

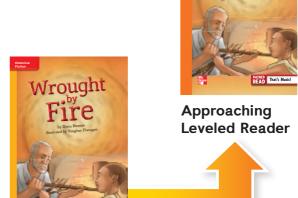




Your Connected Intervention Solution







Apprentice Leveled Reader



Interactive Worktext



Adaptive Learning



Wrought Fire

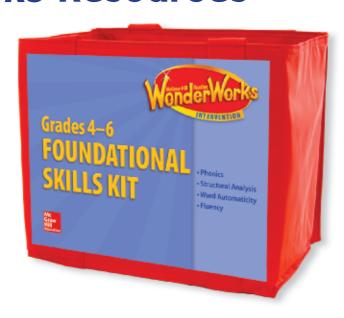
WonderWorks
Teacher's Edition

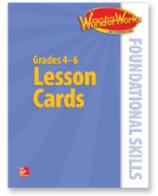
WonderWorks intervention moves students towards CCSS expectations more quickly with:

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

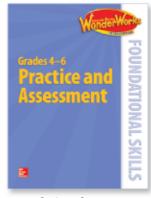
More WonderWorks Resources

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





Foundational Skills Lesson Cards



Foundational Skills Practice and Assessment





Digital Support

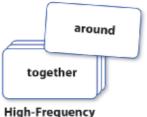
- eBooks
- Online Assessments and Reporting



Sound-Spelling Cards



Sound-Spelling WorkBoards

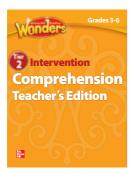


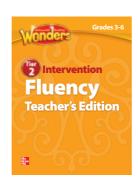
High-Frequency Word Cards

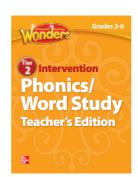


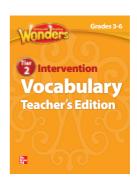
Letter and Word-Building Cards

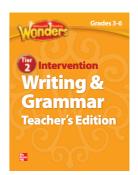
Tier 2











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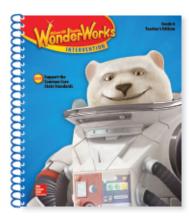
Program Components



Interactive Worktext



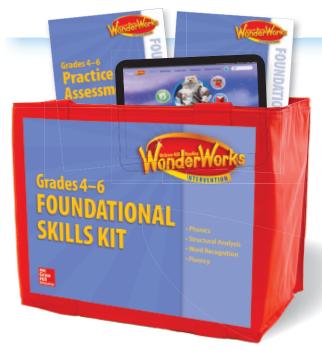
Apprentice Leveled Readers



Teacher's Edition



Assessment







Professional

Development

Lesson and CCSS

Videos











Foundational Skills Kit

For the

Students



Instructional

Lessons

Additional Online Resources **Graphic Organizers**

Online Assessments

www.connected.mcgraw-hill.com

Reports and

Scoring



Assignments Assessments

My To Do List



Words to Know Build Vocabulary

Read e Books Interactive



Reading Wonders Adaptive Learning

Teach and Model

Practice and Apply

How WonderWorks Supports Wonders

Scaffolded Support

Core Grade-Level Instruction





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



Reading/Writing Workshop

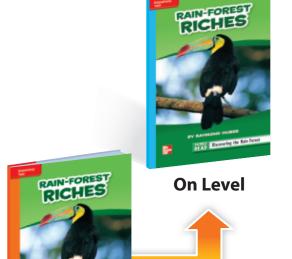


Interactive Worktext

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

WRITE AND ASSESS

Review and Reteach

Vocabulary

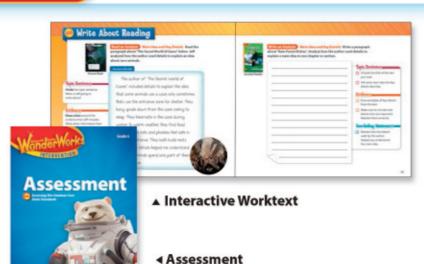
Comprehension Skills

Write About Reading

Scaffolded Analytical Writing

Assess

Weekly Assessment





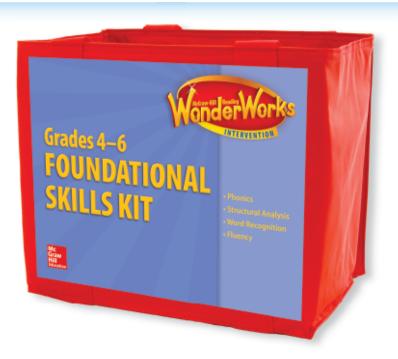
- e Books
- Online Assessment and Reports

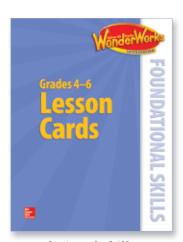
Support the Common Core State Standards!

