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Reading Mastery[®]

Transformations



Grades K–5

Program Overview and Sampler

CONTENTS

The Solution to Turn Words Into Inspirations

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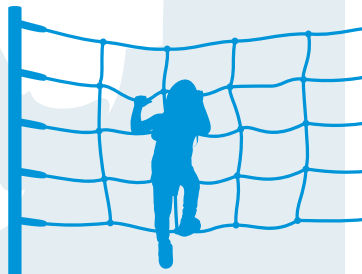
INTRODUCTION

Raise Student Outcomes

Reading is the skill that activates the future—in learning, in life, and in leadership. Yet some student populations struggle to reach grade-level reading standards.

Achieving reading proficiency by third grade is critical for lifelong success, but proficiency can be a challenge when the achievement gap among learners with diverse needs can start even before kindergarten.

Whether your school achievement plan calls for raising student scores in English language arts (ELA), strengthening tiered instruction for reading and writing, or bolstering special education, *Reading Mastery Transformations*® motivates all learners to achieve results.



Preparing Learners for **THE FUTURE**

Build the Foundation for Future Success

Reading Mastery Transformations®, an evidence-based Direct Instruction program, is a comprehensive K–5 ELA solution proven to raise reading performance for a wide range of students, including special populations.

Educators use *Reading Mastery* to explicitly and systematically teach key foundational literacy skills, and how to read, comprehend, and write narrative and informational text of increasing complexity—while building oral language fluency skills.

Empower Educators and Inspire Confident, Successful Scholars to Become Future Leaders

Content and materials give educators the power to change the course of all learners to prepare for a bright future and positive academic and social-emotional outcomes. *Reading Mastery* offers innovative and efficient content while staying true to a research-proven model.

Motivate learning

in a safe environment
to inspire successful,
confident scholars.

Transform teaching

with greater efficiency
and accountability to
empower educators.

Achieve substantial results

to prepare future leaders.



PROVEN RESULTS

Classroom Transformations

Reading Mastery helps hundreds of districts achieve and sustain measurable gains in literacy. The structure, routines, and frequent teacher-student interactions embedded within the program support classroom management and improve learners' classroom behavior.





Designed to Deliver Measurable Results

Reading Mastery offers an unparalleled level of intentional engagement, explicit instruction, intensity, and support to accelerate learning, prevent academic failure, and achieve substantial results. This comprehensive, evidence-based ELA solution is improving outcomes in classrooms across the country with measurable differences in student confidence and academic achievement.

61%

**reduction in intervention retention after three years
with *Reading Mastery***

— Sangaree Elementary, Summerville, SC

1 year

**gains shed “Improvement Required” status after
the first year of implementation**

— Dogan Elementary, Houston, Texas

43%

**met or exceeded the Northwest Evaluation Association
(NWEA) growth expectation after one year**

— Columbus Municipal School District, Columbus, MS

4x

**more learners on grade level over one school year
with *Reading Mastery***

— IDEA Public Schools, San Antonio, TX

RESEARCH

Research-Proven Efficacy

Evidence-based practices form the foundation of effective instruction. *Reading Mastery* has been recognized by rigorous, independent education research and evaluation databases for its efficacy.

Evidence-Based: Four Levels of Evidence

The U.S. Department of Education's document entitled, *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* (U.S. Department of Education, 2016) lists specific criteria for each level of research evidence supporting academic programs.

Tier 1 Research

Strong Evidence, or Tier 1 research, reflects experimental studies that incorporate a randomized control design, include a large, multi-site sample of students for which the program is intended, and report statistically significant positive effects that are not overridden by negative findings.

Tier 2 Research

Moderate Evidence, or Tier 2 research, reflects quasi-experimental studies that do not include randomization but includes all other components listed under Tier 1.

Tier 3 Research

Promising Evidence, or Tier 3 research, is comprised of correlational studies with controls for selection bias. Results indicate statistically significant positive findings that are not overridden by negative findings from other studies.

Tier 4 Research

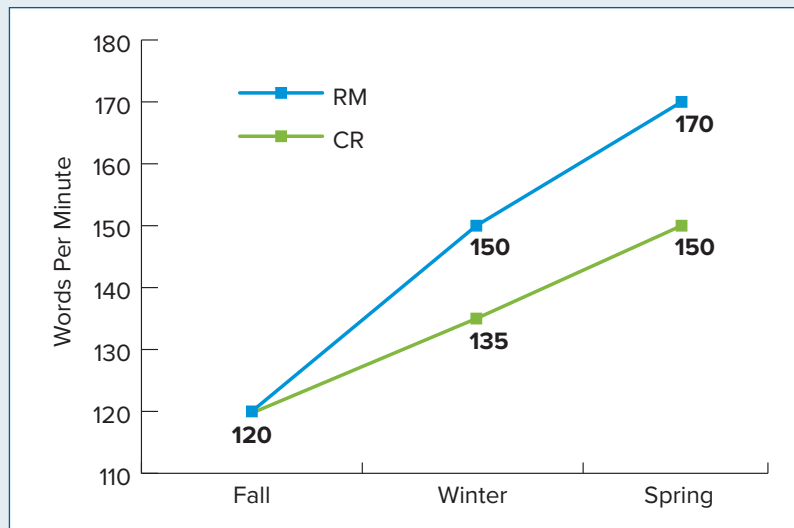
Demonstrates a Rationale, or Tier 4 research, includes programs or educational practices with a defined logic model supported by research or evaluation, which suggests that the intervention or program is likely to improve achievement.

For additional *Reading Mastery* research, visit mheonline.com/readingmastery

Tier 1: Strong Evidence

AIMSweb Randomized Control Trial

AIMSweb Fluency Scores by Administration and Group

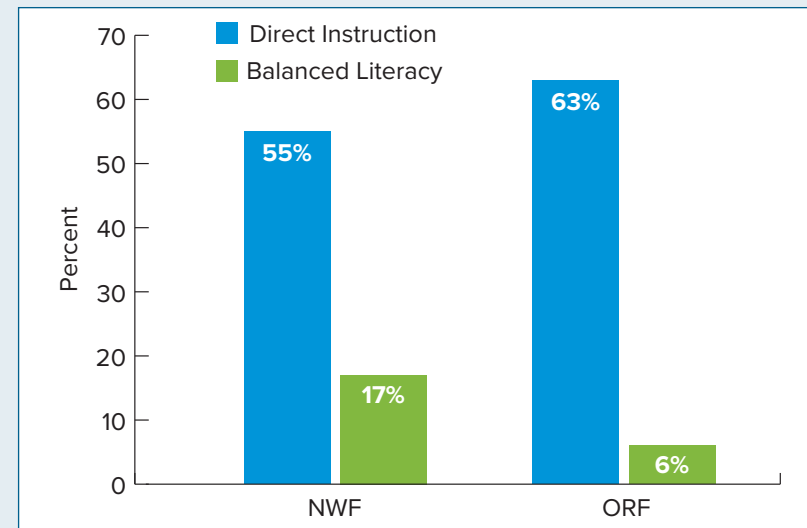


Student Performance On The AIMSweb Reading Fluency Measure

Tier 2: Moderate Evidence

Small Group Instruction for English Language Learners

Percentage of Students Meeting DIBELS End of Year Benchmark



Percentage of ELL students by group meeting DIBELS end of year benchmark standard on the Nonsense Word Fluency (NWF) and the Oral Reading Fluency (ORF) measures.

Study	Stockard (2010)
(N) Participants	(52) Fourth-grade students attending an elementary school in the Midwest
Research Design/Purpose	Pretest-posttest, randomized control trial. Investigated student growth in reading comprehension and reading fluency
Intervention Details	Students received instruction using <i>Reading Mastery Signature Edition</i> (RM) or Scott Foresman's <i>Celebrate Reading</i> (CR)
Outcome Measures	Measures of reading fluency and reading comprehension were captured using the AIMSweb measurement system.
Findings	In the fall and at the beginning of the study, students in each group performed similarly on the fluency and maze assessments on the AIMSweb. By winter, students in the RM group scored significantly higher on the fluency measure than students in the CR group, and students maintained this edge on the spring assessment (See Figure 1). The difference between the two rates was statistically significant ($t = 4.26$, $df = 50$, $p < .001$). The effect size associated with the difference between the two groups on the fluency measure was $d = .75$, considered 'large'(Cohen, 1988).

Study	Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, & Walton (2007)
(N) Participants	((318) About 53% were English Language Learners. The majority (87%) qualified for free/reduced lunch.
Research Design/Purpose	Investigated the effects of Tier 2, secondary interventions on selected measures of academic performance for students identified as English Language Learners.
Intervention Details	The experimental group received secondary interventions with three curricula: <i>Reading Mastery</i> , <i>Early Interventions in Reading</i> , and <i>Read Well</i> in addition to the core reading curriculum <i>Open Court Reading</i> . The comparison group used a balance literacy approach.
Outcome Measures	Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) from DIBELS and Woodcock Reading for pre and post tests.
Findings	About 63% who received Direct Instruction met the ORF benchmark while 6% in the Balance Literacy group met the benchmark. About 55% of ELL students who received Direct Instruction met the NWF benchmark while 17% of students in the Balance Literacy group met the benchmark.

MOTIVATE

Motivate Learning

Direct Instruction (DI) programs, including *Reading Mastery*, have a proven history of success and a foundation of evidence-based teaching methods. The system of consistent instructional routines, scripted lessons, and built-in behavioral management drives performance through increased teacher interactions that intentionally engage and motivate learners while minimizing distractions.

The Confidence Cycle

The teacher is the instructional leader in the *Reading Mastery* lesson; learners do not passively complete exercises alone in front of a screen. As the instructional leader, the teacher observes multiple learners simultaneously and ensures that each student engages with the content and reaches skill mastery.

- As learners experience success, they become more confident.
- Once learners become confident, they are motivated to engage in learning.
- Engaged learners are more likely to experience success.
- Success creates a cycle that motivates learners to actively engage in learning, experience success, and become confident scholars.





Delivery Model

Reading Mastery instruction can be delivered to all learners in a variety of settings.



Small group intervention or special education settings



Whole-class or school-wide settings



TRANSFORM

Transform Teaching

Direct Instruction programs like *Reading Mastery* deliver a learning experience that transforms all learners into confident, successful scholars. The content and materials of its comprehensive solution provide educators with the instructional framework required to achieve mastery.

The Instructional Design Ensures Mastery

Lessons are delivered using consistent, proven techniques. Concise, specific language combined with quick pacing and group responses keep learners focused, active, and attentive, and assists teachers in checking for mastery.

Learners are met at their instructional level. 85–90 percent of daily lessons includes review content and 10–15 percent includes new content, to verify that learners have the prerequisite skills and knowledge to learn the skill being taught in the lesson. The balance of review and new content also provides an opportunity to link the new skill with other related skills.



Signal

Signals and group responses hold learners' attention.



Script

Scripted lessons provide consistency and maintain expectations.



Pace

Fast pacing keeps learners on task and engaged.



Praise

Praising reinforces correct responses and builds confidence.

ACHIEVE

Achieve Results

Reading Mastery equips educators to help all learners achieve substantial results. The innovative solution provides:

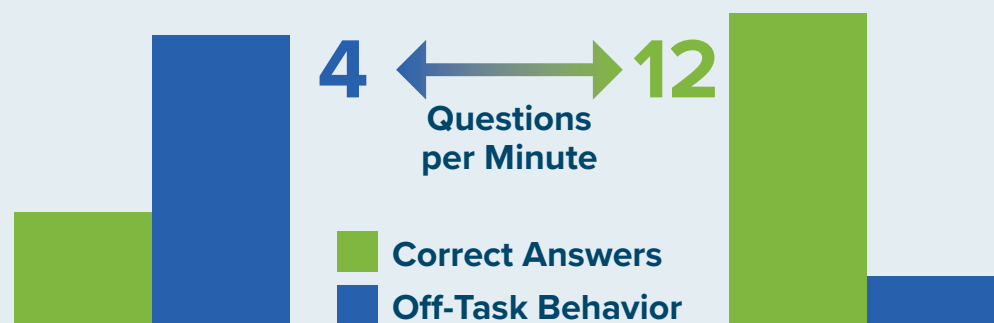
- Integrated reading, language arts, and spelling instruction.
- Online assessment and reporting.
- Point-of-use professional learning.
- Just-in-time remediations.

Maximize Learning While Minimizing Distractions

The frequent student/teacher interactions of the Direct Instruction method provide multiple successes in every lesson, which decreases classroom disruptions while increasing student engagement, success, and confidence.

Research shows that when DI teachers consistently ask about 12 questions per minute, learners answer correctly approximately 80 percent of the time and are only off-task 10 percent of the time. However, when teachers slow their pace to four questions per minute, learners' accuracy drops to 30 percent, and they are off-task about 70 percent of the time.

DI lessons maximize learning in part because their design minimizes distractions.



EQUITY

Equity in the ELA Classroom

Equitable instruction based on effective instructional practices, culturally and academically responsive pedagogy, and intensive academic interventions, can unlock the potential of all learners.

***Reading Mastery* delivers equitable instruction through a five-part model:**

1

Apply Evidence-Based Strategies

2

Empower Learning Environments

3

Employ Responsive Pedagogy

4

Deploy Performance Monitoring

5

Drive Professional Learning



1 Apply Evidence-Based Strategies

The Department of Education defines evidence-based strategies as programs, practices, or activities that have been evaluated and proven to improve student outcomes. For a strategy or program to be considered “evidence-based,” it must have been evaluated in multiple different settings by various people or organizations. This evaluation will determine the efficacy of the strategy and what level of evidence it meets.

Research shows that explicit, individualized, and evidence-based instruction like that in *Reading Mastery* is a key to creating optimal learning for all learners.

2 Empower Learning Environments

Educators should be empowered to build effective learning environments. An explicit, systematic approach built around a Multi-Tiered System of Support (MTSS) or Response to Intervention (RTI) framework helps all learners to understand expectations and directions.

Before instruction begins, specialists evaluate learners to place them in a program that meets their instructional levels and is deliverable in a variety of settings—whether small group intervention, special education, whole-group, or school-wide.

***Reading Mastery* instruction can be delivered to all learners in a variety of settings and—through placement testing—meets learners at their instructional levels.**



EQUITY

3 Employ Responsive Pedagogy

A growing body of research demonstrates the importance of designing instruction to target and address the needs of culturally, linguistically, and developmentally diverse learners, who may comprise a portion of learners struggling academically. It is essential to employ programs that accommodate a range of abilities, cultures, and languages to make learning relevant and effective.

Learners' academic achievement and school performance are more likely to improve when curriculum and pedagogy are relevant to their lives. Likewise, setting high expectations, providing a scaffold of support, and enhancing culturally proficient teaching can transform all learners into confident, successful scholars.

Reading Mastery has been carefully and specifically designed to respond to the needs of diverse learners.

4 Deploy Performance Monitoring

Capturing and delivering the insights required to support learners and keep them on track is critical for continuous growth and performance. Responsive data monitoring for identifying mastered skills, measuring achievement, and targeting remediations are imperative to determine whether and how instruction is impacting and propelling student performance.

All-digital teacher materials provide a hub where educators can access progress monitoring, assessment, and reporting at anytime and anywhere.

Educators and administrators can better elevate student growth and close skill gaps using actionable data to iterate and fine-tune instruction. Continuous measurement and actionable data reporting allow educators to meet learners where they are by grouping them based on skill areas. Program assessments that provide a screening tool to monitor progress at the individual, student, group, and school level provide accurate and significant information for data meetings.



5 Drive Professional Learning

Equity for all learners is not possible without effective, ongoing professional development for educators. Comprehensive professional learning materials and resources support an inclusive, culturally responsive classroom.

Reading Mastery has professional learning opportunities available at point-of-use in the all-digital teacher materials.

Professional learning should enhance the creation of an equal learning environment, grow sociopolitical consciousness, and improve teacher efficacy for working with academically and culturally diverse learners.



ENGAGING CONTENT

New Content, Same Approach

Reading Mastery offers engaging, enhanced content that is designed to meet the individual needs of all learners with support at their level to intentionally engage them for lifelong learning.



Mastery Learning Through Engaging Content



Foundational Skills

Delivers explicit decoding instruction so that learners become accurate and fluent readers.



Vocabulary

Intentional, explicit vocabulary instruction enriches background knowledge.



Comprehension

Updated informational and narrative selections provide opportunities to communicate key ideas, cite text evidence, and construct meaning from text.



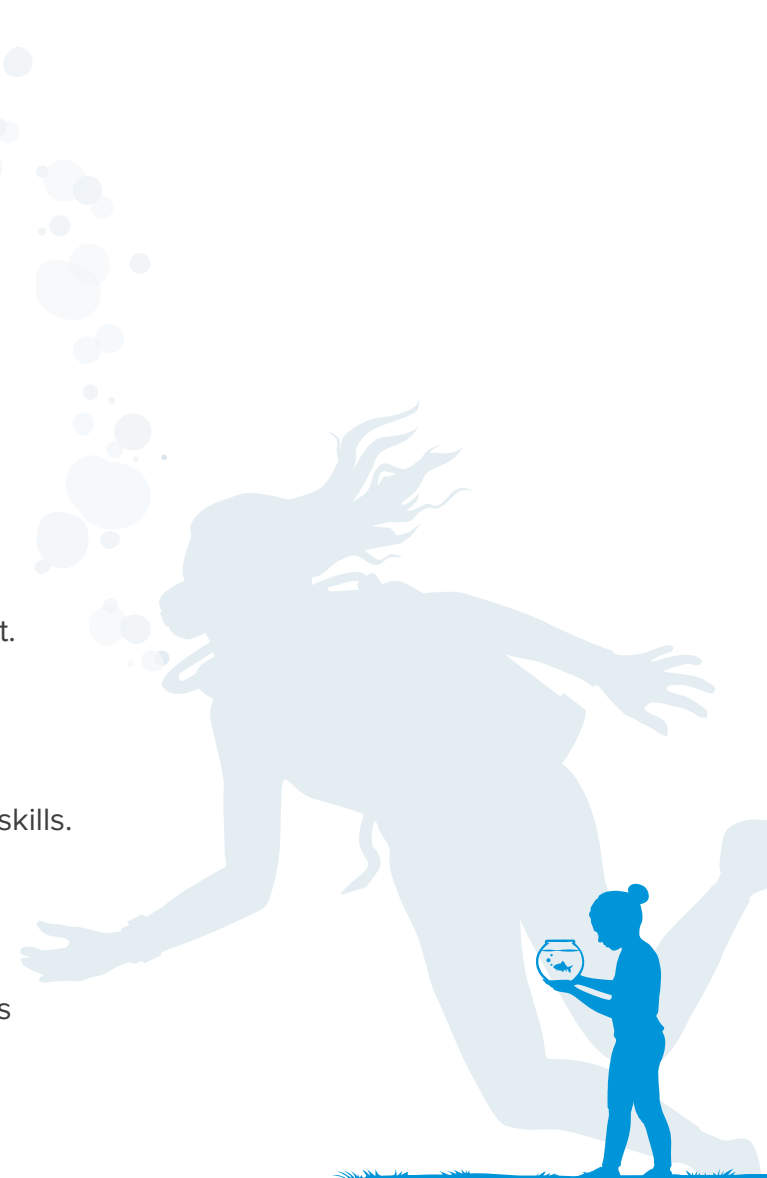
Writing

Robust, explicit writing instruction builds verbal and written communication skills.



Discussion

Strengthened higher-order comprehension instruction intentionally engages learners, allowing them to access, discuss, and think critically about texts.



COMPONENTS

Powerful Content and Materials With Easy Implementation

The innovative design of *Reading Mastery* makes it easy to implement for special education, as a tiered solution, or as a core ELA curriculum in a turnaround model.

Transform Teaching Through A Robust Teaching Experience

- Integrated reading, language arts, and spelling instruction
- Point-of-use professional learning
- Online assessment and reporting
- Just-in-time remediations



Motivate Learning With Engaging Student Materials

Engaging narrative and informational text builds key foundational skills and supports learners' reading earlier and more often.

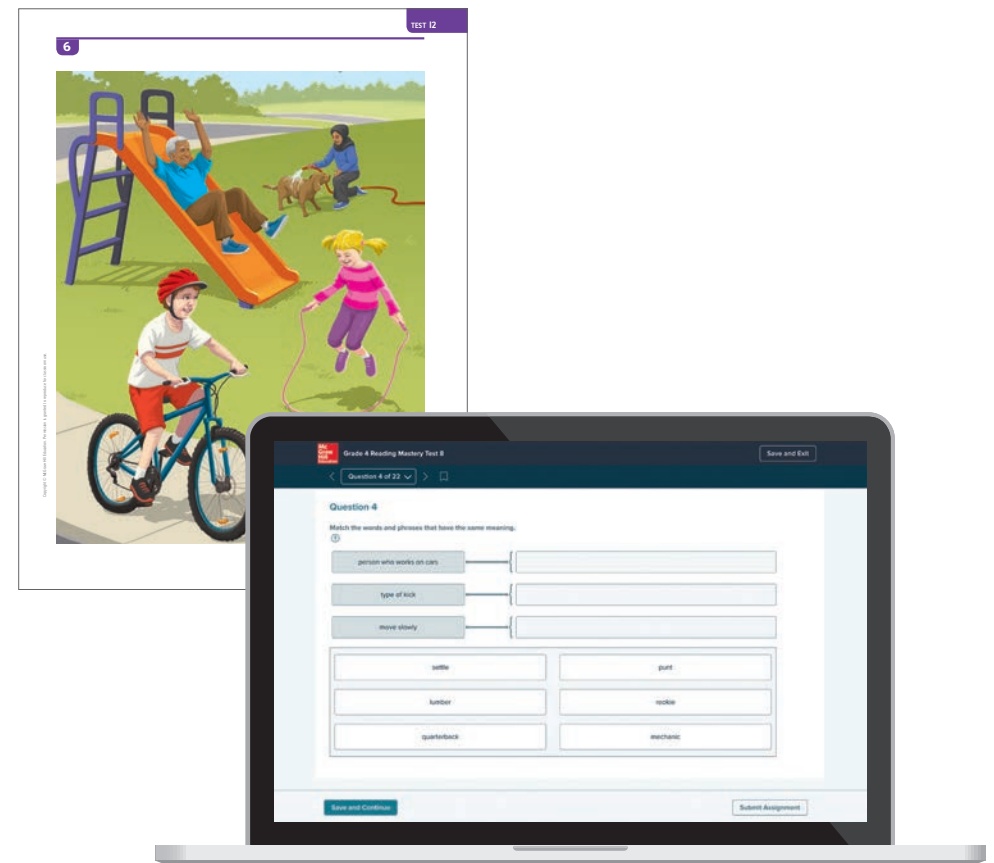
- Textbooks for ELA
- Workbooks for ELA
- Spelling Workbook (Grades 2–5)



Achieve Results With Assessments

Coursework prepares learners for high-stakes tests, identifies mastered skills, measures achievement, and targets essential remediations.

