion: Genre

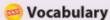
Write About Reading



#### **ESSENTIAL QUESTION**

How can learning about nature be useful?

#### **Build Background**



L.S.4a civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors

#### Access Complex Text (197)



#### Comprehension

RL5.2 Skill: Theme Respond to Reading

### 📾 Write About Reading

W.5.9a Opinion: Plot

## **Build Background**

ESSENTIAL QUESTION

🙉 Vocabulary

L5.4a contact, erode, formation, moisture, particles, repetition, structure, visible

### Access Complex Text (1971)



Organization

#### Comprehension

RI.5.2 Skill: Main Idea and Key Details Respond to Reading

#### 



W.5.9b 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 Teamwork



Week 5 **Into the Past** 

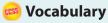


Week 6 **ASSESS** RETEACH **LEVEL UP** 

#### **ESSENTIAL QUESTION**

What benefits come from people working as a group?

#### **Build Background**



L.5.4a artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques

### Access Complex Text (A) (3)

Connection of Ideas



RI.5.2 Skill: Main Idea and Key Details Respond to Reading





W.5.9b Inform/Explain: Main Idea and Key Details

#### **ESSENTIAL QUESTION**

How do we explain what happened in the past?

#### **Build Background**

#### **200** Vocabulary

L.5.4a archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants

### Access Complex Text (A) (3)



Sentence Structure

#### Comprehension

RI.5.8 Skill: Author's Point of View Respond to Reading

#### 📾 Write About Reading W.5.9b Opinion: Point of View



#### 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

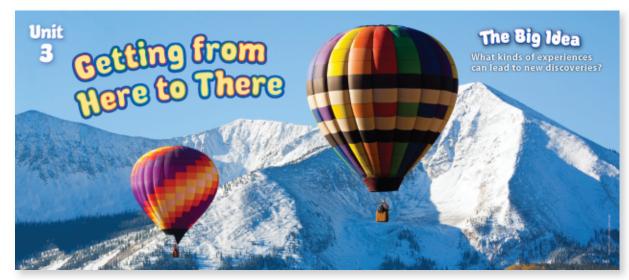
**Fluency Assessment** 

Assessment Book, pp. 250–265

**EXIT TEST** 

Assessment Book, pp. 196-204

# ABOUTUNIT3



UNIT 3 OPENER, pp. 140-141

## The Big Idea

What kinds of experiences can lead to new discoveries?



### **Talk About It**

Read aloud the Big Idea on page 141 of the Interactive **Worktext:** What kinds of experiences can lead to new discoveries? Have students think about an important experience they had. Say: We can learn about ourselves and about the world through our experiences. One time I took a ballet class. I discovered how difficult it is to dance ballet. But I also discovered that I liked to dance. What have you discovered by trying a new activity or visiting a new place? (Answers will vary.)

Discuss the photo on pages 140–141. Ask: Where can a hot-air balloon take you? (Possible answers: way up high, over the mountains) Let's imagine that we are in the hotair balloon. What could you discover about the world by seeing it from way up high? (Possible answers: the shapes and colors of the landscape; how high birds fly) What other experiences can lead to discoveries about the world? Have partners or small groups discuss this question and share their ideas with the class.

Tell students that even everyday experiences can lead to a discovery. Say: In this unit, we will be reading ten selections. Each selection is about making a discovery. In one selection, a boy experiences a different culture and makes a discovery about himself. In another selection, historians make discoveries about an ancient civilization.

# **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 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 Intonation