DIFFERENTIATE Foundational Skills

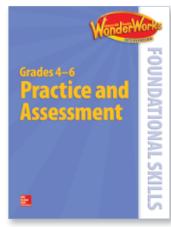
Foundational Skills Kit

- 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

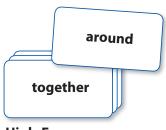
- e Books
- · Online Assessments and Reporting



Sound-Spelling Cards



Sound-Spelling WorkBoards



High-Frequency Word Cards



Letter and Word-Building Cards

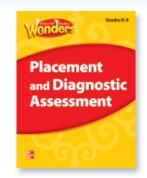
Assessment in WonderWorks

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

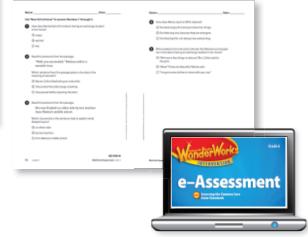


Mid-Unit Assessment

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



WonderWorks Assessment



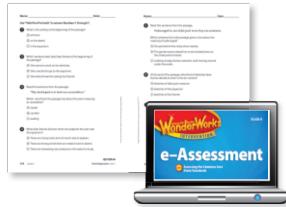
Unit Assessment

Every 6 weeks

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



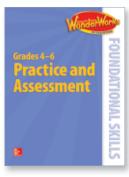
WonderWorks **Assessment**



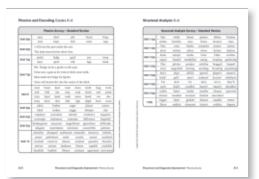
Foundational Skills Assessment

Every 6 weeks

- Phonics/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*.

UNITER ANNER

Excursions Across Time

Week 1 **Contributions**



ESSENTIAL QUESTION

What contributions were made by early civilizations?

Build Background



L.6.4a artifact, communal, derived, inscription, millennium, stationery, utilize, yields

Access Complex Text (A) (3)

Connection of Ideas



RI.6.5 Skill: Problem and Solution Respond to Reading

Write About Reading



W.6.9b Inform/Explain: **Problem and Solution**

Week 2 **Democracy**



ESSENTIAL QUESTION

How did democracy develop?

Build Background

Vocabulary

L.6.4a Aaspiring, foundation, preceded, principal, promote, restrict, speculation, withstood

Access Complex Text (A) (3)



Organization

Comprehension

Skill: Compare and Contrast Respond to Reading

Write About Reading

Inform/Explain: **Compare and Contrast**

Week 3 **Ancient Societies**



ESSENTIAL QUESTION

What was life like for people in ancient cultures?

Build Background

Vocabulary

L.6.4a alcove, commerce, domestic, exotic, fluent, stifling, upheaval, utmost

Access Complex Text (A) (3)



Genre

Comprehension RL.6.6 Skill: Point of View Respond to Reading

Write About Reading



W.6.9a Inform/Explain: Point of View

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 **Influences**



Week 5 **Past and Present**



ESSENTIAL QUESTION

Build Background

100 Vocabulary

majestic

sonnet

Poetry Terms

What can the past teach us?

L.6.4a commemorate, contemplate, forlorn,

lyric poetry, meter, rhyme scheme,

Access Complex Text (AC)



ESSENTIAL QUESTION

What influences the development of a culture?

Build Background



Vocabulary

L.6.4a benefit, deftly, derision, eaves, expertise, impudence, legacy, symmetry



Organization



Comprehension

RL.6.6 Skill: Point of View Respond to Reading



Inform/Explain: Point of View

Genre CESS Comprehension

RL.6.2 Skill: Theme Respond to Reading



W.6.9a Inform/Explain: Theme



Reteach

Comprehension Skills

Vocabulary

Write About Reading

Level Up

Read Approaching Leveled Reader

Write About Reading: **Compare Texts**

M



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

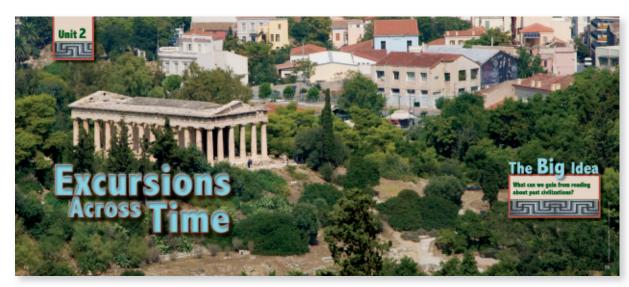
Assessment Book, pp. 234-281



EXIT TEST

Assessment Book, pp. 187–195

BOUTUNI



UNIT 2 OPENER, pp. 78-79

The Big Idea

What can we gain from reading about past civilizations?



Talk About It

Read aloud the Big Idea on page 79 of the Interactive **Worktext:** What can we gain from reading about past civilizations? Have students name past civilizations they have read about, such as ancient Egypt or Greece. Then have them discuss with a partner what they learned about the civilization. What surpised them, and what accomplishments developed in the distant past do we still make use of today?