- Grades K–2: Print Assessment, Digital Data Collection, and Reporting
- Grades 3–5: All-Digital Assessment



OUTCOMES

Kindergarten

Learners will:

- Identify and write letters of the alphabet.
- Know sound-symbol relationships.
- Decode basic words.
- Read short selections with decodable words.
- Identify irregular words.
- Generate spelling of decodable words.
- Know and use basic sentence structure and punctuation.
- Expand oral language skills.
- Build vocabulary.
- Engage in discussion and ask/answer questions.
- Participate in shared reading.
- Expand oral language by participating in discussions about narrative and informational text.
- Follow the rules of conversation by listening and taking turns.

Outcomes:

- Starting with lesson 64, students read entire stories.
- By lesson 120, selections are around 90 words in length.
- By the end of Grade K, students can decode a 175-word passage with reasonable reading rate, good accuracy, and strong comprehension.



First Grade

Learners will:

- Write letters of the alphabet.
- Build knowledge of letter-sound correspondences.
- Decode words with digraphs, vowels combinations, and irregular spellings.
- Decode multisyllabic words.
- Read narrative and informational selections.
- Build reading fluency.
- Generate spelling of decodable words and sentences.
- Know and use nouns, verbs, prepositions, and affixes.
- Expand oral vocabulary through opposites, synonyms, superlatives, homonyms.
- Engage in collaborative discussions and ask/answer questions.
- Participate in shared reading of fables, poetry, classics, and content-area text.
- Describe literary elements.
- Identify text features.
- Participate in shared research.

Outcomes:

- Acquire and use hundreds of vocabulary words.
- Write basic opinion, and informative, and narrative pieces.
- By the end of Grade 1, students can decode a 400-word selection with reasonable reading rate, good accuracy, and strong comprehension.



OUTCOMES

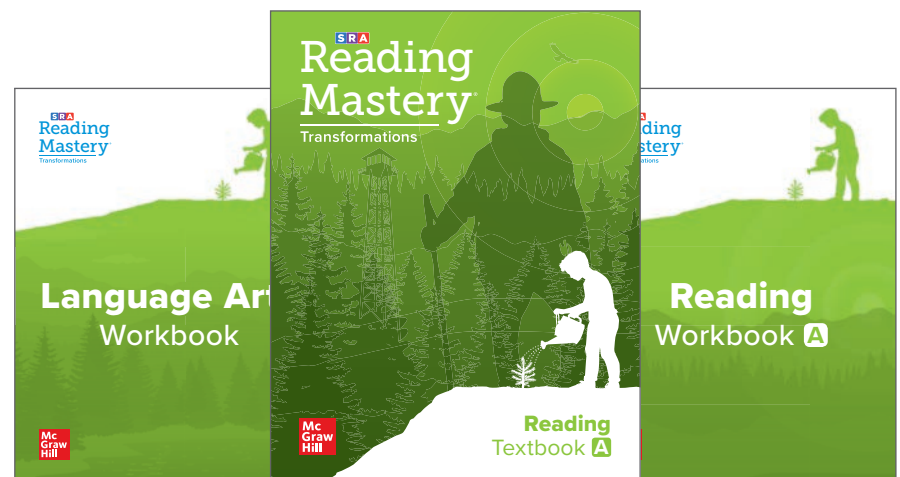
Second Grade

Learners will:

- Decode multisyllabic words.
- Recognize and gain meaning of words with prefixes and suffixes.
- Increase vocabulary through sentence-level context and definitions.
- Read a balance of narrative and informational text.
- Master comprehension skills including compare and contrast, character motivation and emotion, inference, and cause and effect.
- Use reference materials.
- Identify and use subject/predicate agreement, verb tenses, and possessives.
- Participate in shared research projects.
- Strengthen writing through revising and editing.
- Write narrative, opinion, and informative pieces.
- Read fluently and accurately.
- Gain insight into elements of story structure.

Outcomes:

- Students learn over 400 vocabulary words and phrases.
- By the end of the program, students read and recount various narrative text including fables, folktales, and poetry, and compare main points on multiple informational texts on the same topic.
- Write opinion, narrative, and informative writing pieces with support in revising and editing.



Third Grade

Learners will:

- Decode multisyllabic words.
- Recognize, spell, and gain meaning of words with prefixes and suffixes.
- Expand vocabulary through sentence-level context and definitions.
- Read and understand a balance of narrative (stories, drama, poetry) and informational text (science, history).
- Master comprehension skills including describing connections, recounting stories, main topic, sequencings, interpreting visuals, and point of view.
- Use reference materials (glossary, index).

Outcomes:

- Students learn over 400 vocabulary words and phrases.
- By the end of the program, students read and describe relationship between historical events and scientific concepts as well as read several selections by the same author to compare literary elements.
- Produce opinion, narrative, and informative writing pieces that includes topic, main ideas, and conclusions supported with facts, reasons, and details.

- Identify and use subject/predicate agreement, compound predicates, verb tenses, adjectives, and adverbs.
- Participate in shared research projects.
- Strengthen writing through planning, revising, and editing.
- Write narrative, opinion, and informative pieces.
- Determine structural elements of stories.
- Read fluently and accurately.



OUTCOMES

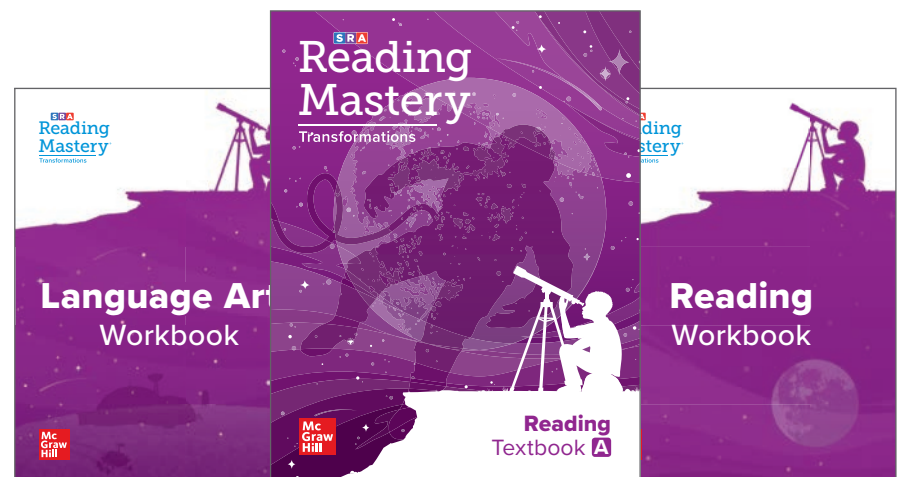
Fourth Grade

Learners will:

- Decode multisyllabic words.
- Recognize, spell, and gain meaning of words with prefixes and suffixes.
- Expand vocabulary through sentence-level context and definitions.
- Read and understand a balance of narrative (realistic stories, poetry, short stories, myths, and plays) and informational text (biography, science, history).
- Determine structural elements of poems.
- Master comprehension skills including comparing accounts, determining a theme, explicit statements, first-hand accounts, main idea and supporting details.
- Interpret charts, graphs, and diagrams.
- Learn and use idioms, proverbs, and adages.
- Gain meaning through Greek and Latin affixes.
- Identify and use progressive verb tenses, relative pronouns, relative adverbs, and modal auxiliaries.
- Complete and present research projects.
- Strengthen writing through planning, revising, collaborating, and editing.
- Write narrative, opinion, and informative pieces.

Outcomes:

- Students learn almost 800 vocabulary words and phrases.
- Read from an expansive collection of narrative texts from authors like Langston Hughes and Gary Soto as well as informational texts of historical or scientific nature.
- Write opinion pieces supported by facts and details using multiple sources.



Fifth Grade

Learners will:

- Decode multisyllabic words.
- Recognize, spell, and gain meaning of words through morphology.
- Expand vocabulary through sentence-level context and definitions.
- Read and understand a balance of narrative (novels, realistic stories, poetry, short stories, myths, epics, and plays) and informational text (biography, science, and history).
- Master comprehension skills, including: comparing accounts, comparing stories, point-of-view, relevant information, recognizing contradictions in text, and analyzing multiple accounts.
- Analyze visual and multimedia elements.

Outcomes:

- Students learn over 750 vocabulary words and phrases.
- Using high-quality, increasingly challenging narrative and informational texts, students make connections among ideas and between texts, and consider a wide range of textual evidence.
- Conduct and present short research projects using several sources to increase knowledge of a topic.

- Learn and use figurative language, similes, and metaphors.
- Gain meaning through Greek and Latin affixes.
- Identify and use conjunctions, prepositions, interjections, and perfect verb tenses.
- Complete and present research projects.
- Strengthen writing through planning, revising, collaborating, editing, and publishing.
- Write narrative, opinion, and informative pieces.
- Write collaboratively with partners and small groups.



SCOPE AND SKILLS

Grade K

Foundational Skills

- Print awareness
- Sound pronunciation
- Letter identification
- Letter-sound correspondences
- Blending
- Segmentation
- Digraphs
- Vowels/multiple sounds
- Rhyming words
- Irregular words
- Spelling

Reading Selections

- Narrative text: classics, poetry, fables
- Informational text
- Language
- Capitalization
- Punctuation
- Using noun
- Using verbs
- Understanding question words
- Prepositions
- Multiple meaning words
- Shades of meaning of words
- Inflectional endings

Writing

- Drawing
- Dictation
- Narrative
- Informative
- Shared research

Speaking & Listening

- Collaborative discussions
- Ask and answer questions
- Describe familiar people, places, things, events

Grade 1

Foundational Skills

- Print awareness
- Sound pronunciation
- Letter-sound correspondences
- Blending
- Segmentation
- Digraphs
- Vowels/multiple sounds
- Rhyming words
- Irregular words
- Multisyllabic words
- Spelling

Reading Selections

- Narrative text: classics, poetry, fables
- Informational text
- Retelling
- Describe literary elements
- Text features
- Use illustrations and details
- Point of view
- Compare and contrast
- Fluency

Language

- Capitalization
- Punctuation
- Singular/plural nouns
- Using common/proper/possessive nouns
- Using verbs past/present/future
- Using adjectives
- Using conjunctions
- Prepositions
- Affixes
- Shades of meaning for words
- Inflectional endings

Writing

- Writing sentences
- Text types: narrative, informative, opinion
- Shared research

Speaking & Listening

- Collaborative discussions
- Formal and informal language
- Describe familiar people, places, things, events

Grade 2

Vocabulary

- Sentence level context
- From definitions

Decoding & Word Analysis

- Compound words
- Fluency and accuracy
- Letter-sound correspondences
- Words with endings
- Multisyllabic words
- Prefixes/suffixes

Reading Selections

- Narrative text: stories, drama, poetry, fables, folktales
- Informational text: science, history
- Compare and contrast
- Cause and effect
- Author's purpose
- Determine character motivation and emotion
- Inferences
- Interpret visuals
- Main topic
- Recount stories
- Describe connections
- Prediction
- Text features
- Point of view
- Structural elements of stories

Grammar, Usage, & Mechanics

- Subject/predicate
- Verb tenses: regular/irregular
- Adjective/adverbs
- Punctuation
- Pronouns
- Possessives
- Contractions

Writing

- Text types: narrative, informative, opinion
- Writing process: planning, revising, editing, rewriting, and publishing
- Shared research writing projects

Speaking & Listening

- Collaborative discussions
- Report or present on a topic
- Formal and informal language

Language

- Root words/affixes
- Compound words
- Word relationships
- Reference materials

Not comprehensive of all skills developed in the classroom.

Grade 3

Vocabulary

- Sentence level context
- From definitions

Decoding & Word Analysis

- Compound words
- Fluency and accuracy
- Letter-sound correspondences
- Words with endings
- Multisyllabic words
- Prefixes/suffixes

Reading Selections

- Narrative text: stories, drama, poetry
- Informational text: science, history
- Compare and contrast
- Cause and effect
- Author's purpose
- Determine character motivation and emotion
- Sequencing
- Inferences
- Interpret visuals
- Main topic
- Recount stories
- Describe connections
- Prediction
- Text features
- Point of view
- Structural elements of stories

Grammar, Usage, & Mechanics

- Subject/predicate
- Compound predicates
- Verb tenses
- Adjectives/adverbs
- Punctuation
- Pronouns
- Possessives
- Irregular plurals
- Quotations

Writing

- Text types: narrative, informative, opinion
- Writing process: planning, revising, editing, rewriting, and publishing
- Research writing projects

Speaking & Listening

- Collaborative discussions
- Report or present on a topic
- Formal and informal language

Language

- Root words/affixes
- Word relationships
- Reference materials

Grade 4

Vocabulary

- From context
- From definition

Decoding & Word Analysis

- Compound words
- Fluency and accuracy
- Letter-sound correspondences
- Morphology (e.g., roots and affixes)
- Multisyllabic words

Comprehension Exercises

- Comparing accounts
- Comparing stories
- Determining a theme
- Explicit statements
- First-hand account
- Inferences
- Main idea and supporting details
- Point of view
- Preview an article
- Structural elements of poems
- Text structure

Reading Selections

- Narrative: novels, realistic stories, poetry, short stories, myths, play
- Informational text: biography, science, history
- Cause and effect
- Compare and contrast
- Details and examples from text
- Determine character motivation and emotion

- Inferences
- Interpret charts, graphs, and diagrams
- Main idea
- Make connections
- Prediction

Grammar, Usage, & Mechanics

- Modal auxiliaries
- Prepositional phrases
- Progressive verb tenses
- Punctuation
- Relative pronouns and relative adverbs

Writing

- Collaboration: partners, small groups
- Research projects
- Text types: narrative, informative, opinion
- Writing process: planning, revising, editing, rewriting, and publishing

Speaking & Listening

- Collaborative discussions
- Differentiate between formal and informal discourse
- Report or present on a topic

Language

- Context clues
- Greek and Latin affixes
- Idioms, proverbs, adages
- Reference materials
- Similes and metaphors

Grade 5

Vocabulary

- From context
- From definition

Decoding & Word Analysis

- Compound words
- Fluency and accuracy
- Morphology (e.g., roots and affixes)
- Multisyllabic words

Comprehension Exercises

- Comparing accounts
- Comparing stories
- Determining a theme
- Explicit statements
- Analyze multiple accounts
- Main idea and key details
- Point of view
- Preview an article
- Structural elements of poems
- Text structure
- Relevant information
- Recognizing contradictions in text

Reading Selections

- Narrative: novels, realistic stories, poetry, short stories, myths, play, epic
- Informational text: biography, science, history
- Cause and effect
- Compare and contrast
- Details and examples from text
- Determine character motivation and emotion

- Interpret charts, graphs, and diagrams
- Main idea
- Make connections
- Analyze visual and multimedia elements

Grammar, Usage, & Mechanics

- Conjunctions, prepositions, interjections
- Perfect verb tenses
- Verb tense to contain time, sequence, position
- Punctuation

Writing

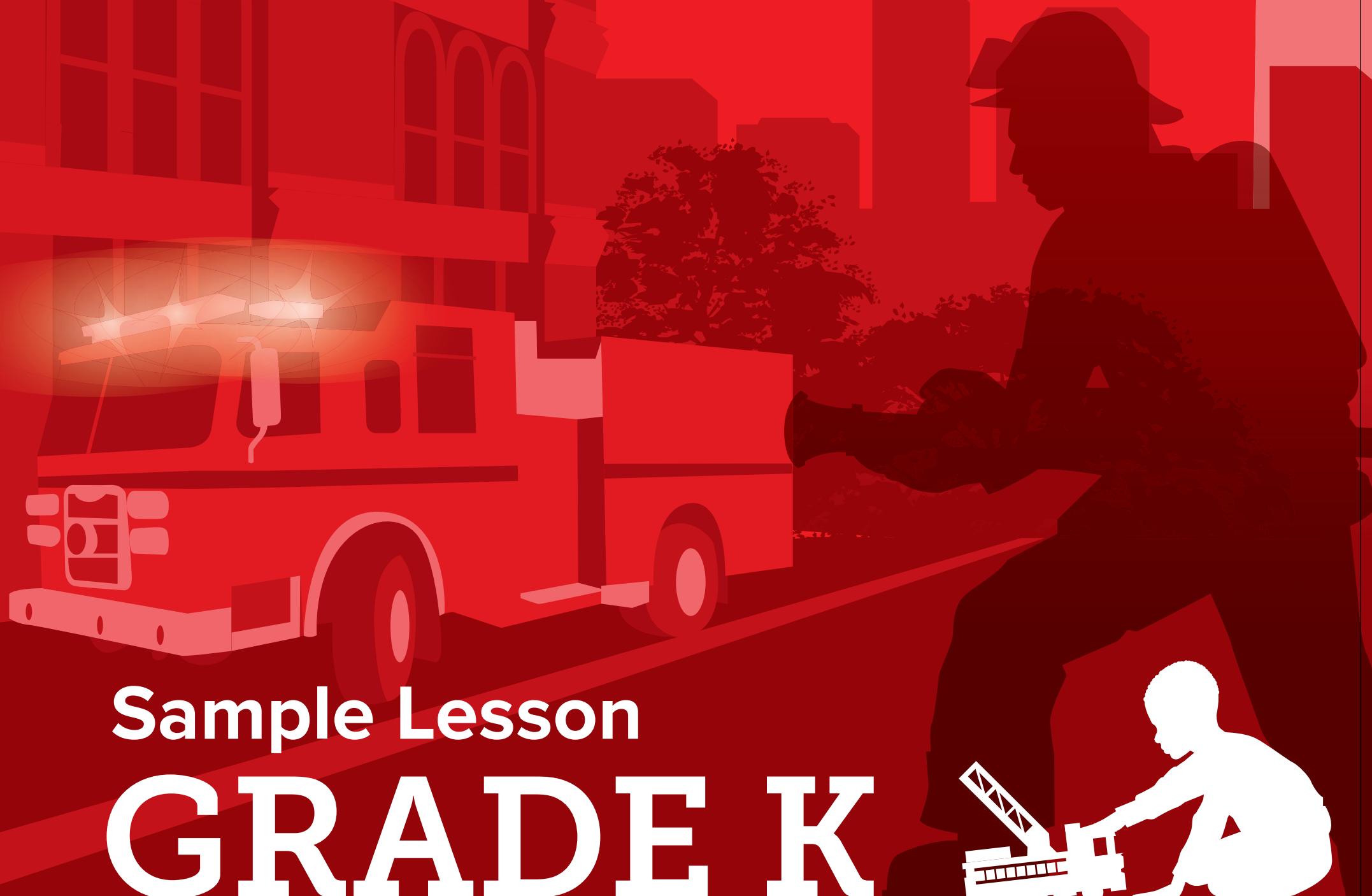
- Collaboration: partners, small groups
- Research projects
- Text types: narrative, informative, opinion
- Writing process: planning, revising, editing, rewriting, and publishing

Speaking & Listening

- Collaborative discussions
- Differentiate between formal and informal discourse
- Report or present on a topic

Language

- Context clues
- Greek and Latin affixes
- Idioms, proverbs, adages
- Reference materials
- Figurative language, similes and metaphors



Sample Lesson

GRADE K

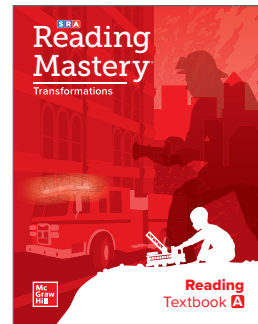
Grade K

INTRODUCTION



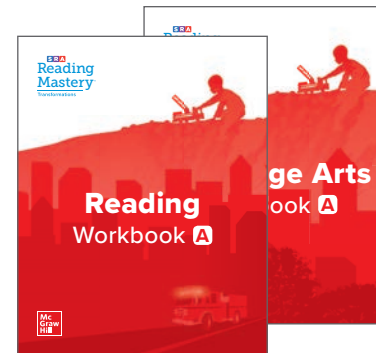
Teacher Experience

- Reading Lesson 101
- Language Arts Lesson 115



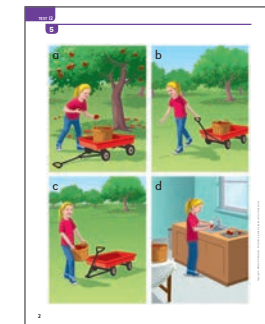
Student Textbook

- Reading Lesson 101



Student Workbook

- Reading Lesson 101
- Language Arts Lesson 115



Assessment

- Reading Mastery Test 11
- Language Arts Mastery Test 12

Reading Lesson 101

Reading Lesson 101 begins with *Letter Identification* and *Sounds Identification* (Exercises 1 and 2) in the **Teacher Experience**, followed by *Irregular Words and Blending* (Exercises 4 and 5).