Week 2 Expression and Phrasing

Week 3 Rate and Accuracy

Week 4 Rate

Week 5 Expression and Phrasing

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
	"A Reluctant Traveler"	"Survivaland"	"Patterns of Change"	"Gulf Spill Superheroes"	"What Was the Purpose of the Incas' Strange Strings?"
Quantitative	Lexile 610 TextEvaluator™ 29	Lexi <b>l</b> e 620 TextEvaluator™ 33	Lexile 690 TextEvaluator™ 16	Lexile 690 TextEvaluator™ 35	Lexile 740 TextEvaluator™ 35
Qualitative	Sentence Structure     Vocabulary	<ul><li>Genre</li><li>Vocabulary</li></ul>	<ul><li>Organization</li><li>Connection of Ideas</li><li>Vocabulary</li></ul>	<ul><li>Connection of Ideas</li><li>Prior Knowledge</li><li>Vocabulary</li></ul>	<ul><li>Sentence Structure</li><li>Organization</li><li>Genre</li><li>Vocabulary</li></ul>
*	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
	"All the Way from Europe"	"Over the Top"	"Weather Patterns"	"The Power of a Team"	"The Anasazi"
Quantitative	Lexile 600 TextEvaluator™ 29	Lexi <b>l</b> e 560 TextEvaluator™ 29	Lexile 660 TextEva <b>l</b> uator™ 19	Lexi <b>l</b> e 670 TextEvaluator™ 33	Lexile 740 TextEvaluator™ 34
Qualitative	<ul><li>Sentence Structure</li><li>Connection of Ideas</li><li>Organization</li><li>Vocabulary</li></ul>	<ul><li>Genre</li><li>Vocabulary</li></ul>	<ul><li>Organization</li><li>Sentence Structure</li><li>Genre</li><li>Connection of Ideas</li><li>Vocabulary</li></ul>	<ul><li>Connection of Ideas</li><li>Organization</li><li>Genre</li><li>Vocabulary</li></ul>	<ul><li>Sentence Structure</li><li>Prior Knowledge</li><li>Genre</li><li>Vocabulary</li></ul>
¥	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 pages 379 for details about Text Complexity measures.

# **Teach and Model**

WEEK 3 **LESSON** 

#### **Objectives**

- Develop oral language
- · Build background about patterns

Reading/Writing Workshop

- Understand and use weekly vocabulary
- · Read expository text



#### **Materials**

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

#### **Go** Digital

- Interactive eWorktext
- Visual Vocabulary Cards

## **WEEKLY CONCEPT**

SL.5.1b SL.5.1c



#### Talk About It

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

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

You Do Have partners describe another pattern they have seen in nature. Ask: What patterns have you seen on land or up in the sky? What patterns have you seen on plants or animals? What did you see? What colors, shapes, or actions created a pattern?

# REVIEW VOCABULARY

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



## **Review Weekly Vocabulary Words**

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

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

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

## **High-Utility Words**

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

## **EUL** ENGLISH LANGUAGE LEARNERS

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

## READ COMPLEX TEXT

**15–20** Minutes

RI.5.1 RF.5.4c



## Read: "Patterns of Change"

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

### **EUL ENGLISH LANGUAGE LEARNERS**

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

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

# **Teach and Model**

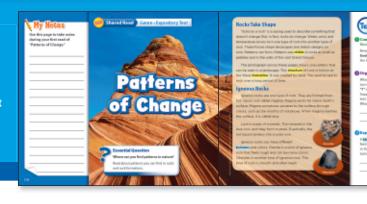
WEEK 3 **LESSON** 

Scaffolding for

#### **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

Reading/Writing Workshop



**Materials** 

Interactive Worktext, pp. 170-175

#### **Go** Digital

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

REREAD COMPLEX TEXT

RI.5.2 RI.5.3 RI.5.4



## **Close Reading: "Patterns of** Change"

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

## Page 171

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

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

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

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

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

**Expand Vocabulary** Have students point to the word textures. Read the definition of texture aloud. Ask: What is the texture of granite? Look for words that describe what it feels like. (rough) What is the texture of obsidian? (smooth)

## Page 172

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

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

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

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

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

## Page 173

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

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

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

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

## RESPOND TO READING

10-20 Minutes

RI.5.2 W.5.9b SL.5.1a



## Respond to "Patterns of Change"

Have students summarize "Patterns of Change" orally to demonstrate comprehension. Then have partners answer the questions on page 174 of the **Interactive Worktext** using the discussion starters. Tell them to use text evidence to support their answers. Have students write the page number(s) on which they found the text evidence for each question.

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

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



**Quick Check** Do students understand vocabulary in context? If not, review and reteach using the instruction on page 154.

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

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

# Apply

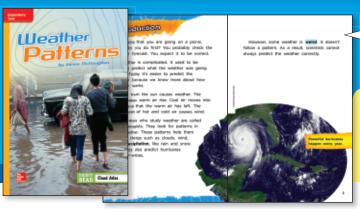
WEEK 3

Scaffolding for

#### **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**

- "Weather Patterns" Apprentice Leveled Reader: pp. 2-7
- **Graphic Organizer: Main Idea and Key**

#### **Go** Digital

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

## **BEFORE READING**

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



### Introduce "Weather Patterns"

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

## **Expand Vocabulary**

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

conditions (page 7)

**Define:** the way something is

**Example:** Winter *conditions* can be cold and snowy.

**Ask:** What are the weather *conditions* today?

**2** occur (page 4)

**Define:** happen

**Example:** Wildfires can *occur* when it is hot and dry.

**Ask:** What would you do if a storm would occur?

weird (page 3)

**Define:** strange, unusual

**Example:** The sky turned a *weird* shade of green.

**Ask:** What weird weather have you ever seen?

## **DURING READING**

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



## **Close Reading**



**Specific Vocabulary** A 1977 This selection includes a great deal of domain-specific vocabulary relating to meteorology. As students read the selection, review the meaning of challenging words such as meteorologists, precipitation, tropics, evaporates, and prevailing wind.