Discuss the photo on pages 78-79. Ask: What do you see in the photograph? (An ancient building with more modern-looking buildings in the background.) What do you think the ancient building might have been used for? (Possible answers: a temple or palace) Let's take a closer look at the building. What features does it have that you can see in some buildings today? (Possible answer: The columns that surround the building are similar to those that can be seen in some present-day buildings.) Have partners or small groups discuss and share ideas with the class concerning ways that reading about ancient civilizations can give us insight into our own time.

Say: In this unit, we will be reading several selections about life in ancient times. In one selection, a boy makes his first trade in the ancient marketplace of Bactra. In another, an *Inca girl learns an ancient weaving secret.*

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 376–380 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 students 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 Rate and Accuracy

Week 2 Rate and Accuracy

Week 3 Expression

Week 4 Expression

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
	"Empire of the Sea"	"The Democracy Debate"	"Yaskul's Mighty Trade"	"Cusi's Secret"	"Ozymandias"
Quantitative	Lexile 750 TextEvaluator™ 47	Lexi l e 740 TextEvaluator™ 43	Lexile 600 TextEvaluator™ 33	Lexi l e 720 TextEvaluator™ 40	Lexile N/A TextEvaluator™ N/A
Qualitative	Connection of IdeasPurposePrior KnowledgeVocabulary	Organization Vocabulary Output Outp	GenreConnection of IdeasVocabulary	Organization Vocabulary	• Genre • Vocabu l ary
*	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
	"Lost in Time"	"Everybody Counts"	"The Too l maker"	"Wrought by Fire"	"Just Like Pizarro"
Quantitative	Lexile 680 TextEvaluator™ 37	Lexi l e 720 TextEvaluator™ 36	Lexile 600 TextEvaluator™ 29	Lexi l e 630 TextEvaluator™ 34	Lexile 700 TextEvaluator™ 41
Qualitative	Connection of IdeasGenrePrior KnowledgeVocabulary	OrganizationGenreConnection of IdeasVocabulary	GenreConnection of IdeasVocabulary	OrganizationConnection of IdeasGenreVocabulary	GenrePrior KnowledgeVocabulary
¥	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 pages 381 for details about Text Complexity measures.

455E55 and Monitor Progress

WEEK 3



- ► Mid-Unit Assessment, pages 80-87
- Fluency Assessment, pages 234-249

Unit 2 Mid-Unit Assessment

RESS TESTED SKILLS

▼COMPREHENSION

- Text Structure: Problem and Solution RI.6.2, RI.6.5
- Text Structure: Compare and Contrast RI.6.3
- Point of View RL.6.6

VOCABULARY:

· Context Clues L.6.4a

Using Assessment and Writing Scores

•	RETEACH	IF	THEN
	COMPREHENSION	Students answer 0–5 multiple-choice items correctly	reteach tested skills using instruction on pages 365–373.
	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 374–375.

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 100–101, and Week 5, pages 110–111. After you model how to identify the text evidence, guide students to find text evidence in Lessons 3 and 4 in Week 4, pages 102–105, and Week 5, pages 112–115.	
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 students' 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.	

Teach and Model

WEEK 4 **LESSON**

Objectives

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



Materials

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

Go Digital

- Interactive eWorktext
- Visual Vocabulary Cards

Reading/Writing Workshop Scaffolding for

WEEKLY CONCEPT

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



Talk About It

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

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

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

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

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

REVIEW VOCABULARY



Review Weekly Vocabulary Words

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

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

High-Utility Words

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

EUL ENGLISH LANGUAGE LEARNERS

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

READ COMPLEX TEXT

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



Read: "Cusi's Secret"

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

EUL ENGLISH LANGUAGE LEARNERS

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

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

Teach and Model

WEEK 4 **LESSON**

Objectives

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



Materials

Interactive Worktext, pp. 120-125

Go Digital

- Interactive eWorktext
- Point of View **Digital Mini-Lesson**

Scaffolding for



Reading/Writing Workshop

REREAD COMPLEX TEXT



Close Reading: "Cusi's Secret"

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



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

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

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

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

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

Page 122

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

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

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

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

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

Page 123

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

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

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

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

RESPOND TO READING

10–20 Minutes

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



Respond to "Cusi's Secret"

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

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

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

After students discuss the questions on page 124, have them write a response to the question on page 125. Tell them to use their partner discussions and the notes they took while reading "Cusi's Secret" to help them. Circulate and provide guidance.

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

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

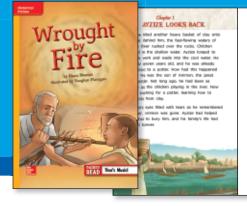
Can students write a response to "Cusi's Secret"? If not, provide sentence frames to help them organize their ideas.

Apply

WEEK 4

Objectives

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



Materials

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

Go Digital

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

Scaffolding for **Approaching Leveled Reader**

BEFORE READING

SL.6.1 L.6.4a L.6.6



Introduce "Wrought by Fire"

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

Expand Vocabulary

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

1 fabric (page 5)

Define: cloth

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

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

2 fate (page 3)

Define: a final end result

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

the trees that were cut down.