Then, learners use the **Student Textbook** to practice *Word Endings* (Exercise 6) and read the *Story* (Exercise 9) aloud while the teacher monitors decoding and comprehension.

Next, the teacher explains the **Student Workbook** tasks (Exercise 11).

As learners complete a 10-lesson sequence, the teacher administers the **Assessment** (Mastery Test 11) to ensure mastery before proceeding.

Language Arts Lesson 115

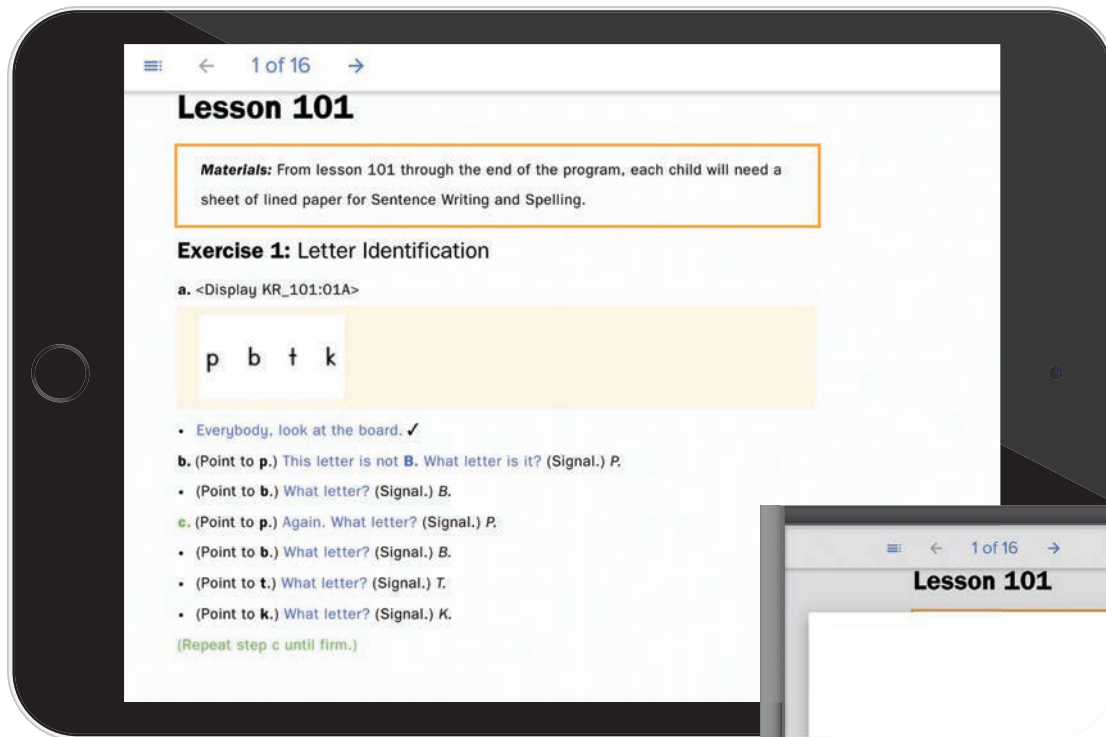
Language Arts Lesson 115 begins with oral exercises in the **Teacher Experience** on things that are the *Same* (Exercise 2) as one another and *Common Information* (Exercise 4), followed by an *Information Passage* (Exercise 5).

Then, learners complete a **Student Workbook** activity that reinforces things that are the *Same* (Exercise 6) as one another.

As learners complete a 10-lesson sequence, the teacher administers the **Assessment** (Mastery Test 12) to ensure mastery before proceeding.

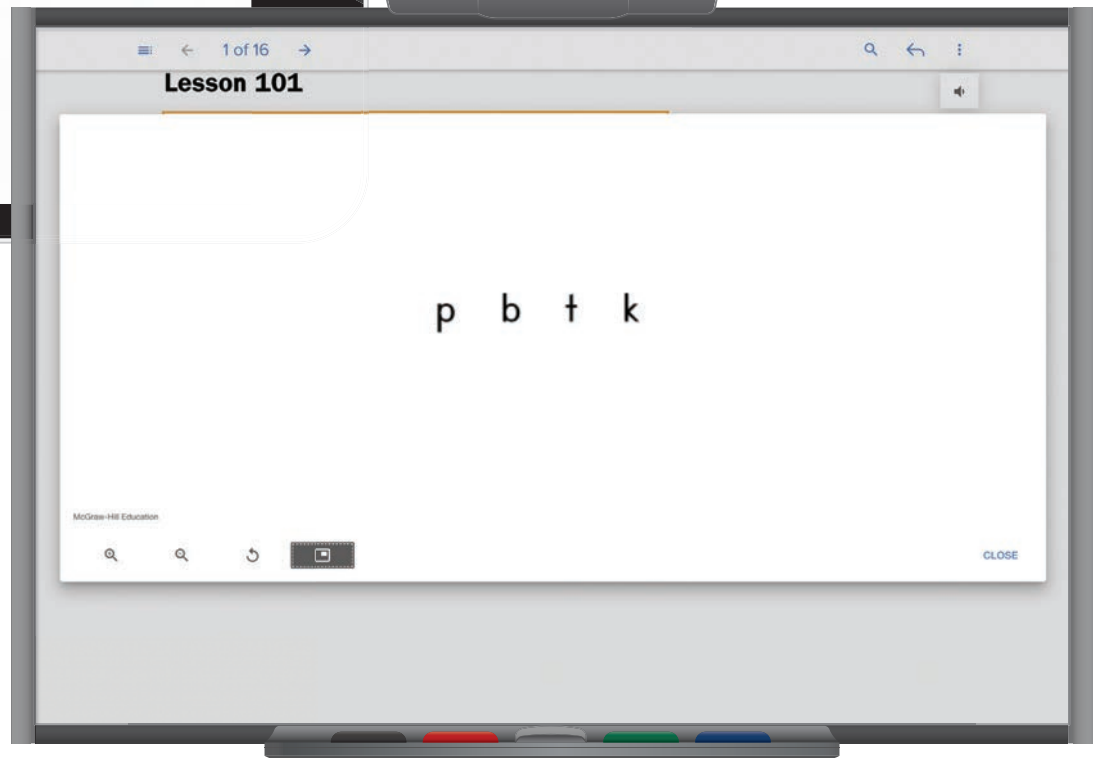
Reading Lesson 101

TEACHER EXPERIENCE



Exercise 1

Letter Identification



Exercise 1 Display

Sound Identification

Exercise 2: Sounds

a. Think about the sound **uuu**. What letter do you use to spell the sound **uuu**?

(Signal.) *U*.

b. <Display KR_101:02A>

d u n t v k g

You'll say the sounds.

- e. (Point to **d**.) What sound? (Signal.) *d*.
- (Point to **u**.) What sound? (Signal.) *uuu*.
- (Point to **n**.) What sound? (Signal.) *nnn*.
- (Point to **t**.) What sound? (Signal.) *t*.
- (Point to **v**.) What sound? (Signal.) *vvv*.
- (Point to **k**.) What sound? (Signal.) *k*.
- (Point to **g**.) What sound? (Signal.) *g*.

(Repeat step c until firm.)

Exercise 2

Exercise 4: Reading Words

Irregular Words

a. Everybody, touch the green pot. ✓



These words have a funny underlining.

- b. Spell word 1. Get ready. (Signal 3 times.) *W-A-S*.
 - What word? (Signal.) *Was*.
- c. Spell word 2. Get ready. (Signal twice.) *T-O*.
 - What word? (Signal.) *To*.
- d. Spell word 3. Get ready. (Signal 4 times.) *S-A-I-D*.
 - What word? (Signal.) *Said*.
- e. Spell word 4. Get ready. (Signal twice.) *D-O*.
 - What word? (Signal.) *Do*.
- f. Let's read those words again, the fast way.
 - Word 1. What word? (Signal.) *Was*.

Irregular Words

Exercise 4


See corresponding student sampler page.

Reading Lesson 101

TEACHER EXPERIENCE

Exercise 5: Reading Words

a. Everybody, touch the yellow crockpot. ✓



1 hear
2 hope
3 greet
4 land
5 go
6 can

First, you'll touch and say the sounds for these words.
Then you'll read them again the fast way.

b. Word 1. Get ready. (Signal 3 times.) h . . . EEE . . . r.
• What word? (Signal.) Hear.
Yes, I can **hear** you.

c. Word 2. Get ready. (Signal 3 times.) h . . . OOO . . . p.
• What word? (Signal.) Hope.
Yes, I **hope** we have a good day.

d. Word 3. Get ready. (Signal 4 times.) g . . . rrr . . . EEE . . . t.
• Again. Get ready. (Signal 4 times.) g . . . rrr . . . EEE . . . t.
• What word? (Signal.) Greet.

Blending

Exercise 5

See corresponding student sampler page.

Word Endings

Words with S or E-D

a. Everybody, touch the red mixing bowl. ✓



1 stone
2 mile
3 kissed
4 cave

These words end in **S** or **E-D**. Three of the words have a blue letter.
You'll touch and say the sounds and read each word **without** the ending.
Then you'll say the whole word.

b. Word 1. Get ready. (Signal 4 times.) sss . . . t . . . OOO . . . nnn.
• Again. Get ready. (Signal 4 times.) sss . . . t . . . OOO . . . nnn.
• What's the first part? (Signal.) Stone.
• What's the whole word? (Signal.) Stones.

c. Word 2. Get ready. (Signal 3 times.) mmm . . . III . . . ll.
• What's the first part? (Signal.) Mile.
• What's the whole word? (Signal.) Miles.

d. Word 3. Get ready. (Signal 3 times.) k . . . iii . . . sss.
• What's the first part? (Signal.) Kiss.
• What's the whole word? (Signal.) Kissed.

e. Word 4. Get ready. (Signal 3 times.) k . . . AAA . . . vvv.

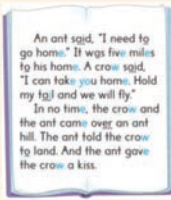
Exercise 6

See corresponding student sampler page.

Choral Reading & Individual Reading

Second Reading

a. Let's read the story one more time.



You'll read the words in the first two sentences the fast way.

I'll signal for each word.

b. First sentence. Get ready. (Signal for each word.) *An ant said, "I need to go home."*

c. Next sentence. Get ready. (Signal for each word.) *It was five miles to his home.*

d. Now I'll call on individual children to read the rest of the story.

Everybody, touch the words.

- Read the next sentence. (Call on a child.) *A crow said, "I can take you home."*
- Next sentence. (Call on a child to read.) *Hold my tail and we will fly.*
- Next sentence. (Call on a child to read.) *In no time, the crow and the ant came over an ant hill.*
- Next sentence. (Call on a child to read.) *The ant told the crow to land.*
- Last sentence. (Call on a child to read.) *And the ant gave the crow a kiss.*

Exercise 9

See corresponding student sampler page.

The third reading of the same text focuses on comprehension.

• Everybody, find the first story picture. ✓



• Who is talking in that picture? (Call on a child.) *The ant and the crow.*

g. I'll signal for each word. Everybody, read what the ant said the fast way.

• Get ready. (Signal for each word.) *I need to go home.*

h. Read what the crow said the fast way.

• Get ready. (Signal for each word.) *Hold my tail and we will fly.*

i. Everybody, touch the next story picture. ✓



Exercise 10

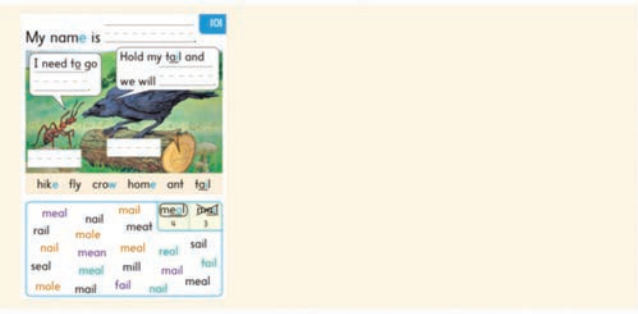
See corresponding student sampler page.

Reading Lesson 101

TEACHER EXPERIENCE

Characters, Settings, and Events

a. Find number 101 on the top of your workbook page and touch it. ✓



(Direct children to complete the sentence at the top of the workbook page. Assist children who don't know how to write their names yet.)

b. Everybody, touch the story picture. ✓

The ant and the crow are saying things, but words are missing. You'll complete them, and you'll label the crow and the ant.

c. Raise your hand when you can tell me what the ant should be saying. ✓

- What should the ant be saying? (Call on a child.) *I need to go home.*
- Yes, the ant should be saying, "I need to go home."
- Everybody, tell me what the ant should be saying. Get ready. (Signal.)

Story Extension

Exercise 11

See corresponding student sampler page.

Spelling

Some of the words you'll write have the letters **E-E**.

- What sound do the letters **E-E** make? (Signal.) *EEE.*
- What letters will you write for the sound **EEE**? (Signal.) *E-E.*

c. Some of the words you'll write have the letters **A-Y**.

- What sound do the letters **A-Y** make? (Signal.) *AAA.*
- What letters will you write for the sound **AAA**? (Signal.) *A-Y.*

d. Listen: **seem**. What word? (Signal.) *Seem.*

- Say **seem** a sound at a time. Get ready. (Signal 3 times.) *sss . . . EEE . . . mmm.*
- What letter do you write for the sound **sss**? (Signal.) *S.*
- What letters will you write for the sound **EEE**? (Signal.) *E-E.*
- What letter do you write for the sound **mmm**? (Signal.) *M.*
- Spell the word **seem**. Get ready. (Signal 4 times.) *S-E-E-M.*

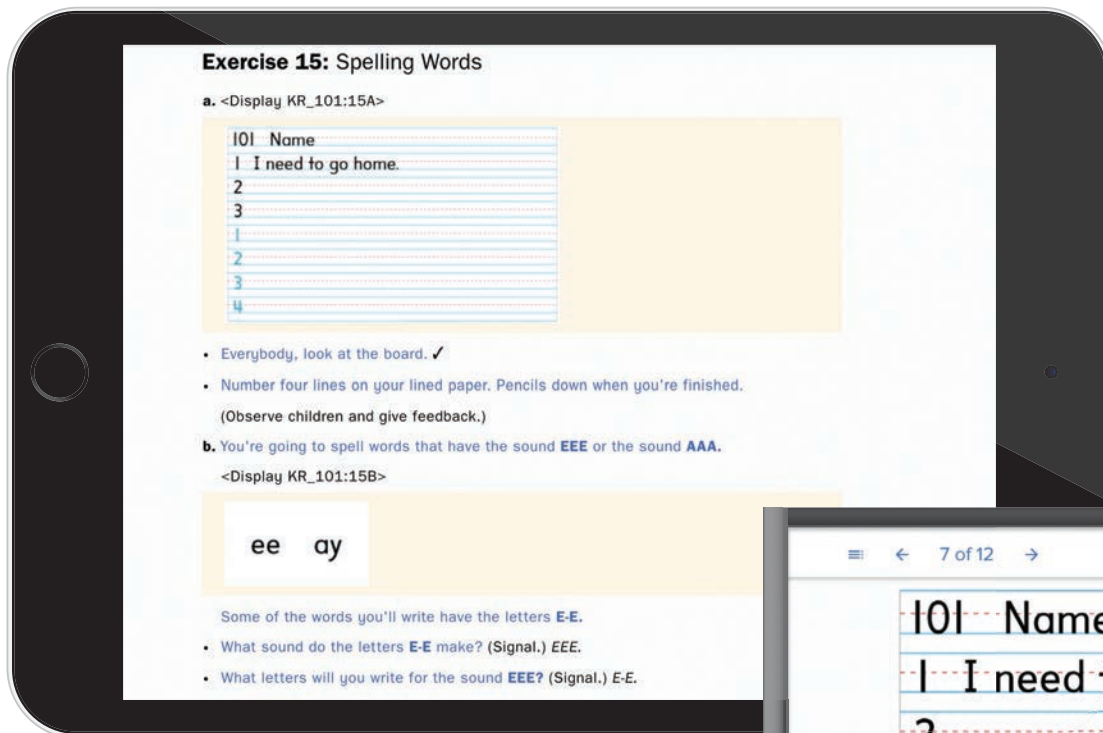
e. Listen: **free**. What word? (Signal.) *Free.*

- Say **free** a sound at a time. Get ready. (Signal 3 times.) *fff . . . rrr . . . EEE.*
- What letter do you write for the sound **fff**? (Signal.) *F.*
- What letter do you write for the sound **rrr**? (Signal.) *R.*
- Spell the word **free**. Get ready. (Signal 4 times.) *F-R-E-E.*

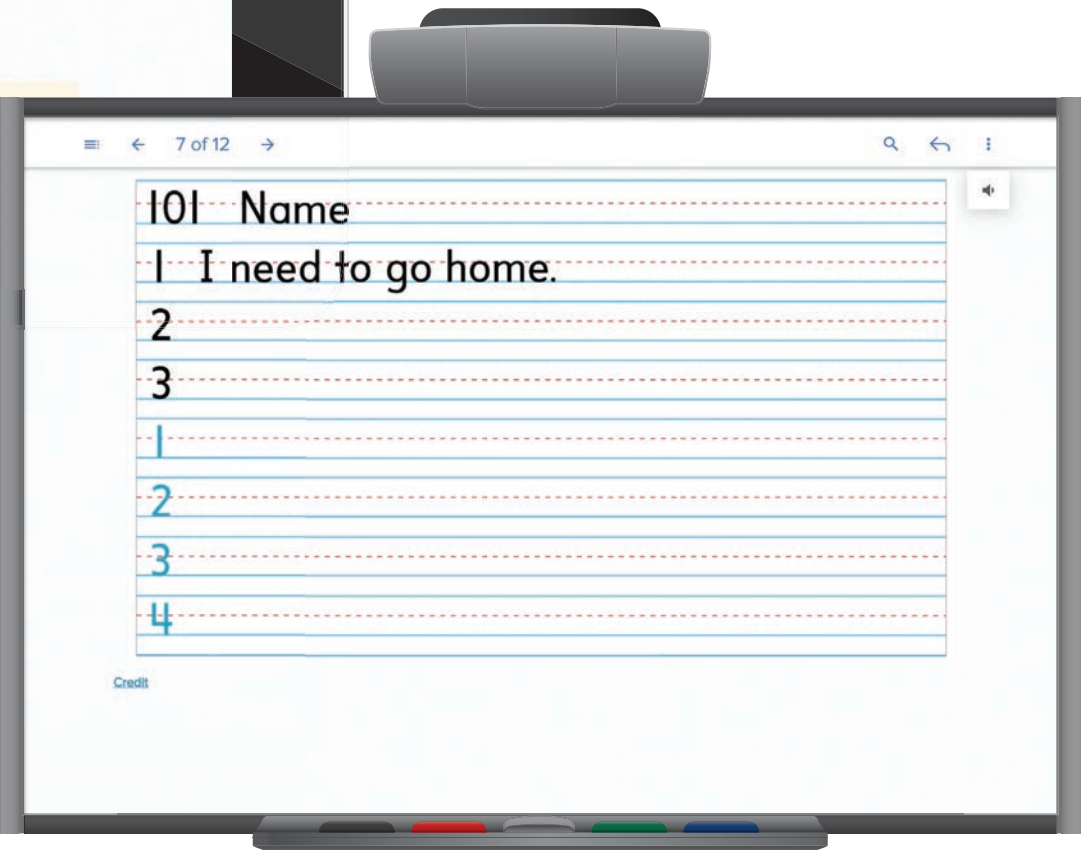
f. Listen: **day**. What word? (Signal.) *Day.*

- Say **day** a sound at a time. Get ready. (Signal twice.) *d . . . AAA.*
- What letter do you write for the sound **d**? (Signal.) *D.*
- What letters will you write for the sound **AAA**? (Signal.) *A-Y.*

Exercise 15



Spelling



Exercise 15

Exercise 15 Display

Reading Lesson 101

STUDENT TEXTBOOK

101

1. hug
2. run
3. up

1. was
2. to
3. said
4. do

1. hear
2. hope
3. greet
4. land
5. go
6. can

1. stones
2. miles
3. kissed
4. caves

114

An ant said, "I need to go home." It was five miles to his home. A crow said, "I can take you home. Hold my tail and we will fly."

In no time, the crow and the ant came over an ant hill. The ant told the crow to land. And the ant gave the crow a kiss.

115



STUDENT TEXTBOOK



Reading Lesson 101

STUDENT WORKBOOK

101

My name is _____.

I need to go _____.

Hold my tail and _____.

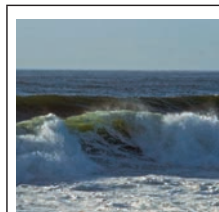
we will _____.



hike fly crow home ant tail

meal	nail	mail	<u>meal</u>	mail
rail	mole	meat	4	3
nail	mean	meal	real	sail
seal	meal	mill	mail	tail
mole	mail	fail	nail	meal

Side 1



weeds
win
wins
waves



sit
sits
hike
hide



trip
try
train
trains



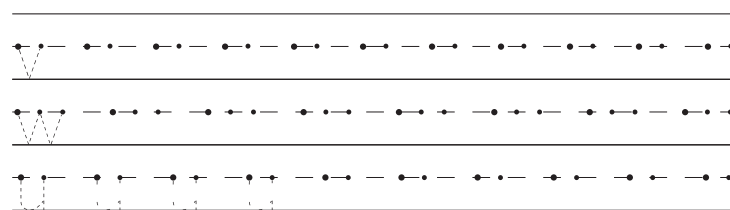
fry
spy
fly
try



tail
tails
toads
toad



know
snow
slow
low



Side 2

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Reading Mastery Test 11

STUDENT ASSESSMENT

TEST 11
110

My name is _____.