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

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

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

Pages 4-5

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

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

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

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

Pages 6–7

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

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

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

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

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

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

**3** 

**Quick Check** Do students understand weekly vocabulary in context? If not, review and reteach using the instruction on page 154.

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

# Apply

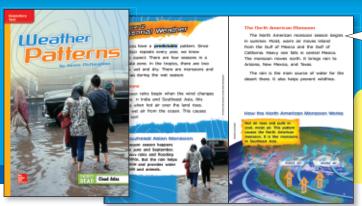
Scaffolding for

#### **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



**Approaching Leveled Reader** 



#### **Materials**

- "Weather Patterns" Apprentice Leveled Reader: pp. 8-24
- Graphic Organizer: Main Idea and **Key Details**

#### **Go** Digital

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

## **BEFORE READING**

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



## **Expand Vocabulary**

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

**1 denser** (page 12)

**Define:** heavier, packed closer together

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

denser.

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

**2 experience** (page 15)

**Define:** have or feel the effects of a condition

**Example:** Our area may *experience* severe

thunderstorms.

**Ask:** What weather do you *experience* during spring?

**6 fierce** (page 10)

**Define:** powerful and severe in force

**Example:** The *fierce* wind blew down a tree.

**Ask:** What kind of *fierce* weather have you seen?

4 predictable (page 8)

**Define:** expected because of known behavior

**Example:** My route home from school is *predictable*.

**Ask:** What things do you do every day that are

predictable?

## **DURING READING**

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



## **Close Reading**

Pages 8-9

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

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

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

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

**Pages 10–11** 

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

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

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

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

## Pages 12–13

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

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

## **Pages 14–15**

the colors orange and dark blue stand for in the diagram? (Orange means warmer, and dark blue means cooler.)

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

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

## Pages 16–17

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

## AFTER READING

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



## **Respond to Reading**

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

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

## Text Evidence

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

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

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

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

## **Independent Reading**

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

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

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

# Integrate

WEEK 3 **LESSON** 

Scaffolding for

#### **Objectives**

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

Reading/Writing Workshop





#### **Materials**

- Visual Vocabulary Cards:
- Interactive Worktext, pp. 176-177
- Assessment Book, pp. 34–35

#### **Go** Digital

- Visual Vocabulary Cards
- Main Idea and Key Details **Digital Mini-Lesson**
- Interactive eWorktext

# REVIEW AND RETEACH

RI.5.2 L.5.4a L.5.6



## Weekly Vocabulary

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

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

Display and read aloud: Some storms can be dangerous. Heavy rain can cause floods. Lightning can strike trees. Wind can cause power lines to fall. Underline the key details. Say: These are the key details. I am going to look at what these key details have in common to figure out the main idea. All of these details tell dangerous effects of storms. I can tell that the main idea is: Storms can be dangerous.

We Do Display: Starting a rock collection is fun and easy. You can find lots of rocks in parks and streams. After washing them, you can use the Internet to help you identify the type of rock. There are many rock-collecting Web sites with photos of different rocks. Then you can label the rocks and display them for everyone to look at. Ask: Which sentences give key details? (sentences 2–4) What do these details have in common? (They all tell how easy it is to start a rock collection.) What is the main idea? (Starting a rock collection is easy.)

You Do Display: Dogs are great pets. Dogs are fun to play with. It is fun to pet them, too. They can do tricks. They are also loyal. Have partners identify key details and look for what they have in common to figure out the main idea.

## **WRITE ABOUT READING**

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



## **Read an Analysis**

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

# Analytical Write an Analysis

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

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

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

spelling and grammar.



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

**THEN** read together the Approaching Level Reader main selection and the **Reading/Writing Workshop** Shared Read from *Reading Wonders*. Have students take notes as they read, using self-stick notes. Then ask and answer questions about their notes.

many spelling and

grammar errors.