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

path of a flood?

3 loathed (page 7)

Define: disliked something intensely

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

Ask: What is something you *loath?*

4 wages (page 6)

Define: money earned for doing work

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

Ask: What jobs do you think pay good wages?

DURING READING

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



Close Reading



Pages 2–3

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

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

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

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

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

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

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

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

Pages 4-5

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

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

Pages 6–7

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

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

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

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

Have partners review their Point of View chart for pages 2–7 and discuss what they learned.

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

Can students identify details that reflect the story's point of view? If not, review and reteach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

Apply

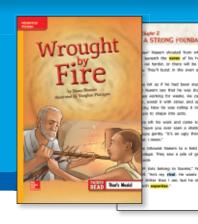
WEEK 4



Obiectives

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





Materials

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

Go Digital

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

BEFORE READING

SL.6.1 L.6.4a



Expand Vocabulary

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

1 humble (page 15)

Define: not fancy; lowly

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

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

2 rival (page 8)

Define: a person who competes with another person

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

science fair.

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

3 scent (page 12)

Define: a smell

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

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

DURING READING

15–20 Minutes

RL.6.6 SL.6.1.c L.6.6



Close Reading

Pages 8-9

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

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

Pages 10–11

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

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

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

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

Pages 12–13

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

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

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

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

Pages 14–15

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

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

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

AFTER READING

10-15 Minute

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



Respond to Reading

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

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

Text Evidence

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

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

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

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

Independent Reading

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

Quick Check Can students identify details that reflect the story's point of view? If not, review and reteach using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.

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

Integrate

WEEK 4 **LESSON**

Objectives

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





Materials

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

Go Digital

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

Scaffolding for Reading/Writing Workshop

REVIEW AND RETEACH

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



Weekly Vocabulary

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

Comprehension: Point of View

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

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

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

WRITE ABOUT READING

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



Read an Analysis

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

Write an Analysis Write an Analysis

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

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

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



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

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

Writing Rubric

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

ASSESSMENT

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

Additional Resources

	Reteach
	Vocabulary 364
	Comprehension Skills 365
Analytical Writing	Write About Reading 374
Model	Model Lessons
	Fluency 376
ACT	Text Complexity
Transport (Reading Complex Text
	Making the Most of Collaborative Conversations 384
ELL	English Language Learner Strategies
	Understanding ELL Levels 385
	Collaborative Conversations
	Program Information
	Scope and Sequence 390
CCSS	Common Core State Standards 398
	Index

WEEKLY VOCABULARY

L.6.5c



- 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 on 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 are some words that have the same meaning, or nearly the same meaning, as enormous? What are some words that 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 when 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.6.5 RI.6.6

Informational

Units and Weeks	Pages
Unit 1, Week 5	50–57
Unit 4, Week 1	188–195
Unit 4, Week 2	198–205
Unit 5, Week 5	290–297

that express their attitude or point of view about the topic of the text. The words they use tell readers whether the author feels positively or negatively toward the topic. Display and read aloud: Crossword puzzles are really fun. A crossword puzzle gives interesting clues for words and can help improve your vocabulary. The words go across and down. They all have to fit together. Doing crosswords is a great way to pass the time. Model identifying the author's point of view. Say: The author uses the words really fun, interesting, improve, and great to describe crossword puzzles. Circle these words. These words tell me that the author has a positive attitude or point of view toward crossword puzzles.

We Do Display: When most people take their dogs out for a walk the dogs are only interested in being outside. Some dogs are poorly behaved. Even though they are on a leash, they go right up to people and scare them. They don't mean to, but some people are afraid of dogs. Dog owners should muzzle their dogs when they go for walks. Say: Let's figure out the author's point of view. Ask: What words does the author use to describe dogs out for a walk? (some are poorly behaved) Why does the author say that dogs on walks should be muzzled? (Some dogs go right up to people and scare them.) Use these clues. Does the author feel positively or negatively toward dogs on a walk? (negatively)

good for all kids. They are a great way to exercise.

Playing on a team helps kids learn the value of teamwork. Kids make friends with others on their teams and they feel good about themselves. Have partners identify words and details that help them figure out the author's point of view. Then have them identify the author's point of view toward sports for kids as positive or negative. (Words and details: good for all kids, a great way to exercise, learn the value of teamwork, feel good about themselves. Author's point of view: The author feels positively toward sports for kids.)

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.

CAUSE AND EFFECT

RI.6.5



Informational

Units and Weeks	Pages
Unit 3, Week 4	160–167
Unit 5, Week 2	258–265
Unit 5, Week 3	268–275
Unit 6, Week 2	318–325

Nile river would flood every year, from June through to October. As a result, crops are watered and fertilized. Model identifying the cause-and-effect relationship in the two sentences. Write Cause over the first sentence and Effect over the second sentence. Circle the phrase As a result. Say: These two sentences show a cause, or why something happened, and its effect, or what happened because of the cause. The crops are watered and fertilized because the Nile floods. Authors often organize their ideas, and present information, using cause-and-effect relationships. In

RETEACH Comprehension

some cases they use signal words such as because, as a result, so, and therefore to show a cause-and-effect relationship between two or more events.