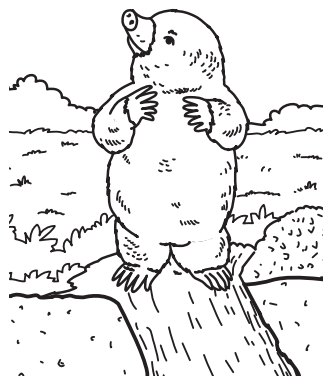
- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |



It was five miles to an ant home.
A crow said, "I can take you home.
Hold my tail and we will fly."



A Mole



A mole likes to _____

Side 1

TEST 11



b



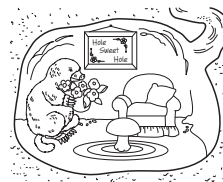
oa

ay

ea

- | | | |
|----------|------------------|----------------|
| 1. dug | 1. <u>play</u> | 1. <u>come</u> |
| 2. big | 2. <u>ears</u> | 2. <u>have</u> |
| 3. stick | 3. <u>didn't</u> | 3. <u>from</u> |
| 4. grab | 4. <u>asked</u> | 4. <u>of</u> |
| 5. waves | 5. <u>hiked</u> | 5. <u>into</u> |

I have a fine _____



A mole had a fine home. That home was in a hole.

Side 2

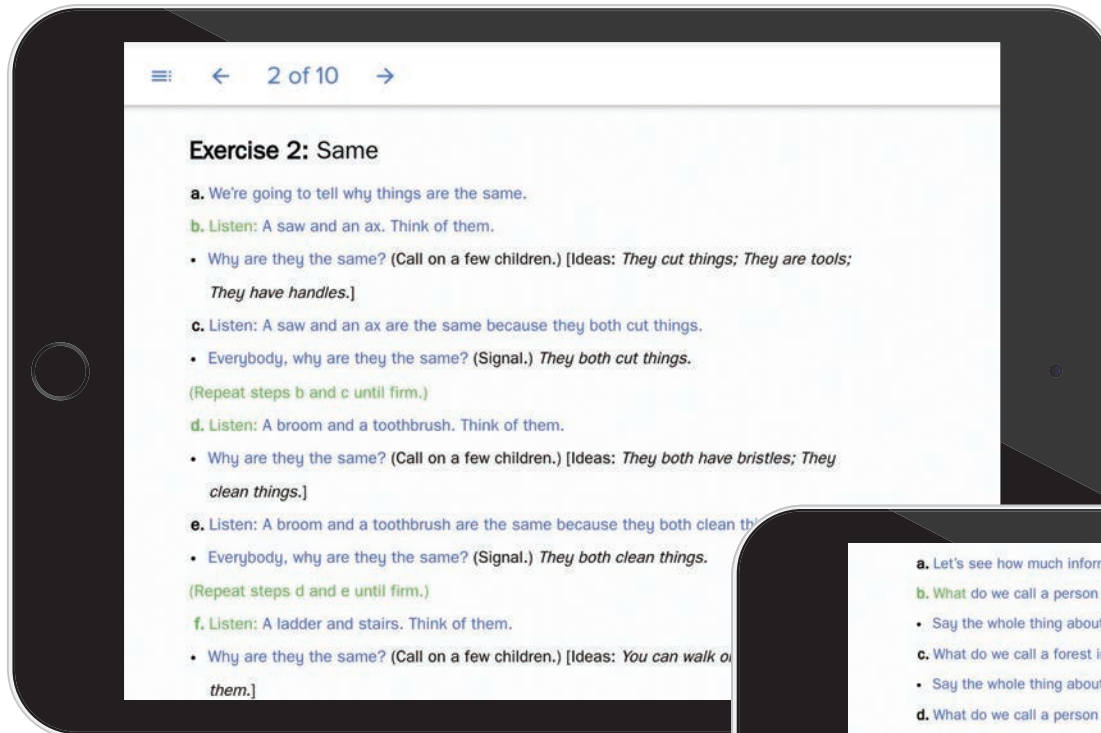


The mole played with cats at a lake. He had fun.

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Language Arts Lesson 115

TEACHER EXPERIENCE



2 of 10

Exercise 2: Same

a. We're going to tell why things are the same.

b. Listen: A saw and an ax. Think of them.

- Why are they the same? (Call on a few children.) [Ideas: *They cut things; They are tools; They have handles.*]

c. Listen: A saw and an ax are the same because they both cut things.

- Everybody, why are they the same? (Signal.) *They both cut things.*

(Repeat steps b and c until firm.)

d. Listen: A broom and a toothbrush. Think of them.

- Why are they the same? (Call on a few children.) [Ideas: *They both have bristles; They clean things.*]

e. Listen: A broom and a toothbrush are the same because they both clean things.

- Everybody, why are they the same? (Signal.) *They both clean things.*

(Repeat steps d and e until firm.)

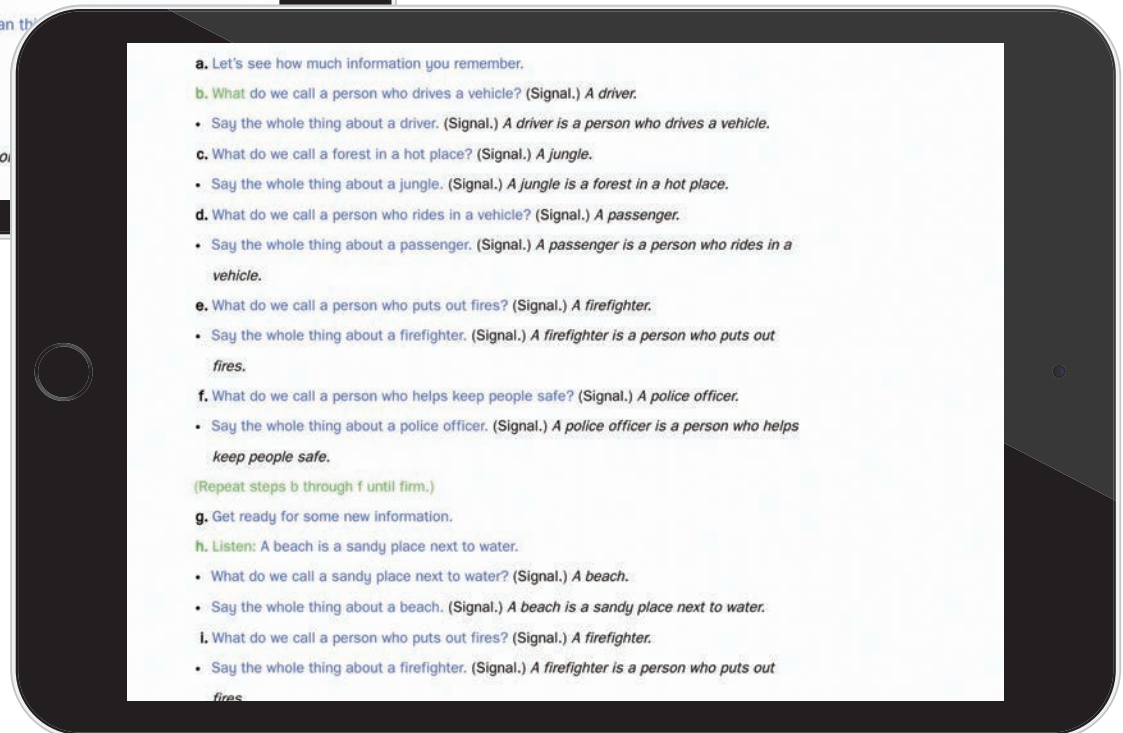
f. Listen: A ladder and stairs. Think of them.

- Why are they the same? (Call on a few children.) [Ideas: *You can walk on them.*]

Exercise 2

Explicit instruction in common information builds background knowledge.

Oral exercises about things that are the same develop vocabulary.



a. Let's see how much information you remember.

b. What do we call a person who drives a vehicle? (Signal.) *A driver.*

- Say the whole thing about a driver. (Signal.) *A driver is a person who drives a vehicle.*

c. What do we call a forest in a hot place? (Signal.) *A jungle.*

- Say the whole thing about a jungle. (Signal.) *A jungle is a forest in a hot place.*

d. What do we call a person who rides in a vehicle? (Signal.) *A passenger.*

- Say the whole thing about a passenger. (Signal.) *A passenger is a person who rides in a vehicle.*

e. What do we call a person who puts out fires? (Signal.) *A firefighter.*

- Say the whole thing about a firefighter. (Signal.) *A firefighter is a person who puts out fires.*

f. What do we call a person who helps keep people safe? (Signal.) *A police officer.*

- Say the whole thing about a police officer. (Signal.) *A police officer is a person who helps keep people safe.*

(Repeat steps b through f until firm.)

g. Get ready for some new information.

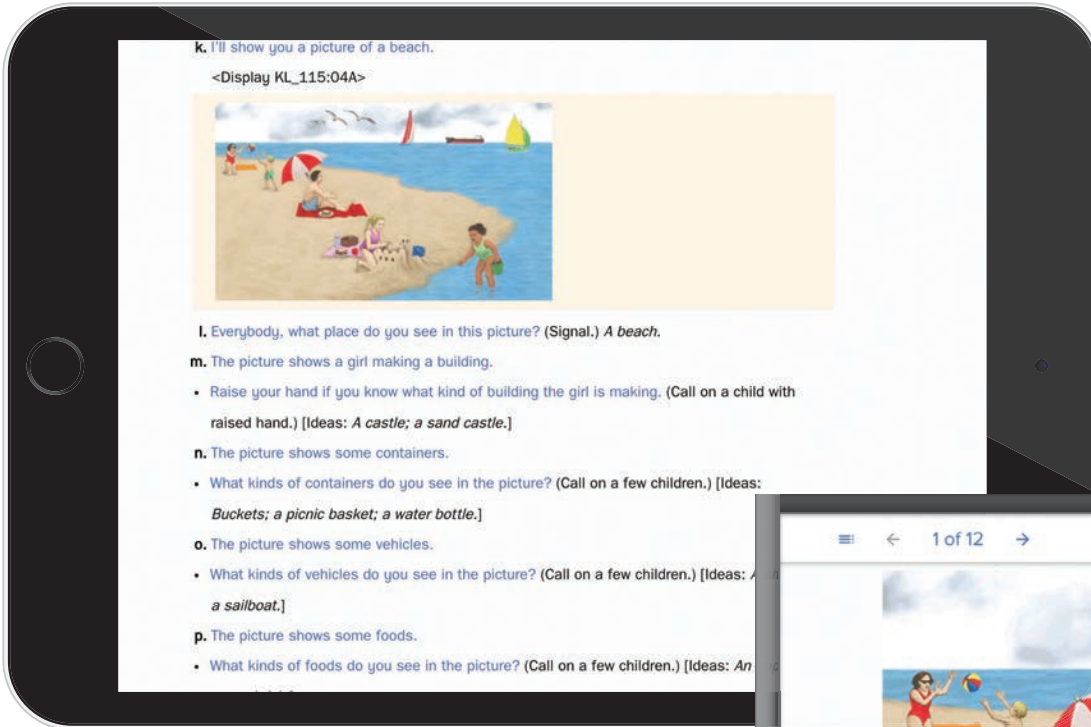
h. Listen: A beach is a sandy place next to water.

- What do we call a sandy place next to water? (Signal.) *A beach.*
- Say the whole thing about a beach. (Signal.) *A beach is a sandy place next to water.*

i. What do we call a person who puts out fires? (Signal.) *A firefighter.*

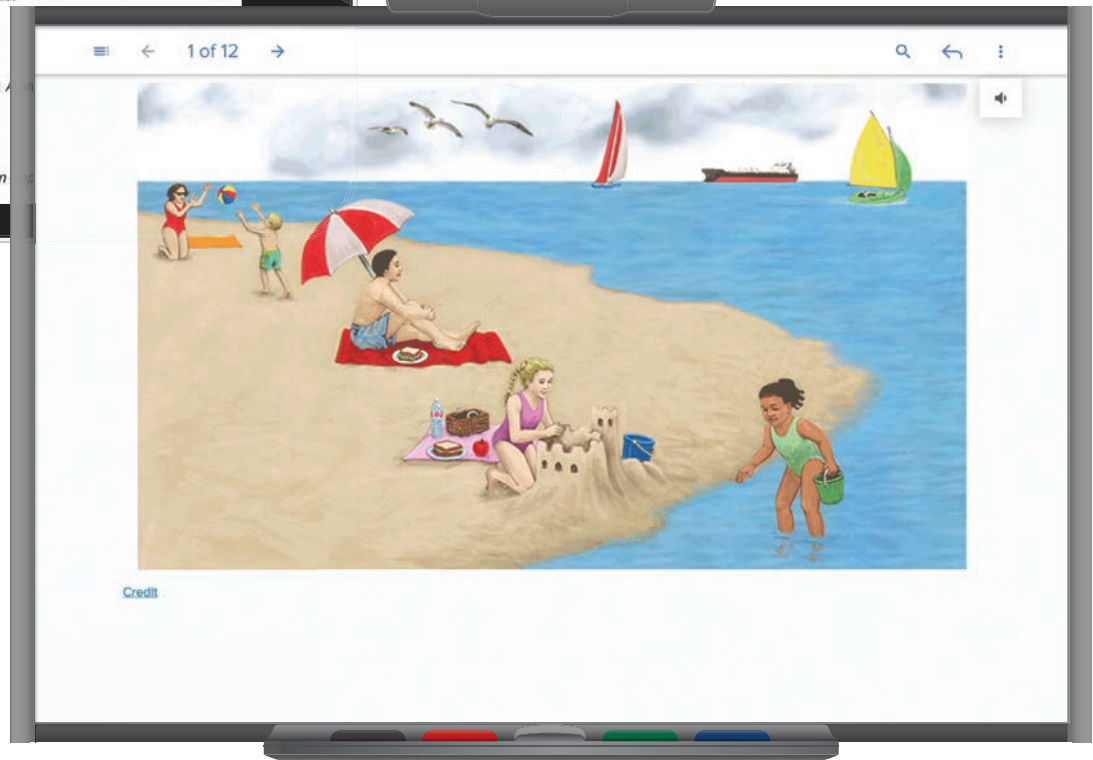
- Say the whole thing about a firefighter. (Signal.) *A firefighter is a person who puts out fires.*

Exercise 4



Application of previous information reinforces mastery learning.

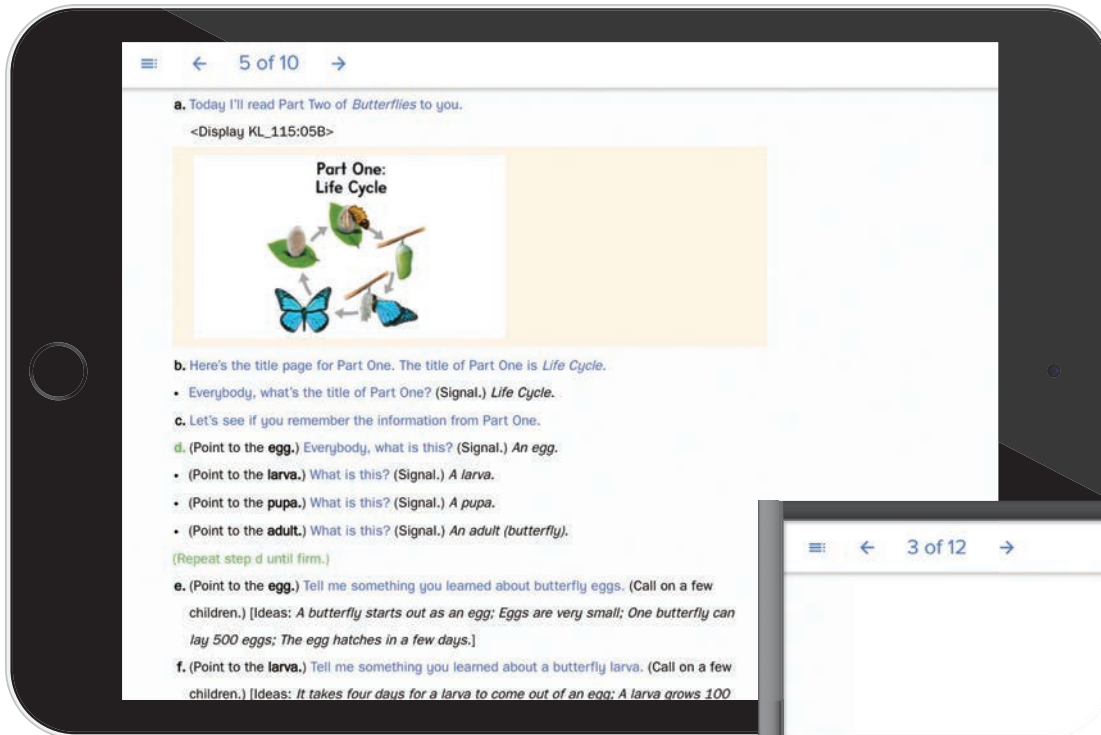
Exercise 4



Exercise 4 Display

Language Arts Lesson 115

TEACHER EXPERIENCE

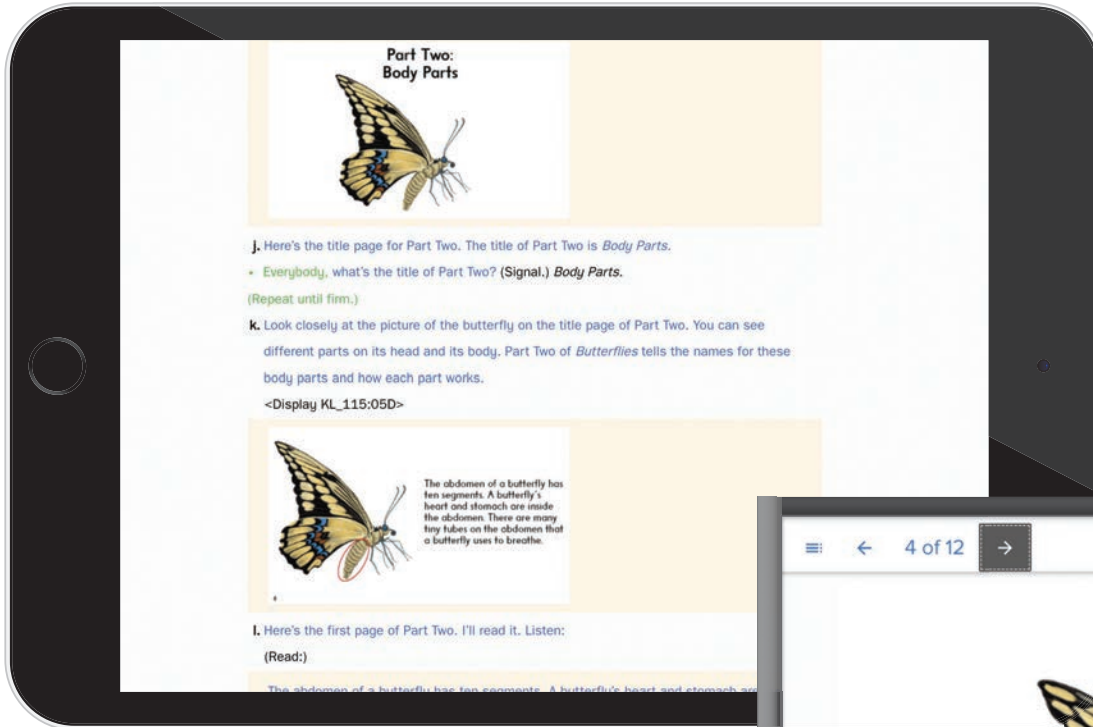


Exercise 5

Link new information to existing background knowledge.