	4	3	2	1
Topic Sentence	There is one clear, focused topic sentence.	Topic sentence is less focused, somewhat clear.	Topic is presented in short phrases.	There is no topic sentence.
Text Evidence	Topic is supported by two or more text details.	Evidence includes only one detail from the text.	Little to no evidence is cited from the text.	No text evidence is included.
Concluding Statement	Clearly restates the topic sentence; wraps up all the details.	Restatement is less focused; attempts to wrap up the details.	Vaguely restates the topic. Doesn't correlate well to text evidence.	There is no conclusion.
Writing Style	Writes in complete sentences. Uses correct	Uses complete sentences and phrases.	Few or no complete sentences. There are	Does not write accurately or in

## **ASSESSMENT**

**Writing Rubric** 

## **Weekly Assessment**

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

Writing has spelling

and grammar errors.

complete sentences.

# 455ESS and Monitor Progress

## WEEK 3



- ► Mid-Unit Assessment, pages 88-95
- Fluency Assessment, pages 250-265

# **Unit 3 Mid-Unit Assessment**

## RESS TESTED SKILLS

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

### **√**VOCABULARY

· Context Clues L.5.4a

## **Using Assessment and Writing Scores**

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

# Fluency Assessment

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

# Weeks 4 and 5

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

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

# **Additional Resources**

	Reteach
	Vocabulary
	Comprehension Skills
Analytical Writing	Write About Reading 372
Model Lesson	Model Lessons
	Fluency
ACT	Text Complexity
*****	Reading Complex Text 380
	Making the Most of Collaborative Conversations <b>382</b>
[345]	English Language Learner Strategies
	Understanding ELL Levels 383
	Collaborative Conversations
	Program Information
	Scope and Sequence
CCSS	Common Core State Standards 396
	Index

# **WEEKLY VOCABULARY**

L.5.4a L.5.6

- 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 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 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**

RI.5.8 RI.6.6



## **Informational**

Unit and Week	Pages
Unit 1, Week 5	50–57
Unit 3, Week 5	170–177
Unit 4, Week 3	208–215
Unit 4, Week 4	220–227
Unit 5, Week 5	290–297

way of getting rid of garbage. When people leave garbage on the ground, they ruin the environment. Animals' habitats become covered with trash. Animals may even eat the garbage and get sick. Model identifying the author's point of view. Say: Author's choose words that express a point of view or opinion about the topic. The words terrible and ruin are powerful opinion words. Both words express a strong negative feeling. Point out the last three sentences. The author also includes reasons to support his or her point of view or opinion. I think the author's point of view is: People should not litter.

We Do Display: Wind power is amazing. Energy from the force of the wind can be used to make electricity. Unlike using oil, wind power does not give off harmful pollution. Wind power is also available everywhere. Say: Let's figure out the author's point of

view. Ask: What powerful opinion word do you see in the first sentence? (amazing) What reasons and evidence does the author include? (energy from the force of the wind can be used to make electricity; wind power does not give off harmful pollution; wind power is available everywhere) Use these clues. What is the author's point of view? (We should use wind power.)

You Do Display this short passage: Scientists who study space know a lot about astronomy and math. These scientists are so smart that they can identify stars and planets from far away. They can figure out distances between objects in space. These clever scientists can even tell if a planet is mostly made of gas without ever visiting it!

Have partners identify strong opinion words, and reasons and evidence. Then have them use these clues to tell the author's point of view in their own words. (Opinion words: smart, clever; Evidence: They can identify stars and planets from far away. They can figure out distances between objects in space; scientists can even tell if a planet is made of gas without visiting it. Author's point of view: Scientists who study space are very smart.)

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

**CAUSE AND EFFECT** 

DI E 2



## **Informational**

Unit and Week	Pages
Unit 1, Week 3	28–35
Unit 5, Week 4	280–287
Unit 6, Week 3	328–335

two days. It caused the river to flood. Say: Why did the river flood? The reason is: The rainstorm lasted two

days. Write Cause over the first sentence and Effect over the second. Circle the word caused. Say: This text shows a cause and effect. The first sentence tells why something happened. The second sentence tells what happened as a result. Authors often use signal words such as because, caused, as a result, so, and therefore to show a cause and effect. Display these variations with different signal words: <u>Because</u> the rainstorm lasted two days, the river flooded. The rainstorm lasted two days. <u>So</u> the river flooded.

Display: The thunder was loud. I covered my ears. Point out that in these sentences there is a cause (the thunder was loud) and an effect (I covered my ears) but no signal words.

We Do Display: Michael missed the bus. As a result, he was late for school. Say: Let's find a cause and its effect together. What did Michael do? (missed the bus) What happened because Michael missed the bus? (He was late for school.) What is the cause? (Michael missed the bus) What is the effect? (Michael was late for school.) What are the signal words? (as a result)

**You Do** Display this short passage: Peter felt sick, so he stayed home from school. Peter got a lot of sleep during the day. As a result, he feels much better now.