Display: In ancient Egypt, the Nile river would flood every year, from June through to October, and crops were watered and fertilized. Point out that in these sentences there is a cause and an effect but no signal words.

We Do Display: Because Henry Ford invented the car, many people were able to travel faster. Say: Let's find a cause and its effect together. What did Henry Ford do? (invented the car) What happened because Henry Ford invented the car? (Many people were able to travel faster.) What is the cause? (Ford invented the car.) What is the effect? (People could travel faster.) What is the signal word? (because)

You Do Display this short passage: In 1767, the British placed a tax on tea, so in 1773, some colonists in Boston threw many chests of tea into their harbor. This made the King of England angry. One result of the Boston Tea Party was that the American Revolution began two years later in 1775.

Have partners identify the signal words that indicate cause-and-effect relationships. (Cause: tea was taxed; Effect: colonists threw tea into the harbor; Cause: King of England was angry; Effect: American Revolution began. Signal words: so, one result)

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.

CAUSE AND EFFECT

CCSS CCSS

Literature

Units and Weeks	Pages
Unit 3, Week 4	160–167
Unit 5, Week 2	258–265
Unit 5, Week 3	268–275
Unit 6, Week 2	318–325

days before the play tryouts, but the work he put in paid off because he got a lead role. Model identifying the cause-and-effect relationship in the sentence. Write Cause over the first part of the sentence and Effect over the second part. Circle the word because. Say: This sentence shows a cause, or why something happened, and its effect, or what happened because of the cause. Authors often organize plot events using cause-and-effect relationships. Sometimes they use signal words such as because, as a result, so, and therefore to show a cause and its effect.

Display: Edward practiced for days before the play tryouts. He got a lead role. Point out that in these sentences there is a cause (practiced for days) and an effect (got a lead role) but no signal words.

We Do Display: Because Fiona forgot to study for the test, she did poorly. Say: Let's find a cause and its effect together. What did Fiona do? (forgot to study) What happened because Fiona forgot to study? (She did poorly on the test.) What is the cause? (Fiona forgot to study.) What is the effect? (She did poorly on the test.) What is the signal word? (because)

You Do Display this short passage: Gloria didn't feel well, so she went home from school early. As a result, she missed soccer practice.

Have partners identify causes and effects, and identify the signal words. (Cause: didn't feel well; Effect: went home early; Cause: went home early; Effect: missed practice. Signal words: 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 the week in the chart above.

COMPARE AND CONTRAST

RI.6.3 RI.6.5



Informational

Unit and Week	Pages
Unit 2, Week 2	78–85

Do Display and read aloud: Lakes and oceans are both bodies of water. Oceans are usually much bigger than lakes. Unlike oceans that have salt water, lakes usually have fresh water. One thing they have in common is that they are both home to many different plants and animals. Say: Authors often organize stories and other types of texts by comparing and contrasting information. When you compare, you look for ways that things are alike. When you contrast things, you look for ways they are different. *Signal words, such as like, both, and still tell me that* a comparison is being made. Words such as but, however, and unlike signal a contrast. I will look for words that show lakes and oceans are the same. Underline bodies of water; home to many different plants and animals. Say: Now I will look for words that show how oceans and lakes are different. Then circle Oceans are usually much bigger than lakes. Unlike oceans that have salt water, lakes usually have fresh water. Say: By comparing and contrasting lakes and oceans, I can better understand each of them.

We Do Display: Unlike ships, airplanes travel through the sky. Ships travel across bodies of water. Both are forms of transportation, but airplanes are much faster. Say: Let's find a comparison and a contrast together. What is being compared? (ships and airplanes) How are they different? (airplanes travel through the sky, ships travel across water; airplanes are much faster) What signal word does the author use to tell you that a contrast is being made? (Unlike) How are ships and

airplanes similar? (Both are forms of transportation.) What signal word helps us know that? (both)

You Do Display this short passage: Unlike the cell phones we use today, telephones of the past were large and not always reliable. Back then, an operator had to connect your call, but now we no longer need operators to do that. Unlike old telephones, cell phones can be used for many different things, such as texting, games and alarms. Still, both are tools of communication.

Have partners identify how old telephones and cell phones are alike and different. Then have them identify the signal words. (Alike: both are tools of communication; Different: old telephones needed an operator; sometimes unreliable; cell phones can be used for many different things. Signal words: unlike, but, both)

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.

COMPARE AND CONTRAST

RL.6.3 RL.6.5



Literature

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

decide whether to ride his bike to school or walk.

Both walking and biking are good ways to exercise.