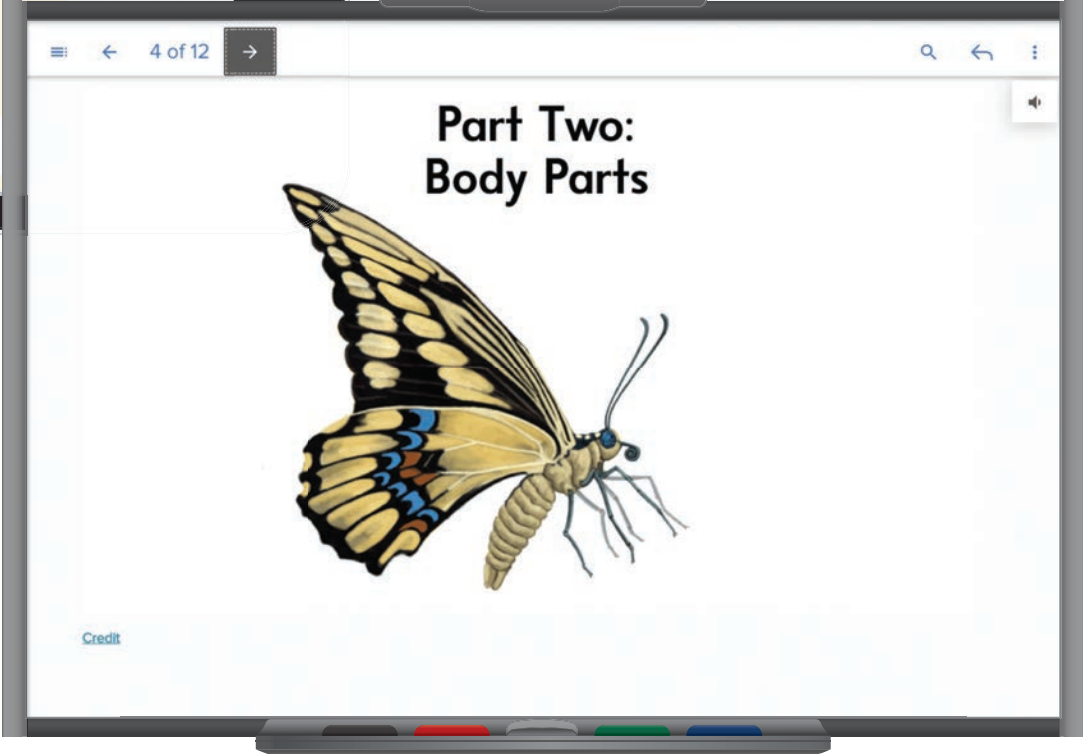


Exercise 5 Display



Exercise 5

Informational Text

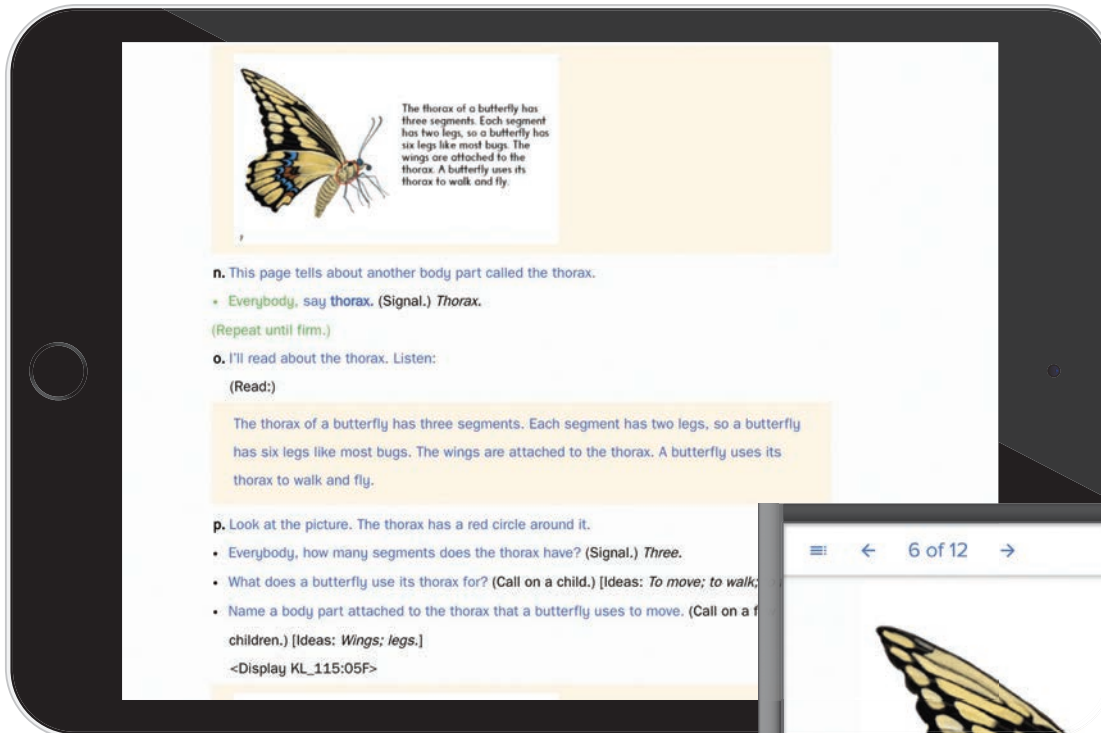


Exercise 5 Display

Language Arts Lesson 115

TEACHER EXPERIENCE

Academic Vocabulary



The thorax of a butterfly has three segments. Each segment has two legs, so a butterfly has six legs like most bugs. The wings are attached to the thorax. A butterfly uses its thorax to walk and fly.

n. This page tells about another body part called the thorax.

- Everybody, say thorax. (Signal.) *Thorax.*

(Repeat until firm.)

o. I'll read about the thorax. Listen:

(Read:)

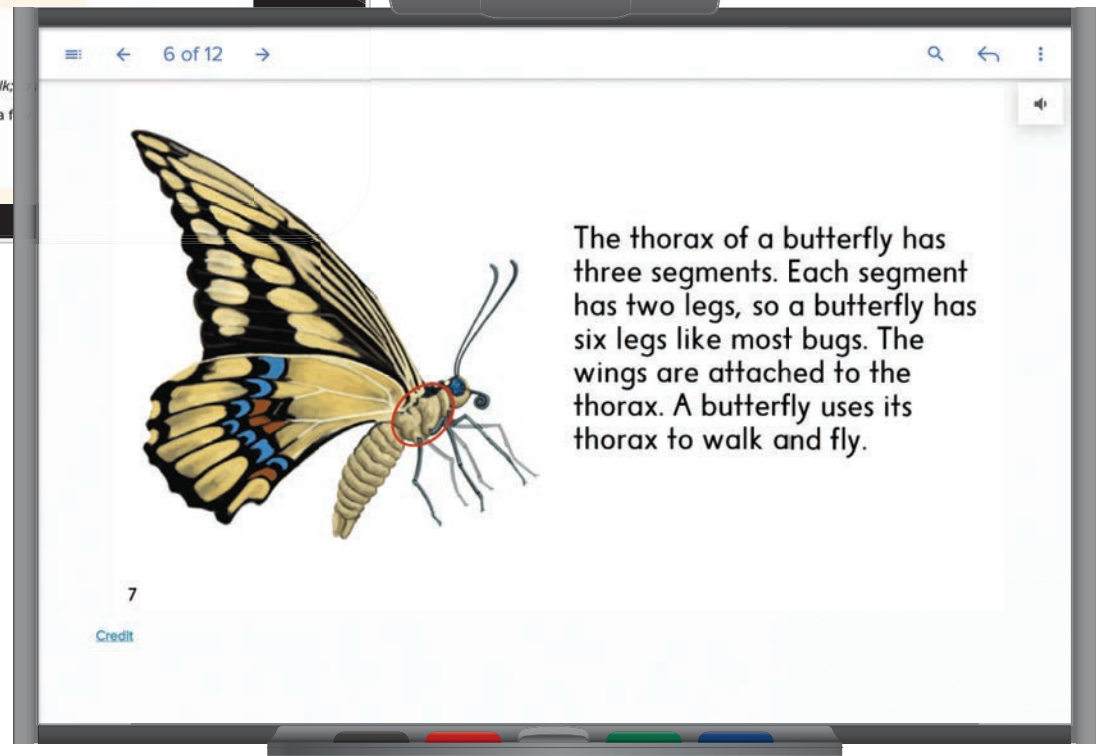
The thorax of a butterfly has three segments. Each segment has two legs, so a butterfly has six legs like most bugs. The wings are attached to the thorax. A butterfly uses its thorax to walk and fly.

p. Look at the picture. The thorax has a red circle around it.


- Everybody, how many segments does the thorax have? (Signal.) *Three.*
- What does a butterfly use its thorax for? (Call on a child.) [Ideas: *To move; to walk;*
- Name a body part attached to the thorax that a butterfly uses to move. (Call on a child.) [Ideas: *Wings; legs.*

<Display KL_115:05F>

Exercise 5



6 of 12

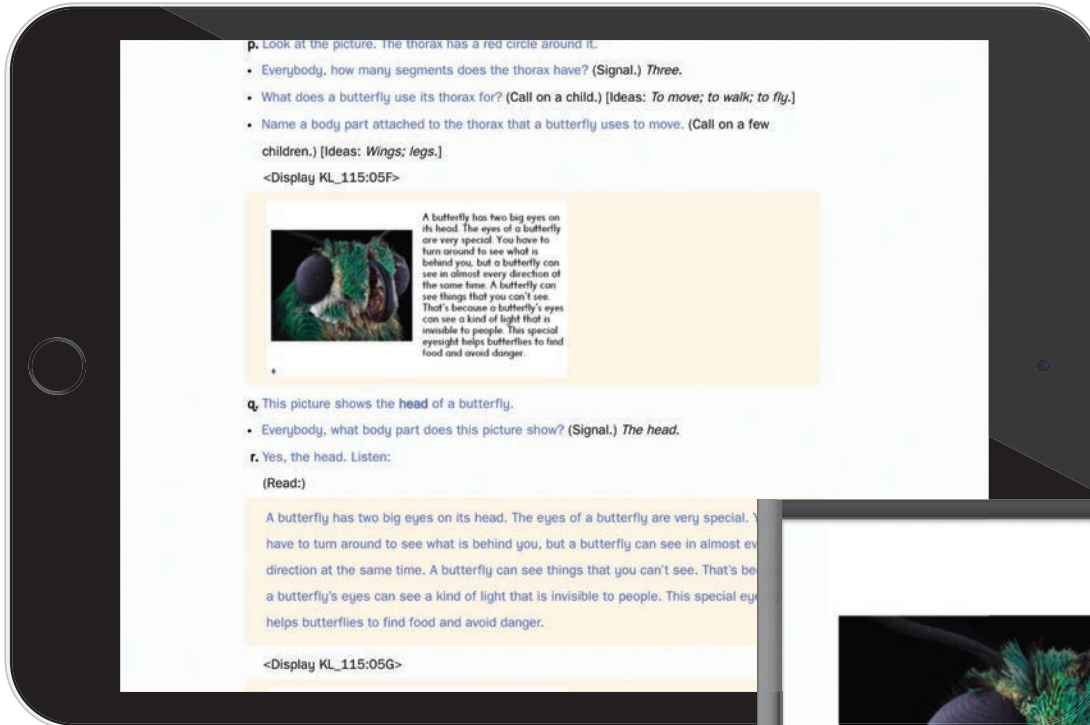


The thorax of a butterfly has three segments. Each segment has two legs, so a butterfly has six legs like most bugs. The wings are attached to the thorax. A butterfly uses its thorax to walk and fly.

7

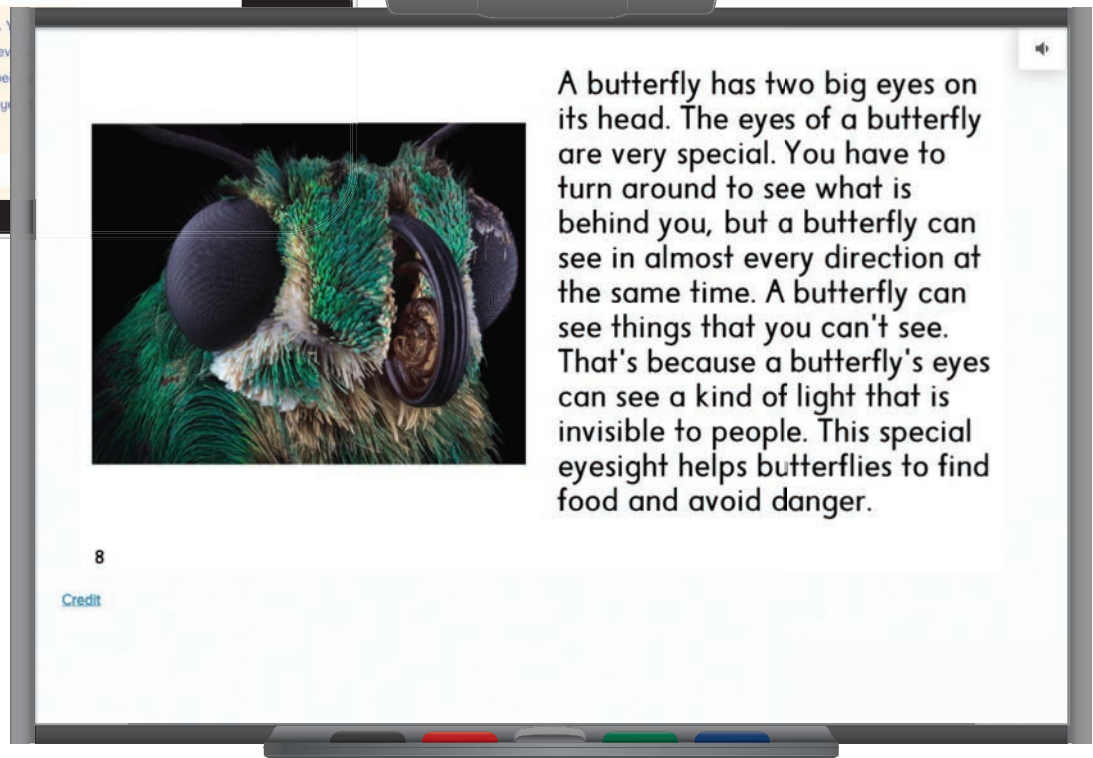
Credit

Exercise 5 Display



Exercise 5

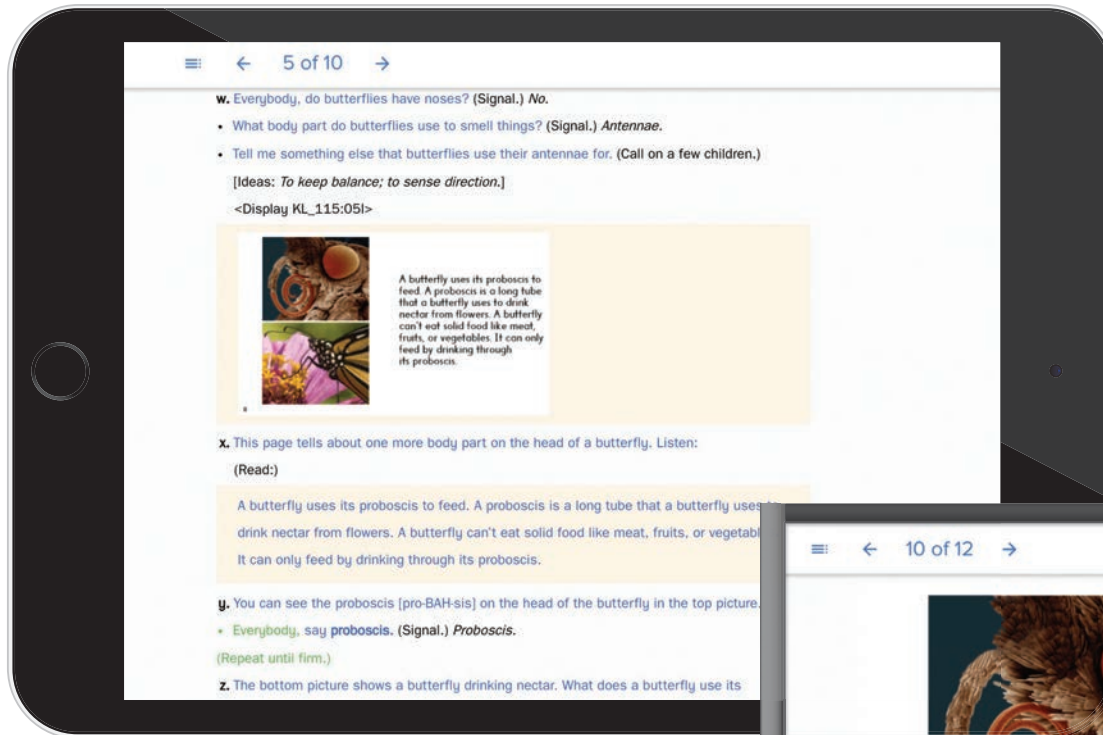
Engaging, realistic photos provides concrete meaning for academic vocabulary.



Exercise 5 Display

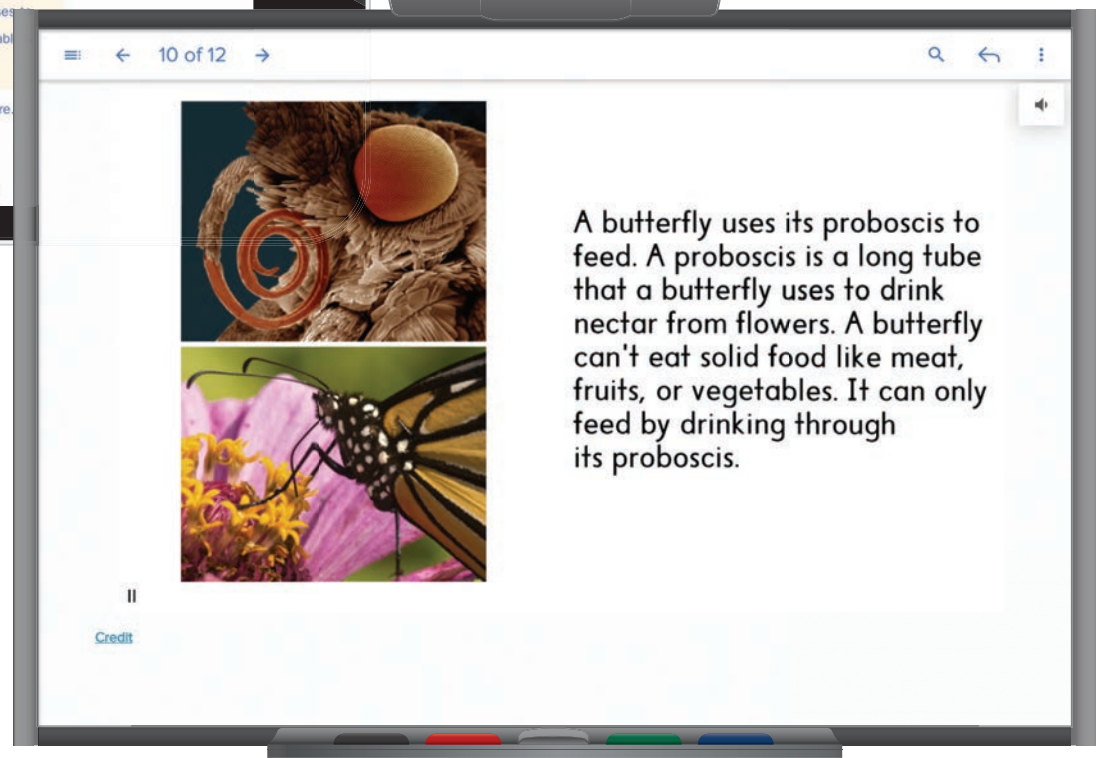
Language Arts Lesson 115

TEACHER EXPERIENCE



Exercise 5

Engaging, realistic photos provides concrete meaning to new vocabulary words.



Exercise 5 Display

Exercise 6: Same/Different

Distribute worksheets for Lesson 115 to the children. Each child will need a pencil and a box of crayons.

a. Find the big number 115 at the top of your worksheet and touch it. ✓

- Everybody, write your name on your worksheet. Put your pencil down when you're done. ✓

b. Find the first box. ✓

c. There are three things in each box. Two of those things are the same in some way. One thing is different from the others.

d. Touch the first box. ✓

- Draw a line to connect the two things that you would see in the same place. ✓
- Cross out the thing that would be in a different place. ✓

Independent Work

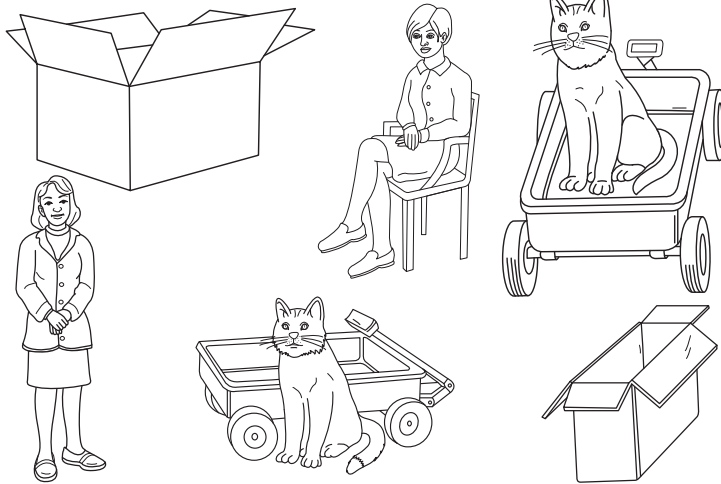
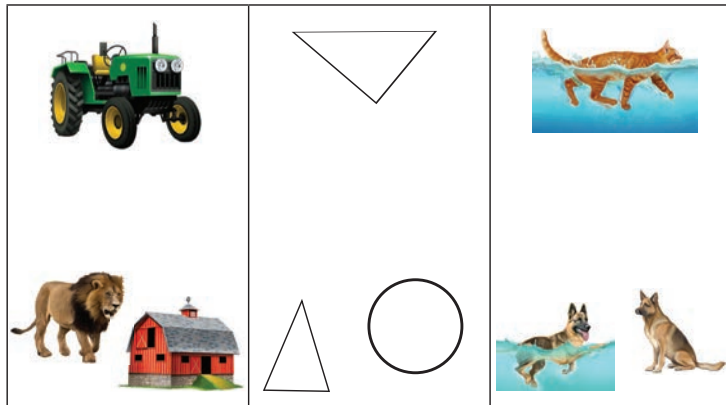
Exercise 6

See corresponding student sampler page.