Have partners identify causes and effects, and identify the signal words. (<u>Cause</u>: Peter felt sick; <u>Effect</u>: He stayed home from school; <u>Cause</u>: Peter got a lot of sleep; <u>Effect</u>: He feels much better now. <u>Signal words</u>: so, as a result)

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

# **COMPARE AND CONTRAST**

RL.5.3



#### Literature

Units and Weeks	Pages
Unit 2, Week 2	78–85
Unit 5, Week 1	248–255
Unit 5, Week 2	258–265

unhappy when she first arrived at summer camp.
Miranda had lots of friends at school, but here she didn't know anyone. Later that day, Miranda met two girls in her cabin. They invited her to sit with them at lunch. Miranda liked her new camp friends. Say: Characters, settings, and events change in a story. We can compare and contrast characters, settings, and events to help us identify these changes and how they affect the plot. How does Miranda feel when she gets to summer camp? She is unhappy. Does Miranda feel the same or different later that day? I read that Miranda liked her new camp friends. I can tell she feels differently after they invited her to lunch. She is happier than when she first arrived.

We Do Display: Miranda's new friends, Leah and Dana, have been to camp before. "My favorite part of going to camp is when we have campfires and tell scary stories," Leah tells Miranda at lunch. Dana whispers to Miranda that she doesn't like scary stories. Miranda is unsure if she'll like them, but she looks forward to hearing the stories at the campfire tonight. Ask: How are Dana and Leah alike? (They have both been to camp before.) How are they different? (Leah likes scary stories; Dana does not.) How is Miranda like the other girls? (She is at camp) How is she different? (She is not sure if she will like the stories.)

You Do Display this short passage: Later that night, everyone gathers around the campfire. Miranda sits with Leah and Dana again. When the camp counselor announces story hour, Leah claps her hands in excitement. As the storyteller begins, Dana covers her

ears and whispers to Miranda, "Tell me when the scary part is over!" Miranda nods to Dana, but leans in to better hear the exciting story.

Have partners tell how the setting, characters, and events are alike and different at night compared to earlier that day. (Alike: Dana, Miranda, and Leah sit together. Leah wants to hear the story; Dana doesn't. Dana whispers to Miranda. Different: They are sitting around a campfire. They are listening to a story. Miranda likes the story.)

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

# **COMPARE AND CONTRAST**

CCSS 8.2.1

## **Informational Text**

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

cheetahs are large, spotted cats. Cheetahs hunt during the day, but leopards hunt at night. Unlike cheetahs, leopards often hunt from trees. Say: Authors may organize informational texts by comparing and contrasting people, things, or ideas. Signal words, such as like and both tell me that an author is making a comparison, or showing that two things are alike. Words such as but, however, and unlike, signal a contrast. In the first sentence, I see the word Both. This word signals that the author is telling how leopards and cheetahs are alike. In the next two sentences, I see the words but and Unlike. These words signal that the author is telling how cheetahs and leopards are different.

Display: Cheetahs hunt during the day. Leopards hunt at night. Point out that in these sentences there are no signal words. But the author is still showing a contrast.

We Do Display: Earth and Mars are both planets. Like Earth, Mars has canyons and volcanoes. However, Earth is mostly covered by water and Mars is mostly rock. Say: Let's find out how the information is alike and different. What is being compared? (Mars and Earth) How are they different? (Earth is mostly covered by water; Mars is mostly rock.) What signal word tells you that they are different? (However) How are Earth and Mars alike? (Both are planets; both have canyons and volcanoes.) What signal words tell you they are alike? (both; like)

You Do Display this short passage: George
Washington and Abraham Lincoln were both great
presidents. Unlike George Washington, Abraham
Lincoln was a lawyer before he became president.
Both were good speakers, but Lincoln is better known
for his great speeches.

Have partners identify how George Washington and Abraham Lincoln are alike and different. (Alike: Both were great presidents; both were good speakers.

Different: Abraham Lincoln was a lawyer; George Washington was not. Lincoln is better known for his great speeches.) Then have them identify the signal words. (both, unlike, but)

For more practice, have students use the digital mini-lesson or use the **Interactive Worktext** Shared Read or **Apprentice Leveled Reader** from the week in the chart above.