If he rode his bike, he would get there faster than if he walked. But if he walked, then he could walk with his friends. Suddenly Henry remembered he had to do something for his teacher before class. He decided to bike to school. Say: Authors often organize stories by comparing and contrasting. When you compare, you look for ways that things are alike. When you contrast things, you look for ways they are different. Signal words such as like, both, and still are clues

RETEACH Comprehension

that a comparison is being made. Words such as but, however, and unlike signal a contrast. I will look for words that show how biking and walking are similar. Underline Both walking and biking are good ways to exercise. Say: Now I will look for words that show how biking and walking are different. Circle get there faster and he could walk with his friends. Say: By comparing and contrasting characters and events, readers can see how things are alike and how they are different. It can also help reveal the reasons behind the decisions a character makes in a story.

We Do Display: The decision Vince had made, to leave the swim team, left Gil and Doug speechless. Both were silent for a few seconds. Then Doug bit his lip and quietly left the room. But Gil became angry. He began to yell at Vince, telling him that he was making the wrong decision. Say: Let's find a comparison and a contrast together. What is being compared? (Gil and Doug's reactions to Vince's decision) How are their reactions different? (Doug says nothing, but Gil gets angry.) What signal word does the author use to tell you that a contrast is being made? (but) How are Doug and Gil's reactions similar? (They are silent for a few seconds after Vince tells them.) What signal words help us know that? (both) What does this comparison reveal about both characters? (Possible answer: Gil is eager to make his thoughts and feelings known, but Doug is more timid.

You Do Display this short passage: Jane and Iman are best friends. They both like to read, and they are both on the swim team. Unlike Iman, Jane has long blonde hair. Iman has short black hair. Jane has a poodle, but Iman has a pug. Still, they love to go to the dog park together.

Have partners identify how Jane and Iman are alike and different. Then have them identify the signal words. (Alike: both like to read; both are on the swim team; Different: Iman has short black hair; Jane has long blonde hair; Iman has a pug; Jane has a poodle. Signal words: both, unlike, but, still)

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

II.6.2 RI.6.5 🥻

Informational

Units and Weeks	Pages
Unit 1, Week 3	28–35
Unit 1, Week 4	40–47
Unit 3, Week 5	170–177
Unit 6, Week 1	308–315
Unit 6, Week 3	328–335

Remind students that the main idea of a text is what the text is mostly about. Display and read aloud: Keeping wild animals as pets is not fair to the animals. As pets, wild animals are often kept in small cages. They don't get enough exercise and often become sick. They also can get too big for owners to take care of them properly. Then they get sent to a shelter. Model identifying the main idea and key details. Say: To figure out the main idea, I need to first look for key details that tell about the topic of the text: wild animals as pets. I see that wild animals are kept in small cages and can become sick from lack of exercise. Underline these details. I also see that they may get sent to a shelter if they become too big. Underline these details. Now I will figure out what these details have in common. The details tell about the bad things that happen to wild animals when they are kept as pets. Circle the first sentence in the text and label it main idea.

We Do Display: The ancient Egyptians had a clever way of moving huge stone blocks. Every summer the Nile river flooded its banks. The Egyptians cut the stone near the river. When the river flooded the water moved the blocks closer to the building site. Now, that's smart. Work with students to identify the main idea. Ask: What is the topic? (moving stone blocks) What are the key details that tell about the topic? (Ancient Egyptians cut stone near the Nile. When the river flooded, the blocks were moved by the water.) What do these key details have in

common? (They tell about the clever way that ancient Egyptians moved big stone blocks.) Point out that the last sentence is not a key detail. Then ask: What is the main idea? (The ancient Egyptians had a clever way of moving huge stone blocks.)

You Do Display this short passage: Many people find the praying mantis to be one scary looking insect. But the praying mantis can be a big help to people. It preys on many different pests that bother people and harm gardens, such as flies and mosquitoes. The praying mantis quickly snares its prey with its strong front legs.

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: the praying mantis is scary looking but it preys on many different pests; flies and mosquitoes are some of the bugs the praying mantis feeds on; they quickly snare their prey with their strong front legs. Main idea: Although scary, the praying mantis can be a big help to people.)

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.

POINT OF VIEW

RL.6.5 RL.6.6



Literature

Units and Weeks	Pages
Unit 2, Week 3	88–95
Unit 2, Week 4	100–107
Unit 4, Week 5	230–237

Remind students that every story has a narrator. A first-person narrator tells the story from the point of view of one of the characters, and uses the pronouns *I me, my, we, us,* and *our*. A story told by a person who is not one of the characters has a

third-person narrator. It uses pronouns such as he, she, it, they, and them. Display and read aloud: Traci tasted the dip her friend Keisha had made. It was the most delicious dip she had ever tasted. Keisha was worried that Traci didn't like it. "Is it okay?" she asked. Model identifying the point of view. Say: In this story, I learn what both characters think. The narrator is not a character in the story. The pronouns her and she also help me know that this story is told from a third-person point of view. If Traci was telling the story from the first person point of vierw, I wouldn't know what Keisha was thinking.