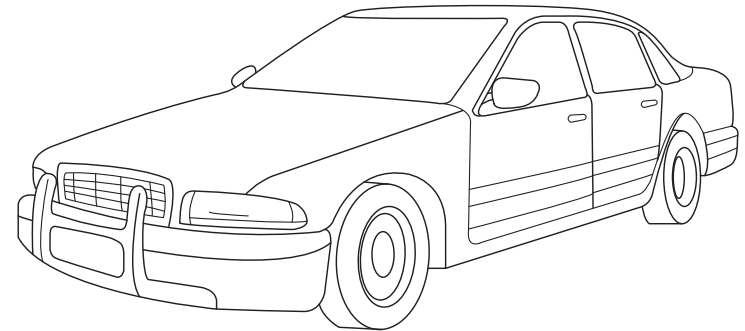
Language Arts Lesson 115

STUDENT WORKBOOK

115



Side 1



Side 2

Language Arts Mastery Test 12

STUDENT ASSESSMENT

TEST 12

5



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2

TEST 12

6

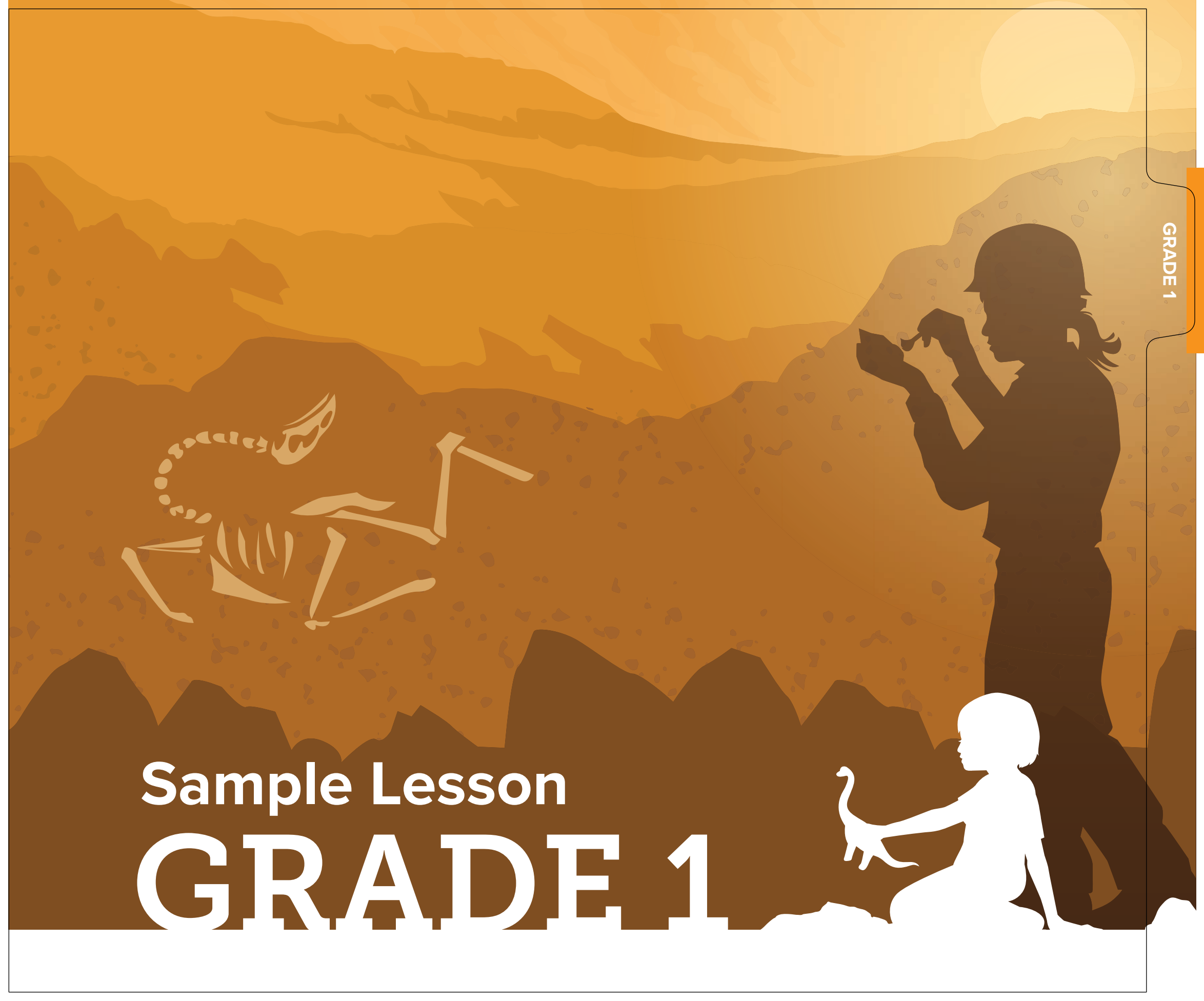


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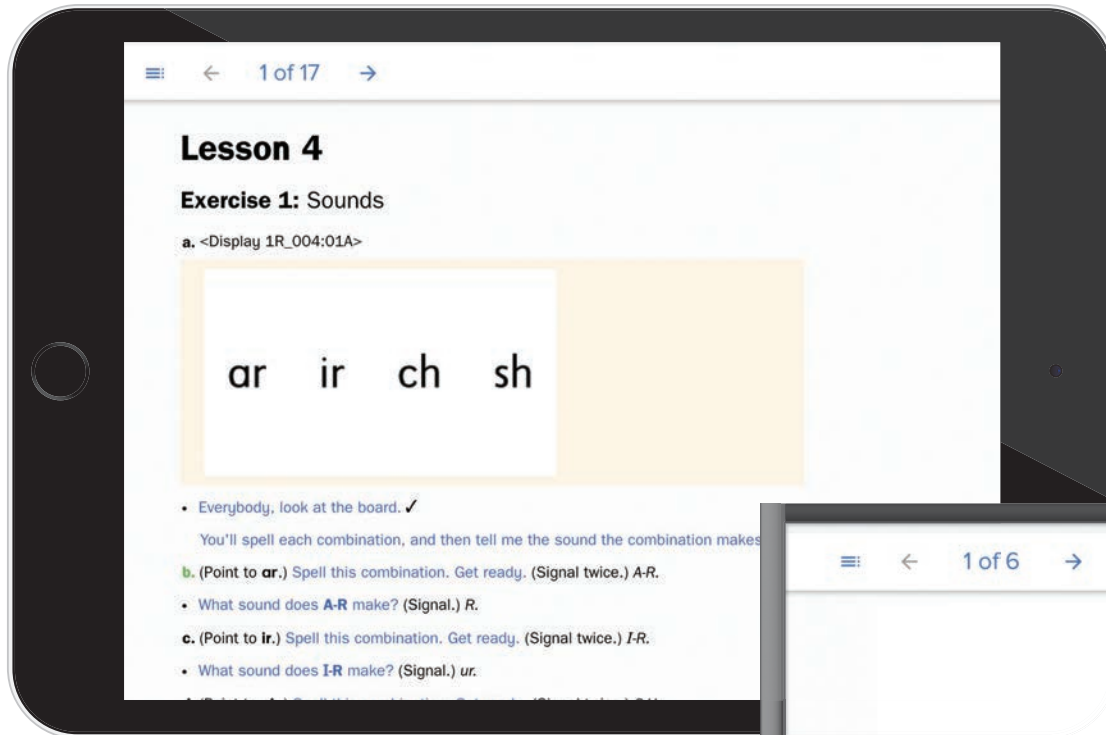
Sample Lesson

GRADE 1



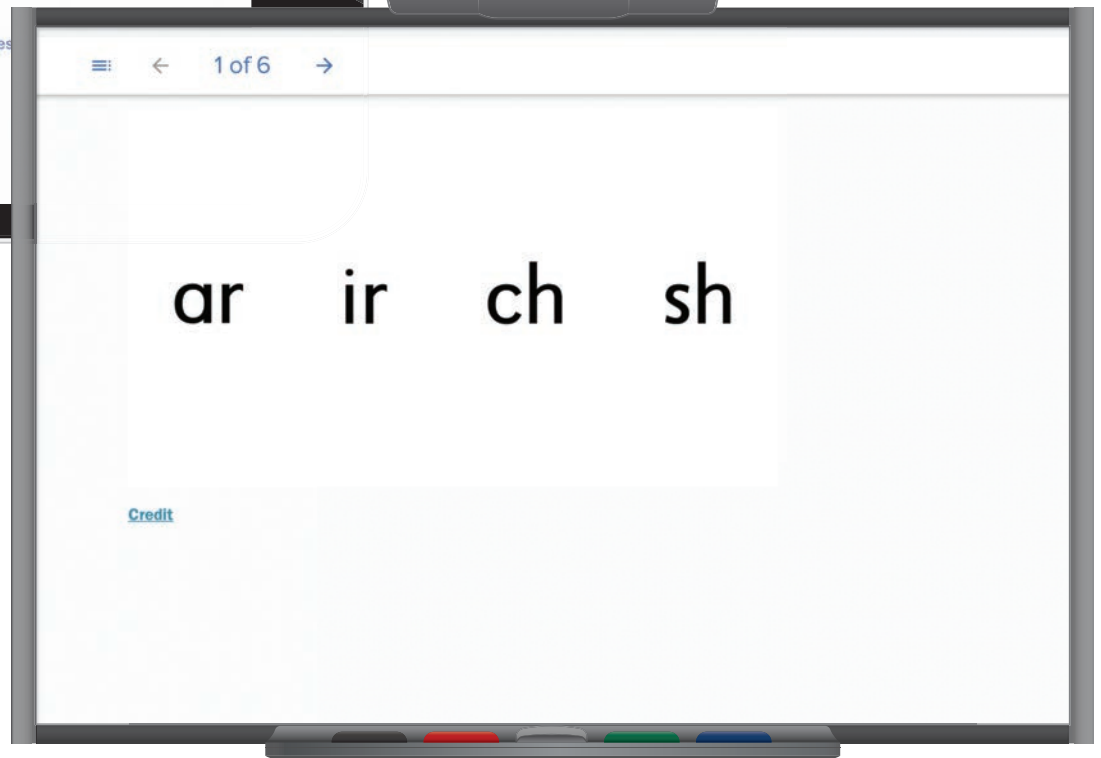
Reading Lesson 4

TEACHER EXPERIENCE



Exercise 1

Practicing Sounds



Exercise 1 Display

Reading Words

Exercise 3: Reading Words

Words with o (as uh)

a. Touch the words on the sand. ✓

1. sgme
2. cgme
3. dgne
4. ngne
5. gne

The letter **O** makes a funny sound in each of these words.

The **E** in each word is not blue, but it doesn't make a sound.

I'll spell each word. Then you'll tell me the word.

b. Word 1 is spelled **S-O-M-E**. What word? (Signal.) *Some*.

c. Word 2 is spelled **C-O-M-E**. What word? (Signal.) *Come*.

d. Word 3 is spelled **D-O-N-E**. What word? (Signal.) *Done*.

e. Word 4 is spelled **N-O-N-E**. What word? (Signal.) *None*.

f. Word 5 is spelled **O-N-E**. What word? (Signal.) *One*.

g. Let's read those words again, the fast way.

- Word 1. What word? (Signal.) *Some*.
- Word 2. What word? (Signal.) *Come*.
- Word 3. What word? (Signal.) *Done*.
- Word 4. What word? (Signal.) *None*.

Exercise 3

See corresponding student sampler page.

Blending

Exercise 4: Reading Words

a. Touch the words on the pier. ✓

1. easy
2. yell
3. filled
4. rolls
5. sole
6. fear

You'll say the sounds for each word.

b. Word 1 is **easy**. What word? (Signal.) *Easy*.

- Touch and say the sounds. Get ready. (Signal 3 times.) *EEE . . . [zzz/sss] . . . EEE*.

• What word? (Signal.) *Easy*.

Yes, that was **easy**.

c. Word 2. Get ready. (Signal 3 times.) *yEEE . . . eee . . . ill*.

- What word? (Signal.) *Yell*.

Please don't **yell**.

d. Word 3. Get ready. (Signal 4 times.) *fff . . . iii . . . ill . . . d*.

- What word? (Signal.) *Filled*.

Yes, she **filled** the bottle.

e. Word 4. Get ready. (Signal 3 times.) *rrr . . . Ole . . . [zzz/sss]*.

- What word? (Signal.) *Rolls*.

Exercise 4

See corresponding student sampler page.

Reading Lesson 4

TEACHER EXPERIENCE

Story Reading



Better Butter

Part Two

The fox had made a big tub of butter. Who had butter better? No. It was sweet. The fox said, "It will be easy to sell this butter better."
So he filled pots and pans with his butter. He loaded them into his cart. Then he started down the road with his pots and pans. "I have sweet butter for sale," he said.

Some words in this story no longer have any underlines or blue letters.

From now on, that's the way you'll see those words. Don't get fooled.

- Touch and read the title of the story the fast way. Get ready. (Signal for each word.)

Better Butter, Part Two.

- c. I'll call on individual children to read. Everybody, touch the words and follow along.
- Read the first sentence. (Call on a child.) *The fox had made a big tub of butter.*
- Next sentence. (Call on a child to read.) *Was that butter bitter?*
- Next sentence. (Call on a child to read.) *No.*
- Next sentence. (Call on a child to read.) *It was sweet.*
- Next sentence. (Call on a child to read.) *The fox said, "It will be easy to sell this better butter."*
- Next sentence. (Call on a child to read.) *So he filled pots and pans with his butte*

Exercise 8

See corresponding student sampler page.

Follow-up questions ensure comprehension.

- b. Why was this butter better? (Call on a child.) [Ideas: *The butter was sweet; the butter wasn't bitter.*]
- Everybody, did the fox think he would have any trouble selling the butter? (Signal.) *No.*
- Why did he think it would be easy to sell the butter? (Call on a child.) [Ideas: *Because it was better; because it was sweet.*]
- c. Read the next sentence. (Call on a child.) *So he filled pots and pans with his butter.*
- Next sentence. (Call on a child to read.) *He loaded them into his cart.*
- Next sentence. (Call on a child to read.) *Then he started down the road with his pots and pans.*
- Last sentence. (Call on a child to read.) *"I have sweet butter for sale," he said.*
- d. Everybody, what did he fill with butter? (Signal.) *Pots and pans.*
- What did he load the pots and pans of butter into? (Call on a child.) [Ideas: *His cart; a cart.*]
- Then where did he go with his cart? (Call on a child.) *Down the road.*
- e. Look at the picture. ✓
The fox looks pretty happy.
You can see all the pots and pans filled with butter. They are in his cart.
- What does it say on the side of that cart? (Call on a child.) *Sweet, sweet butter.*
- f. Everybody, go to the next page. ✓



Exercise 9

Demonstrate understanding of the central message or lesson.

Exercise 10: Central Message

Better Batter

- a. The story "Better Batter" tries to tell us important things about trust.
- Before the fox made better butter, what kind of butter did he sell to other animals?
(Call on a child.) [Idea: *Bitter butter.*]
- Everybody, did the fox tell the truth about his bitter butter when he sold it to the other animals? (Signal.) *No.*
- So do the other animals trust the fox when he tells them that he has sweet butter?
(Signal.) *No.*
- Why don't the other animals trust the fox? (Call on a child.) [Ideas: *He lied to them before; they think he doesn't tell the truth; they think he's lying again.*]
- b. One of the most important things this story is trying to tell us is: **If you lie, people won't trust you.**
- Everybody, if you lie, will people trust you? (Signal.) *No.*
Right, **if you lie, people won't trust you.**
- Say the sentence. Get ready. (Signal.) *If you lie, people won't trust you.*
- c. Everybody, tell me if the fox is telling the truth about his sweet butter. Get ready. (Signal.) *Yes.*
- He's telling the truth, but do the other animals trust him? (Signal.) *No.*
- d. Another important thing this story is trying to tell us is: **If people don't trust you, you won't believe you.**
- Everybody, if you're telling the truth, but people don't trust you, will they believe you? (Signal.) *No.*

Exercise 10

Retell stories, including key details.

Exercise 11: Story Retell

Better Batter

- a. You're going to retell the second part of the story "Better Batter." I'll retell it first. Listen:
 - The fox had a big tub of sweet butter.**
 - He said that it will be easy to sell.**
 - He loaded a cart with pots and pans filled with his butter.**
 - The fox asked 5 birds near the road if they liked sweet butter.**
 - The birds said that they knew that the fox's butter wasn't sweet.**
 - The birds wouldn't even taste the fox's butter.**
 - Down the road, the fox told a rat that he had sweet butter.**
 - The rat told the fox that he can eat a lot of bad things, but not his butter.**
- b. I'm going to call on a child or two to retell the second part of "Better Batter."
Remember to start the story by telling what the fox had.
(Call on a child. Accept sentences that answer the following sequence of questions:
 - What did the fox have?**
 - How hard did the fox think it would be to sell his better butter?**
 - What containers did the fox put his butter in and what did he put the containers in?**
 - Who did the fox first ask if they liked sweet butter?**
 - What did the birds do?**
 - Down the road who did the fox talk to about his butter?**

Exercise 11

Reading Lesson 4

STUDENT TEXTBOOK



4

1. thank
2. thing
3. sing
4. sang
5. wing
6. hang

1. some
2. come
3. done
4. none
5. one

1. easy
2. yell
3. filled
4. rolls
5. sale
6. fear

1. they
2. there
3. here
4. were

1. sells
2. turned
3. sixth
4. flying

13



Better Batter

Part Two

The fox had made a big tub of butter. Was that butter bitter? No. It was sweet. The fox said, "It will be easy to sell this better butter."

So he filled pots and pans with his butter. He loaded them into his cart. Then he started down the road with his pots and pans. "I have sweet butter for sale," he said.

14



Five birds were near that road. The fox said, "Do you like sweet butter?"

One bird said, "We know the taste of your butter, and it is not sweet. You sold us some last year. It was bitter."

"But this butter is better," the fox said. "Come over here and taste some."

"No thanks," the birds said. "We don't like the taste of your butter."

15



So the fox hiked down the road with his pots and pans. At last, he came to a rat. He told the rat that he had sweet butter.

The rat said, "I can eat a lot of bad things, but not your butter. It is too bitter for me."

More to come.

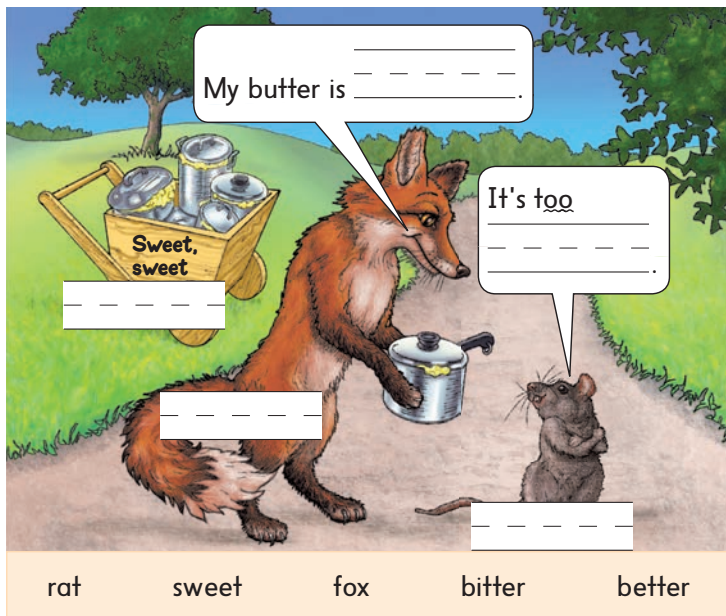
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Reading Lesson 4

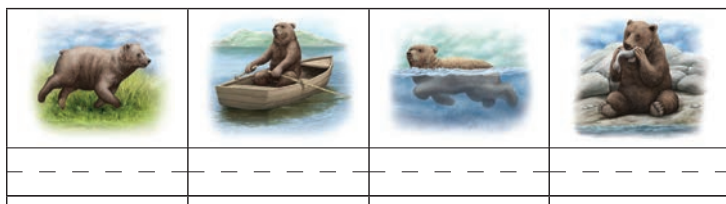
STUDENT WORKBOOK

Name _____

4



rat sweet fox bitter better



boat sleep swim spoke run sell eat

Side 1

1. The fox said, "It will be _____ to sell this better butter."
 • hard • really hard • easy • not easy

2. The fox filled _____.

- pails with butter
- pots with butter
- his cart with pots
- his cart with tubs
- his car with pans
- his cart with pails

3. Who did the fox meet first?

- birds
- a rat
- a turtle
- a farmer

4. Did the birds taste his butter? _____

5. Who did the fox meet next?

- birds
- a rat
- a turtle
- a farmer

6. Did the rat taste his butter? _____

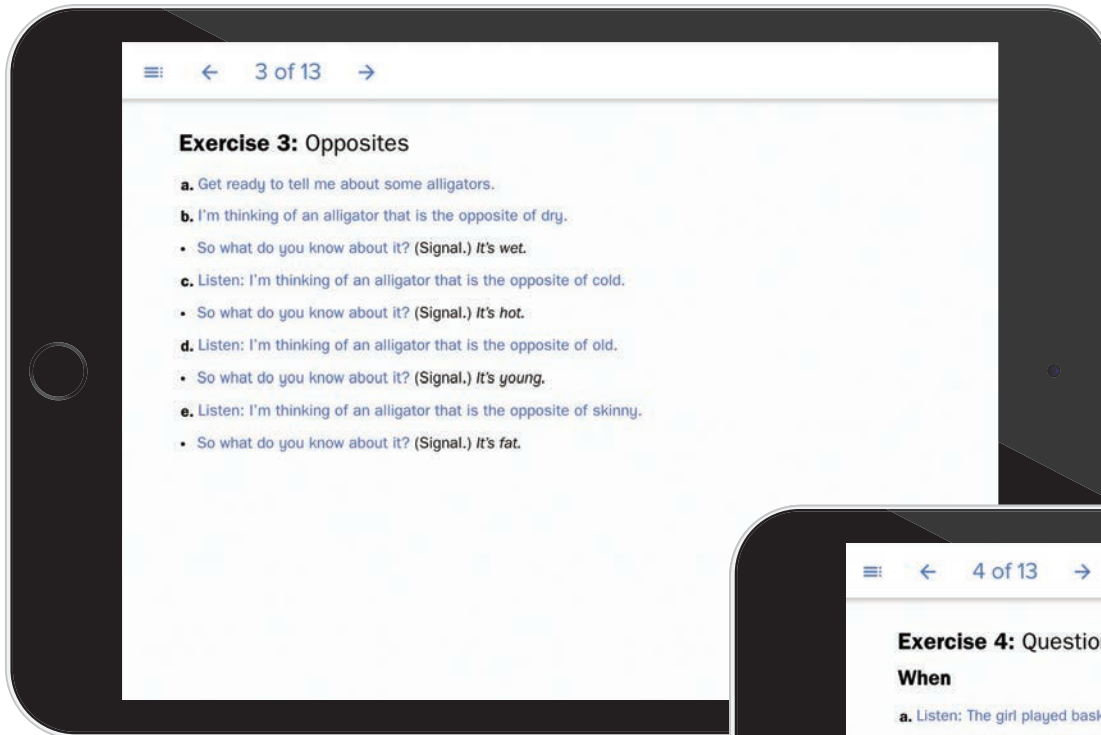
7. How much butter did the fox sell?