# **MAIN IDEA AND KEY DETAILS**

RI.5.2 CCS

## **Informational**

Units and Weeks	Pages
Unit 3, Week 3	148–155
Unit 3, Week 4	160–167

Display and read aloud: Park rangers work to protect parks. Some park rangers give hikes and tell people about the importance of the park. Some park rangers help clean up areas. There are also park

rangers that fight wildfires. Underline sentences 2, 3, and 4. Say: These are the key details. They tell about the topic of the text: park rangers. Now I will figure out what these details have in common. Each detail tells about something park rangers do. I can tell that the main idea is: Park rangers do many kinds of work to protect parks.

We Do Display: Cell phones today are used to do more than just make phone calls. People can use cell phones to store phone numbers. People can also use cell phones to type and send messages. Some people even use these devices to play games and watch movies. Work with students to identify the main idea. Ask: What is the topic of the passage? (cell phones) What are the key details? (People can store phone numbers; people can use cell phones to type and send messages; people use these devices to play games and watch movies.) What do these details have in common? (They are all about things people can do with cell phones.) What is the main idea? (People can use cell phones to do many things.)

You Do Display this short passage: Everyone should have a computer at home. With a computer, you can look up facts and write a paper without leaving your desk. Computers let you go shopping from home. They even play music and movies.

Have partners identify the topic and key details. Then have them determine what the key details have in common in order to identify the main idea. (Topic: computers; Key details: look up facts and write a paper without leaving your desk; shop from home; play music and movies; Main idea: Computers help people do many things.)

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

# **POINT OF VIEW**

RL.5.6



#### Literature

Unit and Week	Pages
Unit 4, Week 1	188–195
Unit 4, Week 2	198–205
Unit 6, Week 5	350–357

ball from Mark and ran to the end of the court. He slammed the ball through the net. "I am the best!"
Scott shouted, rudely. Model identifying the point of view. Say: A narrator or speaker's point of view refers to the way a story is told. You can figure out a narrator's or speaker's point of view by looking for key details and descriptive words. I read that Scott "grabbed the ball from Mark." I also read that Scott shouted "rudely." I can tell from these descriptions that the narrator thinks Scott is not playing nicely.

We Do Display: Jen and I were walking past Ms. Lee's house. When I saw that her big, scary dog was outside, I quickly ran ahead. But Jen just stopped and gazed at the dog over the fence. "He's so cute! He's licking his paws just like a little puppy!" Jen said. Point out that a narrator can have a different point of view from the characters. How does the narrator describe Ms. Lee's dog? (big, scary) What does the narrator do? (runs ahead) What do these details tell you about the narrator's point of view? (The narrator thinks Ms. Lee's dog? (Jen thinks Ms. Lee's dog is cute) What details tell you this? (she stopped and gazed at the dog; He's so cute! He's licking his paws just like a little puppy!)

You Do Display this short passage: I stepped on something sticky. When I raised my foot to see what it was, I frowned. "Gross!" I said. Some thoughtless person had thrown a piece of chewing gum on the sidewalk. Now my shoes were completely ruined.

Have partners identify details and descriptive words that are clues to the narrator's point of view and then determine the point of view about the events. (Details and descriptive words: frowned; "Gross!"; thoughtless; ruined. Point of view: The narrator is upset and angry about stepping in gum.)

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

# **PROBLEM AND SOLUTION**

RL.5.3



#### Literature

Unit and Week	Pages
Unit 1, Week 2	18–25

won't work. He needs to print out his report for school. Nathan asks Dan if he can print his report at Dan's house. Dan helps Nathan print his report. Remind students that characters in a story often have a problem. Say: Nathan has a problem. Write Problem above the first two sentences. Then explain that the way a character fixes or solves the problem is the solution. What does Nathan do next to try to solve his problem? He asks Dan if he can print his report at Dan's house. What solves his problem? Dan helps Nathan print his report. Write Solution above this sentence.

We Do Display: Beth ran over a nail while riding her bike. Her tire was completely flat. Beth walked her bike home. She used special tape to patch the hole. Then she filled the tire with air. Say: Let's find the problem and solution together. Ask: What is Beth's problem? (Her bike tire got a hole.) What is the first step she took to solve the problem? (She walked her bike home.) What was the solution to fixing the bike? (She used special tape to patch the hole. She filled the tire with air.)

You Do Display this short passage: Deb borrowed her brother's mitt for her baseball game. She accidentally left it at the field. When Deb went back to get it, she couldn't find it. She looked on the bleachers. She asked people if they had seen it. Finally, she went to the lost and found. The mitt was in the box.

Have partners identify the problem, the steps
Deb takes to solve the problem, and the solution.
(Problem: Deb lost her brother's mitt. Steps to solve
the problem: Deb goes back to the field. She looked
on the bleachers. She asked people if they had seen
it. Solution: Deb goes to the lost and found and
finds the mitt there.)