We Do Display: Nick tapped my shoulder while I was drinking from the water fountain. "Hey, Steve," Nick said. "What's up?" I asked. Nick looked at me with a grin on his face. "Can I copy your homework?" he asked. I was so angry. I had already told Nick I wouldn't let him copy my homework anymore. Ask: Who is telling the story? (Steve) From what point of view is this story told? (first-person point of view) What pronouns tell you this? (I, me, my) What wouldn't we know if Nick were telling the story? (Steve is angry.)

You Do Display this short passage: Anne couldn't believe that Diane was moving. She felt so sad. "I'll call you every day," said Diane. "We can video chat and text each other all the time." She knew it wouldn't be the same, but she didn't want to lose Anne's friendship because she was moving away.

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 what the narrator lets them know about the characters. (Point of view: third-person narrator. Pronouns: her, she; use of Anne and Diane's names. The third-person narration lets readers know that Anne feels sad and Diane doesn't want to lose Anne's friendship.)

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.6.3 RI.6.5



Informational

Unit and Week	Pages	
Unit 2, Week 1	68–75	

Display and read aloud: Making copies of books long ago was a very slow process. Each copy had to be made by hand. People wanted to be able to make copies of books and other writings more quickly. In 1440, Johannes Gutenburg invented the printing press. Then books became more widespread and more people could read them. Remind students that informational texts sometimes give information by telling about a problem that must be solved. A problem is something that needs to be fixed. Say: People had a problem. Write Problem above "wanted to be able to make copies." Then explain that the way a problem is fixed or solved is the solution. Johannes Gutenburg solved the problem. Write Solution above "invented the printing press." Explain that the steps people take to solve the problem make up the solution.

We Do Display: After America won its freedom from the British in the American Revolution, there were no laws. The people needed to come up with a system of government. So a group of people called the Framers got together. They created a document called the Constitution. Say: Let's find the problem and solution together. Ask: What is the problem? (America needed laws and a system of government.) Who solved the problem? (The Framers.) What was the solution? (The Framers created a document called the Constitution.)

You Do Display this short passage: Ancient Romans were getting sick from drinking contaminated water. So the government decided to build long stone pipes to bring clean water into the city. These pipes were called aqueducts. They made it easy for people to get clean water.

Have partners identify the problem, the steps that lead to the solution, and the solution. (Problem: Ancient Romans got sick from drinking bad water. Steps toward solution: Government built aqueducts. Solution: Aqueducts made it easy for people to get clean drinking water.)

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

RL.6.3 RL.6.5



Literature

Unit and Week	Pages
Unit 5, Week 1	248–255

favorite hat. He checked the lost and found, but the hat wasn't there. The next day, he put up flyers with a picture of the hat. He checked the lost and found again. Someone had turned in the hat after seeing the flyer. Remind students that characters in a story often have a problem. A problem is something that needs to be fixed. Say: Keith has a problem. Write Problem above "lost hat." Then explain that the way a character fixes or solves the problem is the solution. Keith solves his problem. Write Solution above "puts up flyers," "checked the lost and found again," and "someone had turned in the hat." Explain that the steps the characters take to solve the problem make up the solution.

We Do Display: Laura forgot to bring her goggles to a swim meet. She asked Maria if she could borrow a pair. Maria lent Laura an extra pair of goggles. Say: Let's find the problem and solution together. Ask: What was Laura's problem? (She forgot her goggles.) What did Laura do to solve the problem? (She asked Maria if she could borrow goggles.) What was the solution? (Maria lent Laura an extra pair of goggles.)

You Do Display this short passage: Nate was sick and couldn't go to school. His science group was supposed to present the project they had worked on together. If Nate couldn't present, the group might not get a good grade. Nate emailed his teacher who responded that Nate's group could present when he came back.

Have partners identify the problem, the steps that lead to the solution, and the solution. (Problem: Nate was sick so he couldn't go to school to present his science project. Steps toward solution: Nate emailed his teacher. Solution: His teacher said that Nate's group could present when he came back.)

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.6.3 RI.6.5



Informational

Units and Weeks	Pages
Unit 3, Week 3	148–55
Unit 5, Week 4	248–255
Unit 6, Week 4	340–347

eleven years old, Clara Barton's brother David fell off a roof and hurt himself. She took care of him for two years and nursed him back to health. Later, when she was seventeen, Clara began working as a schoolteacher. After that, she worked as a nurse during the Civil War. Finally, she helped found the American Red Cross. Model identifying the sequence of events. Say: Authors often tell about events in the order, or sequence, in which they took place. I will look for words that signal the sequence of important events in the text. Sequence words are often dates, numbers, and words such as first, after, later, and then. Underline When she was eleven years old, Later,

After that, and Finally. Say: These sequence words tell me when the events in Clara Barton's life took place. Display: Clara's brother David fell off a roof. Clara nursed him back to health. Point out this is also a sequence of events but without signal words.