- a pan of butter
- a lot
- some
- none

Side 2

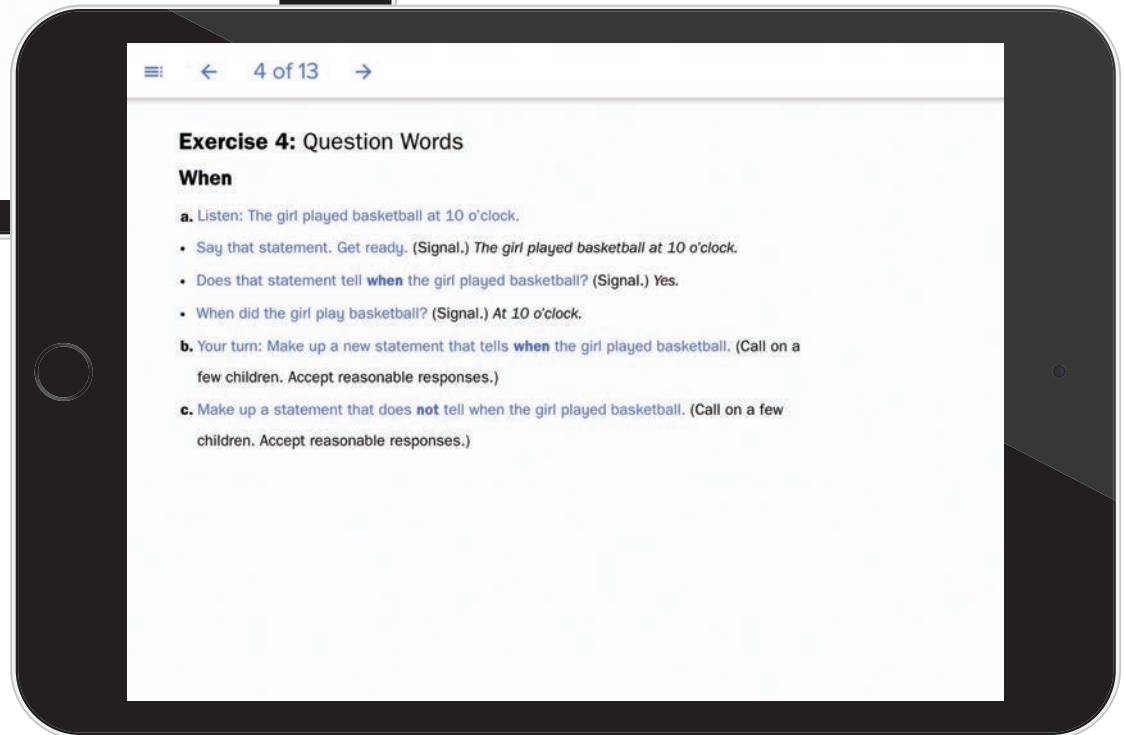
Language Arts Lesson 25

TEACHER EXPERIENCE



Exercise 3

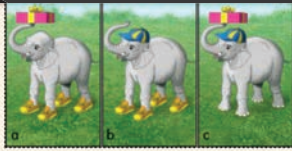
Demonstrate understanding of vocabulary by relating words to their opposites.



Exercise 4

Understand and use question words.

Produce and expand complete descriptive sentences.



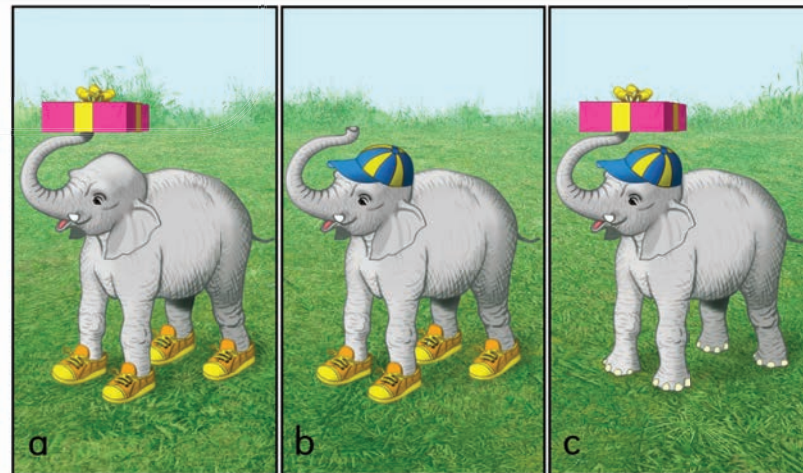
- a. For each elephant, you have to make up a statement that is true. Each statement must be true of only **one** elephant.
- b. (Point to a.) I can make a statement that is true of only Elephant a. Listen: Elephant a is holding a box and wearing shoes.
- Everybody, say that statement. (Signal.) *Elephant a is holding a box and wearing shoes.*
- c. (Point to b.) Make a statement that is true of only Elephant b. Start with the words **Elephant b**. (Signal.) *Elephant b is wearing a hat and wearing shoes.*

Error: Children say Elephant b is wearing a hat.

Correction:

- a. You have to say more about Elephant b. Your statement is also true of Elephant c.
- (Point to b's shoes.) What else can you say about Elephant b? (Signal.) *Elephant b is wearing shoes.*
 - Yes, Elephant b is wearing a hat **and** wearing shoes.
 - Now say the statement that is true of only Elephant b. (Signal.) *Elephant b is wearing a hat and wearing shoes.*
- d. (Point to c.) Make a statement that is true of only Elephant c. (Signal.) *Elephant c is wearing a hat and holding a box.*

Exercise 5

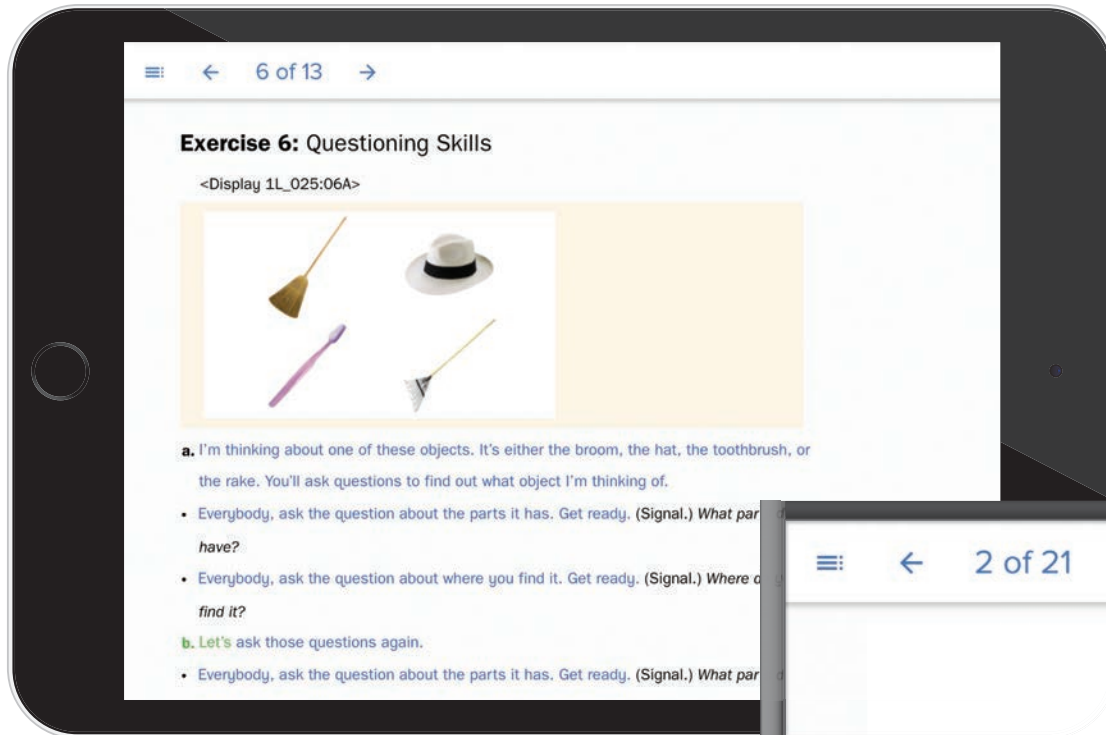


[Credit](#)

Exercise 5 Display

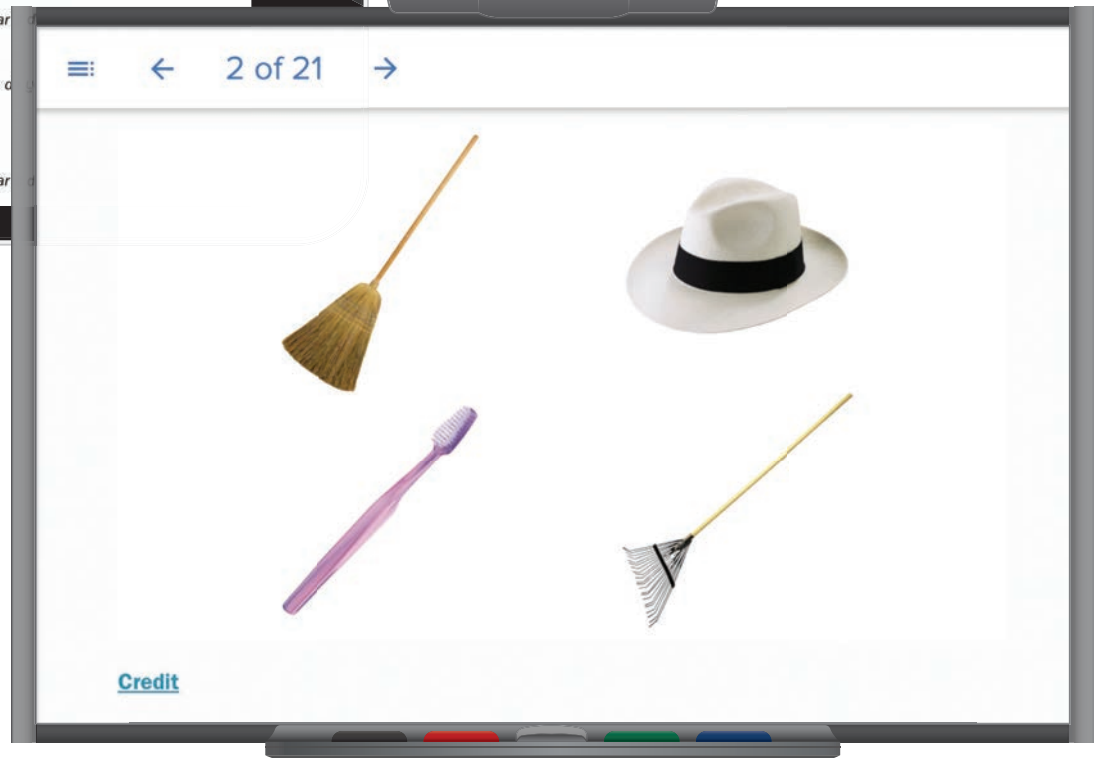
Language Arts Lesson 25

TEACHER EXPERIENCE



Exercise 6

Understand and use question words.



Exercise 6 Display

Identify and define the role of the author and illustrator of a story.

The Cat and the Bell



Retold by Harriet Winfield
Illustrated by Lon Eric Craven

- b. The title of the book is *The Cat and the Bell*.
- Everybody, what's the title? (Signal.) *The Cat and the Bell*.
- c. Is *The Cat and the Bell* a true story or is it make-believe? (Signal.) *Make-believe*.
- Yes, *The Cat and the Bell* is a make-believe story. What do you see in the picture that tells you it is a make-believe story? (Call on a child.) [Idea: *The mice are wearing clothes.*]
- d. The cover says that the story is retold by Harriet Winfield. She didn't make the story up. She is just retelling a story that has been around for a long time. Even though Harriet Winfield did not make up the story, she is the author of this book.
- Everybody, who is the author? (Signal.) *Harriet Winfield*.
- e. The illustrator of a book is the person who made the pictures. Everybody, what do we call the person who made the pictures? (Signal.) *The illustrator*.
- Everybody, what does the illustrator do? (Signal.) *Makes the pictures*.
 - The illustrator of the book is Lon Eric Craven. Everybody, who is the illustrator? (Signal.) *Lon Eric Craven*.

4 of 21

The Cat and the Bell



Retold by Harriet Winfield
Illustrated by Lon Eric Craven

[Credit](#)

Exercise 9

Exercise 9 Display

Language Arts Lesson 25

TEACHER EXPERIENCE


m. Listen. (Read:)

That evening, the mice that were in the palace had a large meeting. The oldest and wisest mouse told the others, "We are here to find a plan that will keep the king's cat from getting rid of all of us. We need good ideas."

n. Why did all the mice in the palace have a meeting? (Call on a child.) [Idea: To find a plan to prevent Lester from getting rid of the mice.]

o. They needed to come up with a plan to stop Lester from getting rid of all the mice. You can see all the mice having a meeting. They are inside a very fancy mouse hole. (Point to the doorway.) Here's the doorway to their meeting room. Most of the mice are wearing some kind of clothing. A couple of mice are even wearing fancy clothes. I think one of the mice must be the cook.

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The first idea came from a mouse that lived on the third floor of the palace. She said, "Well, we could make a fire that would burn the palace down. The cat would have to leave." Another mouse said, "Yes, but we would have to leave as well. There would be no palace left."

Exercise 9

Comprehension questions build higher-order thinking skills.

Comprehension questions build higher-order thinking skills.


p. Listen. (Read:)

The first idea came from a mouse that lived on the third floor of the palace. She said, "Well, we could make a fire that would burn the palace down. The cat would have to leave." Another mouse said, "Yes, but we would have to leave as well. There would be no palace left."

q. How did one of the mice want to solve the problem? (Call on a child.) [Idea: By making a fire that would burn down the palace.]

- What was the problem with that plan? (Call on a child.) [Idea: There would be no palace left, so the mice would also have to leave.]

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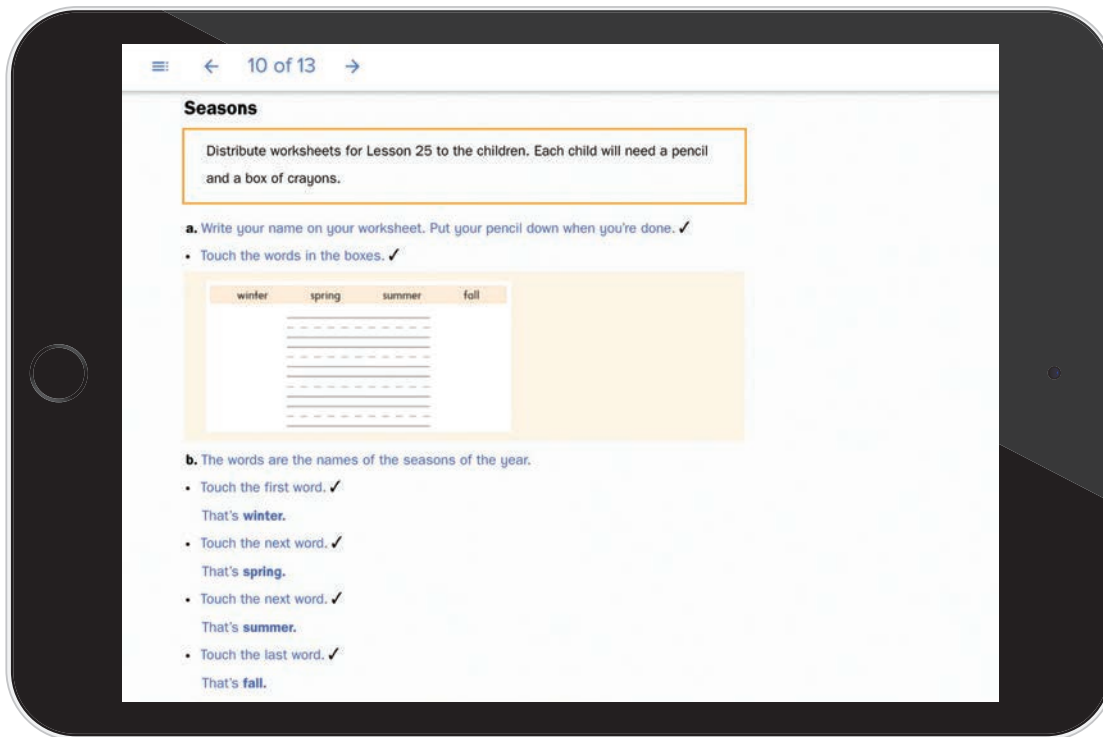


The next idea came from a mouse that lived in the kitchen. He said, "We could get a cat that is bigger and meaner than Lester and let it beat up Lester and scare him away."

r. Listen. (Read:)

The next idea came from a mouse that lived in the kitchen. He said, "We could get a cat that is bigger and meaner than Lester and let it beat up Lester and scare him away."

Exercise 9



Application of information learned to strengthen background knowledge.

Exercise 10

See corresponding student sampler page.

Language Arts Lesson 25

STUDENT WORKBOOK

25

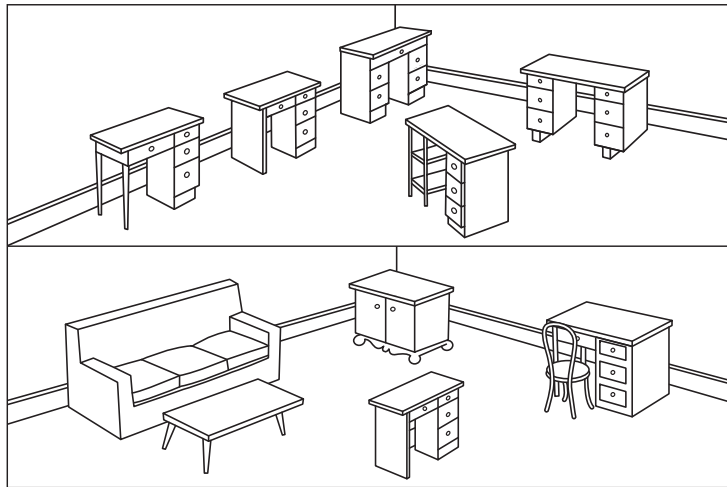
Name _____

winter

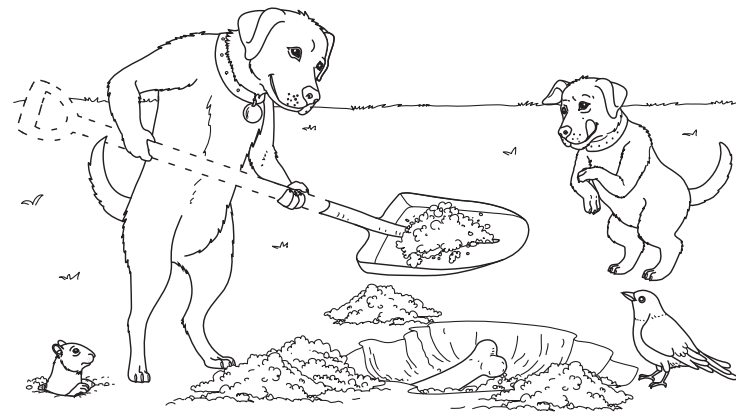
spring

summer

fall



Side 1



Side 2

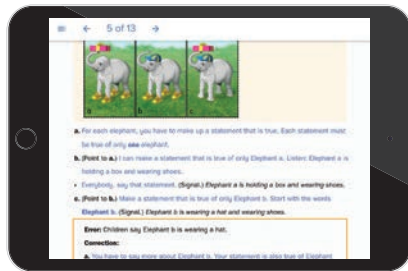
Sample Lesson

GRADE 2



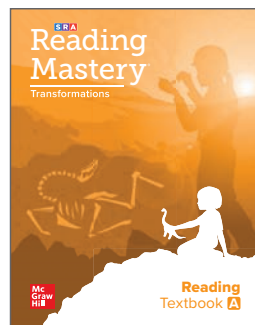
Grade 1

INTRODUCTION



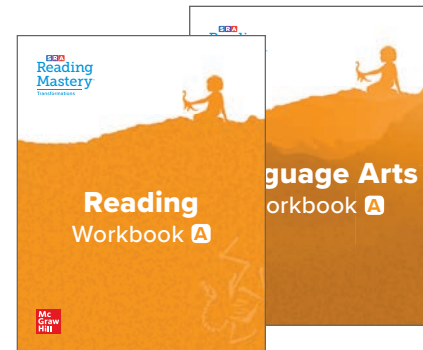
Teacher Experience

- Reading Lesson 4
- Language Arts Lesson 25



Student Textbook

- Reading Lesson 4



Student Workbook

- Reading Lesson 4
- Language Arts Lesson 25

Reading Lesson 4

Reading Lesson 4 begins with practicing *Sounds* and *Word Reading* (Exercises 1 and 3) in the **Teacher Experience**, followed by *Blending* (Exercise 4).