For more practice, have students use the digital mini-lesson or use the **Interactive Worktext** Shared Read or **Apprentice Leveled Reader** from the week in the chart above.

# **PROBLEM AND SOLUTION**

RI.5.3



### **Informational**

Unit and Week	Pages
Unit 2, Week 1	68–75
Unit 6, Week 4	340–347

photographers had to use a lot of equipment. A photographer named George Eastman decided to experiment with chemicals and materials. As a result, he came up with an easier way to take photographs by using a paper coated with chemicals. Remind students that authors sometimes use a problem and solution structure in informational texts. Write Problem above the first sentence and Solution above the third sentence. Say: This text shows a problem and solution. The first sentence tells the problem. The second sentence tells the steps to solve the problem. The last sentence tells the solution. Circle the signal words as a result. Authors use signal words such as as a result and therefore to show a solution

to a problem.

Display: The first cameras could only take pictures when there was lots of light. The flashbulb was invented to help people take photographs when there was little light. Point out that in these sentences there is a problem (The first cameras could only take pictures when there was lots of light) and a solution (The flashbulb was invented to help people take photographs when there was little light) but no signal words.

We Do Display: In the 1800s, women were not allowed to vote. So many women made speeches about voting rights. They held parades. They talked to people in government to get them to change the law. After many years, the government changed the law to let women vote. Say: Let's find the problem and solution together. Ask: What problem did women have in the 1800s? (they were not allowed to vote) What did women do to try to solve the problem? (They made speeches about voting rights; they held parades; they talked to people in government to get them to change the law.) What was the solution? (The government changed the law to let women vote.)

You Do Display: The first cars had problems. When it was raining or snowing, a car driver had to get out of the car to wipe the window. Mary Anderson came up with an idea for a tool that could attach to a car and wipe the window. Later, the tool was made and added to many cars. As a result, drivers could safely wipe their windows without getting out of their cars.

Have partners identify the problem, the steps to solve the problem, the solution, and any signal words. (Problem: a driver had to get out of the car to wipe the window. Steps to solve the problem: Mary Anderson came up with an idea for a tool that could attach to a car and wipe the window. Later, the tool was made and added to many cars. Solution: Drivers could wipe the window without getting out their cars. Signal words: as a result)

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

# **SEQUENCE**

**RL.3.3** 



#### Literature

<b>Unit and Week</b>	Pages
Unit 1, Week 1	8–15

went to the zoo. First, a guide showed them the bird exhibit. Then, the class had lunch. After lunch, the class walked to the reptile exhibit. They waited for the alligator to come out. Finally the alligator appeared! Underline first, then, after and finally. Say: These are sequence words that help me figure out in what order the events took place. Number the sentences as you model figuring out the order of events: What happened first? The guide showed them the bird exhibit. What happened next? The class had lunch. What happened after? The class walked to the reptile exhibit and waited for the alligator to come out. The alligator appeared last.

Display: The class walked to the reptile exhibit. They waited for the alligator to come out. Point out that there are no sequence words. But there is still a sequence of events.

We Do Display: Pat went to Grandma's house. At first, Pat was bored because she wasn't around her friends. Then Grandma took her to a park. They canoed across a river. After that, they had a picnic. They had a fun day! Say: Let's figure out the sequence of events together. What happened first? (Pat went to Grandma's house.) What happened next? (Pat was bored) What happened then? (Grandma took her to the park. They canoed across a river.) What happened after? (They had a picnic.) What are the sequence words? (At first, Then, After that)

You Do Display this short passage: Dad and I arrived at camp late last night. After feeding the horses, we found some wood. Next, Dad made a fire. We put up our tents. Then we warmed up some dinner. Soon we crawled into our tents and went to bed.

Have partners identify the sequence of events and

the sequence words that help them follow the order of events. (Sequence of events: They arrived at camp, fed the horses, found wood, made a fire, put up tents, warmed up dinner, crawled into tents, went to bed. Sequence words: late last night, After, Next, Then, Soon)

For more practice, have students use the digital mini-lesson or use the **Interactive Worktext** Shared Read or **Apprentice Leveled Reader** from the week in the chart above.

# **SEQUENCE**

RI.5.3



### **Informational**

Unit and Week	Pages
Unit 1, Week 4	40–47
Unit 2, Week 3	88–95

born in Poland in 1867. As a child, she became interested in math and science. In 1891, she went to college in France. Later, she became a teacher. Model identifying the sequence of events. Say: Authors often tell about events in the order, or sequence, in which they happened. Underline 1867, as a child, 1891, later. Say: These words tell me when the events in Marie Curie's life took place. Give other examples of signal words such as first, after, later, and then.