We Do Display: The American flag was first approved by Congress on June 14th, 1777. At first, there were thirteen stars and thirteen stripes to represent the thirteen colonies. Later, more states were added to the United States. After that, it was agreed that there should be as many stars as there are states, but the thirteen stripes remained to represent the thirteen original colonies. Eventually, people started calling the flag "Old Glory." Say: Let's figure out the sequence of events together. What is the first event? (The American flag was approved by Congress.) What happened next? (More states were added to the United States.) What happened then? (It was agreed that there should be as many stars as states, but still thirteen stripes.) What happened last? (People started calling the flag "Old Glory.") What are the signal words? (At first, Later, After that, Eventually)

You Do Display this short passage: To make paper, you first need to collect some supplies like old newspaper, a screen, and a big plastic bin. Then, rip up the paper and put it in a blender with some warm water. After that, pour the paper mixture onto the screen, pressing the water out. When it stops dripping, take the new paper off the screen and place it on a piece of fabric to dry. A little while later, you'll have your own homemade paper!

Have partners identify the sequence of events and the sequence words that help them follow the order. (Sequence of events: collect supplies, rip up paper, put in blender, pour paper mixture onto screen, press water out, take paper off screen, let dry; sequence words: first, After that, Then, When it stops dripping, A little while later)

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

RL.6.3 RL.6.5



Literature

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

Do Display and read aloud: Olive needed to pack a bag to go to the beach. First, she put a towel in the bag. Then she found her bathing suit. After that, she took the sunblock out of the cabinet. Before she was finished, she made sure to pack her sunglasses. Model identifying the sequence of events. Say: Authors often tell about events in the order, or sequence, in which they took place. I will look for words that signal the sequence of important events in the text. Words that are clues to the sequence are first, after, later, and then. Underline First, Then, After that, and Before. Say: These sequence words tell me in what order the events took place. The word first tells me that Olive put a towel in a bag first. Next, she found her bathing suit. Then, she took out the sunblock. The last thing she did was pack her sunglasses.

Display: Olive packed a bag for the beach. She went in the water. Point out there is also a sequence of events in these sentences, but no signal words.

We Do Display: On Mother's Day, I made pancakes for my mom. First I put all the ingredients in the bowl. Then I mixed them all together. After that, I poured the batter into the frying pan. A few minutes later, I flipped the pancakes over. Before I brought the tray upstairs, I poured a glass of orange juice. Say: Let's figure out the sequence of events together. What is the first event? (The narrator put all the pancake ingredients in a bowl.) What happened next? (He or she mixed them all together.) What happened then? (He or she poured the batter into the frying pan.) What happened after that? (The narrator flipped the pancakes over.) What was the last thing that happened before the narrator brought the tray upstairs? (He or she poured a glass of orange juice.) What are the signal words? (On Mother's Day, First, Then, After that, A few minutes later, Before)

You Do Display this short passage: Peter was getting ready for art class. First, he took out his drawing pencils. Then he got out his eraser. After that, he took out his watercolors. Before he began working, he got some brushes from the shelf.

Have partners identify the words that help them to identify the sequence of events in the passage. (Sequence of events: took out drawing pencils, got out eraser, took out watercolors, got brushes from the shelf, began working. Sequence words: First, Then, After that, Before)

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.

THEME

RL.6.2 RL.6.5



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 3	208–215
Unit 4, Week 4	220–227
Unit 6, Week 5	350–357

is the message or lesson the author wants to communicate. Display and read aloud: Tara was very nervous on her first day at school. Her seeing-eye dog led her to her class. She could hear people stop talking as she went by. But then Tara remembered how she had made many friends at her old school. If she could do it there, she could also make friends here. "I just have to be my friendly self," she thought. By the end of the day, Tara had made three new friends. Model identifying the theme. Say: To figure out the

theme, I look at what the characters do, say, and feel. Tara feels nervous. Kids stop talking as she goes by. She remembers how she had made friends at her old school. She thinks to herself that she has to be herself and be friendly. Then Tara makes some friends. I think the theme is that we can overcome difficulties if we believe in ourselves.

We Do Display: Mitch crashed his skateboard into the kitchen table. His mother's favorite mug fell off the table and broke. Mitch knew he was in trouble. He wasn't supposed to ride his skateboard in the house. He cleaned up the mess and didn't say anything about it at dinner. That night, Mitch couldn't sleep. He kept thinking about the mug. He woke his mother up and told her what happened. He slept fine after that. Say: Let's figure out the theme together. What does Mitch do that he shouldn't do? (ride his skateboard in the house) What happens because of his actions? (His mother's mug breaks.) Why doesn't Mitch say anything about it at dinner? (He knew he'd be in trouble.) How does Mitch feel that night? (quilty; sorry for his actions) How does Mitch feel after he admits what happened? (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: Sara looked at the expensive-looking clothes that the girls at her new school were wearing. She felt plain in jeans and a tee shirt. "They must think I'm such a loser," she thought. For the rest of that week, Sara didn't speak to anyone. The next week, a group of girls came up to her. "We're going to the park after school. Do you want to come?" one of them asked. After spending the day with the girls, Sara realized that she had been unfair to them.

Have partners identify the theme of the story. (Don't judge people based on how they look.)

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.