Display: Marie's sister went to Paris. Marie followed her there. Point out there is also a sequence of events in these sentences, but no signal words.

We Do Display: Making butter is easy. First, pour some heavy cream into a small jar. Then add a little bit of salt. Next, shake the jar. Keep shaking. After a while, you'll have butter. Say: Let's figure out the sequence of events together. Which sentence tells what happens first? (second sentence) Let's write "1" next to this sentence. What happens next? Write a "2" next to this sentence. (Add a little bit of salt.) Continue to guide students to number the rest of the sentences in

order. Ask: What are the signal words? (First, Then, Next, After a while)

You Do Display this short passage: On the morning of July 16, 1969, the Apollo 11 spacecraft left the earth on its way to the moon. First, the shuttle circled the earth. Then it headed for the moon. The shuttle circled the moon for 24 hours. Finally, on July 20th, the astronauts landed on the moon.

Have partners number the events in order and identify signal words. (Sequence of events: 1. Apollo 11 spacecraft left the earth. 2. The shuttle circled the earth. 3. It headed for the moon. 4. The shuttle circled the moon for 24 hours. 5. the Astronauts landed on the moon. Signal words: July 16, 1969, First, Then, Finally, On July 20th)

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

# THEME

RL.5.2



### Literature

Unit and Week	Pages
Unit 2, Week 4	100–107
Unit 2, Week 5	110–117
Unit 3, Week 1	128–135
Unit 3, Week 2	138–145
Unit 4, Week 5	230–237
Unit 6, Week 1	308–315
Unit 6, Week 2	318–325

is the message or lesson the author wants to communicate. Display and read aloud: Ben was the shortest boy in school. But he wanted to try out for the basketball team, anyway. "I know I'm not as tall

as other kids," Ben told the coach. "But I can still help the team." Ben practiced. At his tryout, he moved so fast, the tall boys couldn't get the ball from him. Ben made the team! Say: I will look at what the characters do, say, and feel to figure out the theme. I read that Ben decided to try out for basketball, even though he knows he is not as tall as the other kids. He says he can help the team in other ways. He practices before he tries out. The result of all Ben's work is that he makes the team. I think the theme is that you can do anything if you believe in yourself and work hard.

We Do Display: Justine borrowed her sister's sweater. At lunch, she got ketchup on it. The sweater was ruined. Justine worried that her sister would be mad. She wanted to hide the sweater. Justine told her friend Jean. "Be honest." Jean said. "She'll understand." Justine told her sister when she got home. Her sister told her to be more careful next time. Justine was glad she told the truth. Say: Let's figure out the theme together. What does Justine do? (gets ketchup on her sister's sweater) What does her friend say? (Be honest.) What happens to Justine? (She tells her sister about the sweater and her sister tells her to be careful.) What message do you think the author wants to share? (Honesty is the best policy.)

You Do Display this short passage: Jay was new on the soccer team. He didn't talk to anyone, so Gus thought Jay was stuck up. One day, Gus saw Jay staring at him while he was kicking the soccer ball. Gus went up to him. Jay blushed. "Sorry," he said quietly. "I was just watching you kick. You're very good." Gus asked if he wanted to play. "You bet!" Jay said. Gus realized he had judged Jay too quickly. Jay wasn't stuck up. He was just shy.

Have partners discuss what the characters do and say and then determine the theme of the story. (Possible answer: Don't be quick to judge people.)

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

## **INFORM/EXPLAIN**

W.5.2a W.5.2b W.5.2e W.5.5



### **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 informs and 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.
- Read aloud the last sentence. Have students turn to a partner and answer the questions: Which words wrap up 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**

W.5.1a W.5.1b W.5.1d W.5.5



#### **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 that the topic sentence includes the text's title and tells an opinion. Point out any 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 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 selection title. Have students identify whether or not the writing includes details from the text that support their opinion. Tell students to check for a strong conclusion.

Guide students to determine how best to revise the writing. Guide them to add elements that they found were missing or improve elements in need of work. Have them 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; wraps up all the details.	Restatement is less focused; attempts 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 sentences presents an opinion somewhat clearly.	Topic is presented in short phrases; opinion is unclear.	There is no 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 text evidence supports opinion.	No text evidence was included; does not support opinion.
Concluding Statement	Clearly restates an opinion; wraps up all 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.