Then, learners use the **Student Textbook** to engage in *Story Reading* (Exercise 8) and answer questions to demonstrate *Comprehension* (Exercise 9).

Next, the teacher helps learners to identify the *Central Message* (Exercise 10) of the story and participate in a *Story Retell* (Exercise 11) activity.

Language Arts Lesson 25

Language Arts Lesson 25 begins with oral exercises in the **Teacher Experience** on *Opposites* (Exercise 3), *Question Words* (Exercise 4), *Description* (Exercise 5), and *Questioning Skills* (Exercise 6).

Then, learners listen while the teacher reads aloud in *Storytelling* (Exercise 9).

Next, learners complete **Student Workbook** activities to demonstrate their understanding of *Information* (Exercise 10).

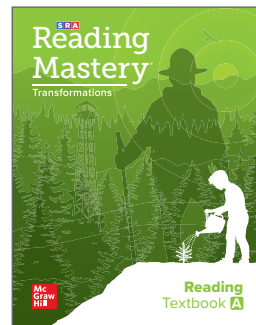
Grade 2

INTRODUCTION



Teacher Experience

- Reading Lesson 56
- Language Arts Lesson 72



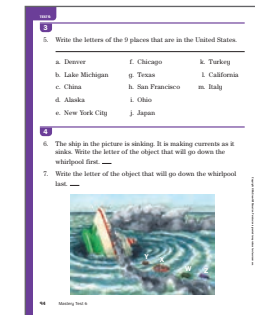
Student Textbook

- Reading Lesson 56



Student Workbook

- Reading Lesson 56
- Language Arts Lesson 72



Assessment

- Reading Mastery Test 6
- Language Arts Mastery Test 8

Reading Lesson 56

Reading Lesson 56 begins with *Vocabulary* and *Poetry* (Exercises 3 and 8) in the **Teacher Experience**.

Then, learners read passages in the **Student Textbook** and *Compare & Contrast Texts* (Exercise 9) and answer *Text-Based Questions* (Exercise 12) about those passages.

Learners complete tasks in **Student Workbook** and **Textbook** Independently. Prior to the 10th lesson in the sequence, the teacher administers the **Assessment** (Mastery Test 6).

Language Arts Lesson 72

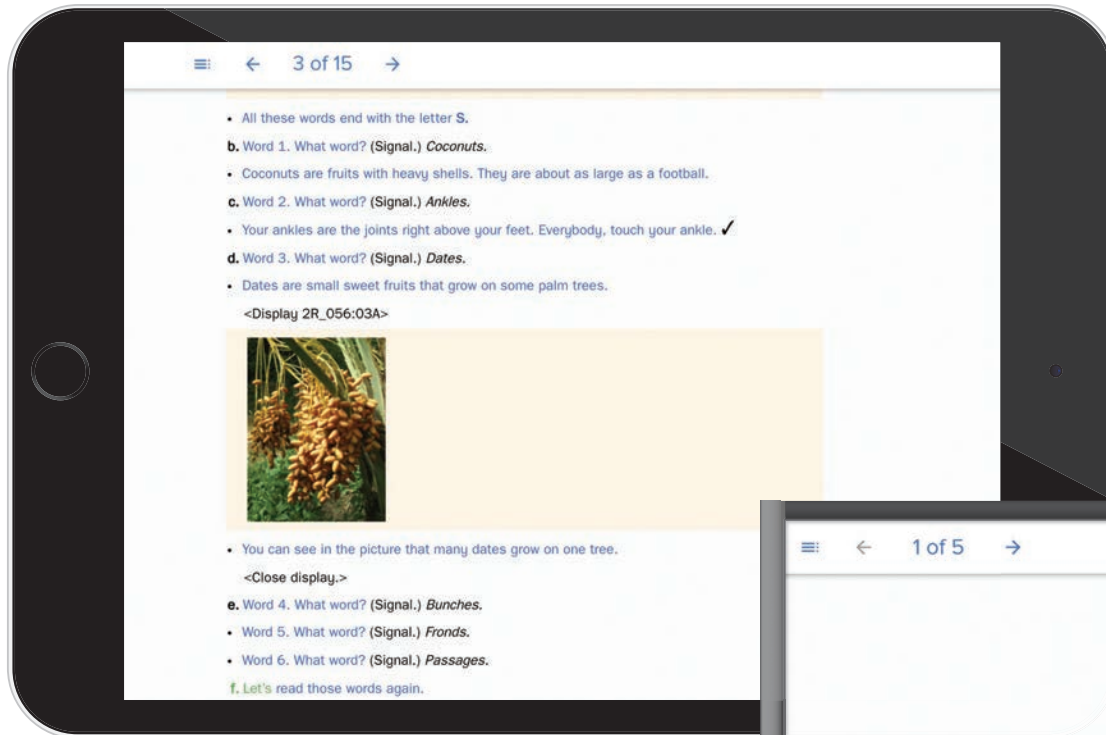
Language Arts Lesson 72 begins with the teacher reading from the **Teacher Experience** an example of *Narrative Text* (Exercise 3) before learners engage in a *Writing* (Exercise 4) activity.

Learners practice *Rearranging Sentences* (Exercise 2) and learn about *Sentence-Level Context* (Exercise 5) before completing **Student Workbook** activities.

Learners complete tasks in **Student Workbook** and **Textbook** Independently. After the 10th lesson in the sequence, the teacher administers the **Assessment** (Mastery Test 8).

Reading Lesson 56

TEACHER EXPERIENCE



Exercise 3

Use information from photos to deepen understanding of vocabulary.



Exercise 3 Display

Describe how words and phrases supply rhythm and meaning in a poem.

b. Read it with me. Get ready. (Signal for each syllable as you and the students read.)

*I say a simple poem
In every place I roam.
I whisper it in school;
And shout at home.*

(Repeat step b until firm.)

c. Which line has a rhythm problem? (Call on a student.) [Idea: *The last line.*]

- Tell me why the words in that line give the wrong rhythm.

(Call on a student.) [Idea: *It doesn't have enough syllables.*]

- How could we change that line so it doesn't have a rhythm problem?

(Call on several students.)

(Praise suggestions that refer to making the line longer, for example: *And say it loud at home: I shout it out at home.*)

- (For each good suggestion:) Tell me why that line fixes the rhythm problem. [Idea: *It has the right number of syllables.*]

<Close display.>

d. Open your workbook to lesson 56 and find part A. ✓

I say a simple poem
In every place I roam.
I whisper it in school;
And

Exercise 8

I say a simple poem
In every place I roam.
I whisper it in school;
And shout at home.

Exercise 8 Display

Reading Lesson 56

TEACHER EXPERIENCE

Compare and contrast information from two texts on the same topic.

9 of 15

j. You're going to compare the important points in the passages.

Passage 1 told some things about salt water that passage 2 did not mention. Raise your hand if you can tell one thing that was in passage 1 but not passage 2.

(Call on several students.)

[Ideas: *Ocean water tastes salty;*
Drinking ocean water makes you thirstier;
Ocean water is heavier than fresh water because it has salt in it;
It's easier to float in ocean water than in fresh water;
Ocean water must get colder than fresh water before it will freeze.

k. Raise your hand if you can tell one thing that was in passage 2 but not passage 1.

(Call on several students.)

[Ideas: *The Great Salt Lake is in Utah;*
Its water is much heavier and saltier than ocean water;
Everybody floats in the Great Salt Lake water.

l. Raise your hand if you can name something that both passages told about. (Call on several students.) [Idea: *Salt water.*]

m. Raise your hand if you can compare those passages. Tell how they are the same and how they are different. (Call on several students.) [Idea: *Both passages tell about salt water, but passage 1 talks about ocean water, and passage 2 talks about the Great Salt Lake water.*]

Exercise 9

Use metacognitive strategies to comprehend what they read.

f. I'm going to read that part again. Close your eyes and get a picture of the place that Linda and Kathy were in.

Linda stood up and looked around. She could see a beach of bright sand. She could see a blue sky and fluffy white clouds. She could see the ocean, stretching out until it met the sky. And she could see the crate, about twenty yards from the water. But she could not see a house, a boat, or any person other than her sister.

- Everybody, is the place they were in pretty? (Signal.) **Yes.**
- Were the girls in a place where other people lived? (Signal.) **No.**

★ Linda and Kathy looked around for something to eat. The girls found a plant that had large bunches of bananas.

g. You can see the bananas in the first picture. They look like they're growing upside down.

After the girls ate all the bananas they could eat, Linda said, "Let's walk down the beach and see if we can find out where we are."

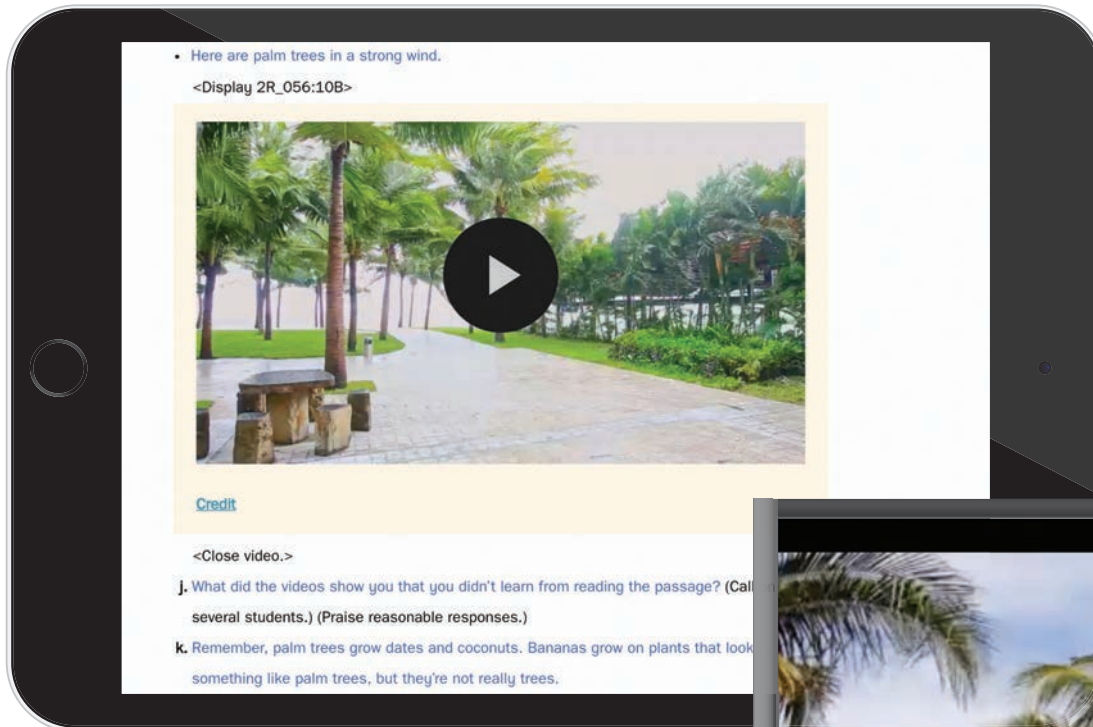
"My feet hurt," Kathy said.

h. Why would her feet hurt? (Call on a student.) [Ideas: *From the salt water; from walking barefoot.*]

"We'll walk slowly," Linda said. So the girls started walking along the beach. They didn't go into the trees beyond the beach, because they were afraid that they would get lost. They walked and walked. They walked until the sun was high in the sky. Linda said,

Exercise 12

Multimedia assets support depth of understanding.



Exercise 10



Exercise 10 Display

Reading Lesson 56

STUDENT TEXTBOOK

56

A

1

1. break
2. echoed
3. enough
4. bananas
5. amount

2

1. coconuts
2. ankles
3. dates
4. bunches
5. fronds
6. passages

3

1. footprints
2. outcome
3. raindrops
4. football

4

1. roam
2. beyond
3. stretching
4. edge
5. fluffy
6. ladder

5

1. raise
2. juice
3. shelves
4. means
5. stepped
6. trunks

B Passage 1

Facts About Ocean Water

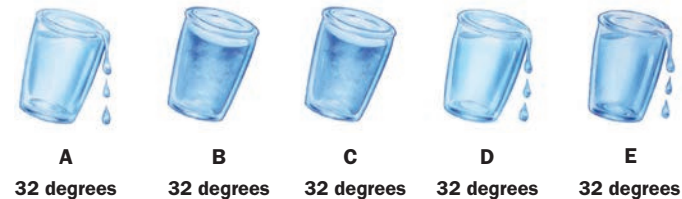
Here are some facts about ocean water:

- Ocean water tastes salty because it has salt in it.
- If you drink a lot of ocean water, you'll get thirstier.
- A bottle of ocean water weighs more than a bottle of fresh water because the ocean water has salt in it.

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- It's easier to float in ocean water than in fresh water.
- Ocean water must get colder than fresh water before it will freeze.

Look at the jars in the picture. Figure out which jars are filled with ocean water.



Passage 2

The Great Salt Lake

If you had a tank and poured 100 glasses of water in it, the water would not be salty. If you added three and a half glasses of salt, the water would now be as salty as ocean water.

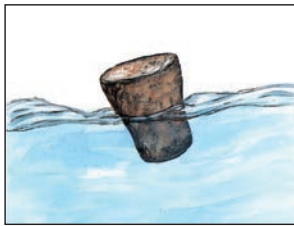


A large lake in the state of Utah has water that is much saltier than ocean water. The map shows Utah and the lake. The lake is named the Great Salt Lake.

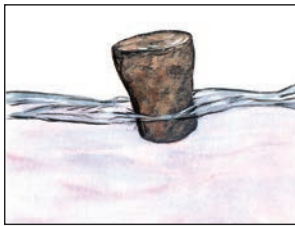
How salty is the water in the Great Salt Lake? The water is about eight times as salty as ocean water. That means it is much heavier than ocean water. It also means that it is very hard not to float in this water.

Lesson 56 187

The pictures show a cork floating in ocean water and the same cork floating in the Great Salt Lake. Which cork has more showing above the water?



Picture A: Cork in ocean water



Picture B: Cork in Great Salt Lake

The way things float in the Great Salt Lake shows you that the water in that lake is much heavier than ocean water.

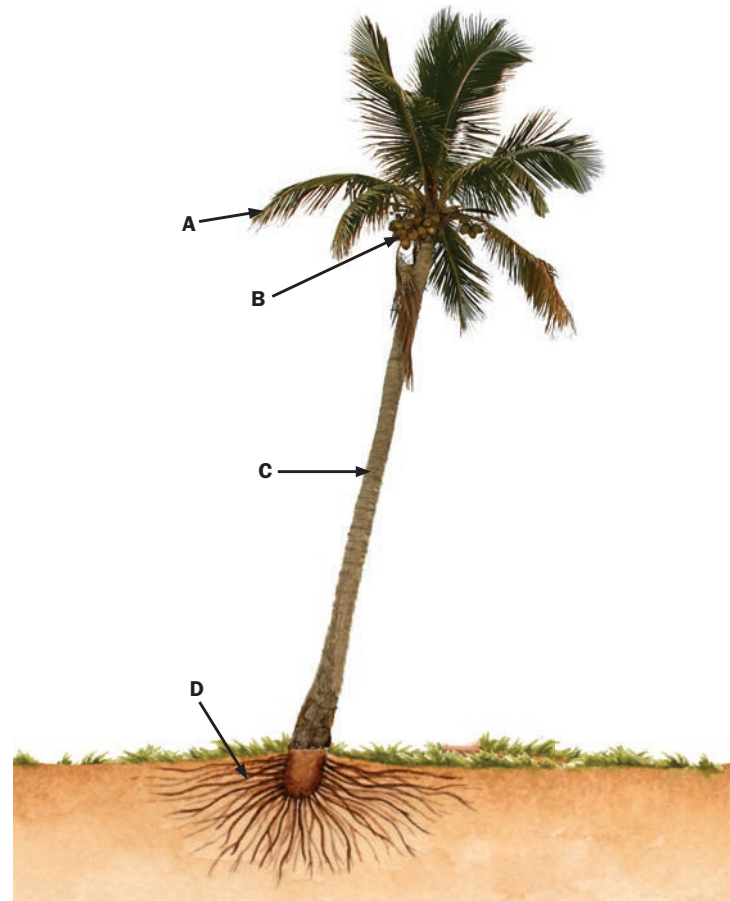
C Passage 3

Facts About Palm Trees

Today's story tells about palm trees. Here are facts about palm trees:

- Palm trees grow in places that are very warm.
- Palm trees cannot live in places that get cold.
- Palm trees have very small roots.
- The branches of palm trees are called fronds.
- Some palm trees grow dates. Some palm trees grow coconuts.

Bananas grow on plants that look something like palm trees. But banana plants are not trees.



D

Alone on an Island

Linda and Kathy walked along the beach. It was very dark, so they walked close to the waves. The waves washed up and swirled water around the girls' ankles. Then the waves fell back, pulling sand from under the girls' feet. Suddenly, Linda stepped into some very cold water, much colder than the water in the ocean. That cold water was running into the ocean. The girls were standing in a stream. Linda bent down and tasted the water. It was fresh water. "Kathy! Water!" she announced.

Kathy and Linda drank water until they couldn't drink any more.

Then they found a place near the palm trees where they could sleep. Linda didn't know how long she slept. But when she woke up it was morning. A strange sound woke her: "Caw chee, caw chee."



190 Lesson 56

There were many large birds around the girls and many trees. Some trees were palm trees, with trunks that have shelves like a ladder. The birds were different colors. A few were white, many were red and yellow. Small black birds with yellow beaks made most of the noise. "I think those are myna birds," Linda said. "They're very smart."

"I'm hungry," Kathy said.

Linda stood up and looked around. She could see a beach of bright sand. She could see a blue sky and fluffy white clouds. She could see the ocean, stretching out until it met the sky. And she could see the crate, about twenty yards from the water. But she could not see a house, a boat, or any person other than her sister.

★ Linda and Kathy looked around for something to eat. The girls found a plant that had large bunches of bananas. After the girls ate all the bananas they could eat, Linda said, "Let's walk down the beach and see if we can find out where we are."

"My feet hurt," Kathy said.

"We'll walk slowly," Linda said. So the girls started walking along the beach. They didn't go into the trees beyond the beach, because they were afraid that they would get lost. They walked and walked. They walked until the sun was high in the sky. Linda said, "It must be around noon time." But they did not see a house or a boat or any people.

They walked and walked until they came to a large rock. Linda climbed up on the rock and looked around. She saw footprints on the beach in front of her. The girls ran over to the footprints. Kathy said, "Other people are here. I see lots of footprints."

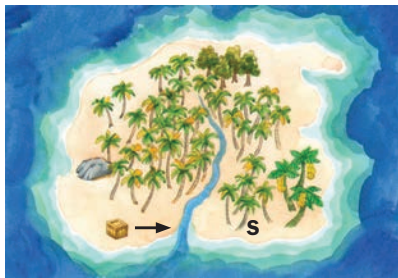
Linda looked at the footprints. She noticed a crate near the edge of the water. Linda said, "Those are our footprints. We have been walking in a circle. That means we're on an island. We walked all the way around the island."

Lesson 56 191

Kathy started to cry.

Linda said, "Don't cry. Everything will be all right."

Linda didn't cry, but she felt like crying, too. She and her sister were all alone on an island. There was nothing on that island but trees and sand and a stream. How would they let anybody know where they were? How would they ever get off the island?



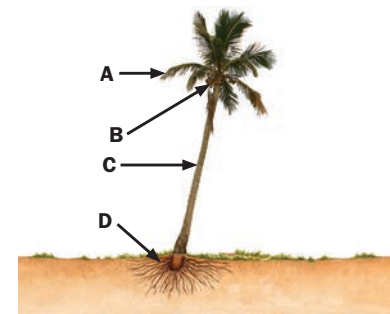
MORE NEXT TIME

Number your paper from 1 through 35.

E INFORMATION ITEMS—Passage 3

1. Palm trees cannot live in places that get .
 - wet
 - cold
 - moist
2. What are the branches of palm trees called?
 - fans
 - twigs
 - fronds
3. When the author told about palm trees, was the purpose to **persuade**, **explain**, or **entertain**?
4. Name 2 things that grow on different palm trees.

5. What part does the **A** show?
6. What part does the **B** show?
7. What part does the **C** show?
8. What part does the **D** show?



F STORY ITEMS

9. Write 2 words that tell about the stream water.
 - cold
 - warm
 - salty
 - smelly
 - dark
 - fresh
10. A strange sound woke Linda in the morning. What was making that strange sound?
 - fish
 - birds
 - waves
11. Who did the footprints on the beach belong to?
12. Linda said, We have been walking in a circle. That means we're .
 - in a forest
 - near Japan
 - on an island
13. Did Linda and Kathy see anyone else when they were walking?
14. When the author told about Linda and Kathy, was the purpose to **persuade**, **explain**, or **entertain**?

Reading Lesson 56

STUDENT TEXTBOOK

G SKILL ITEMS

Here's a rule: **Birds have feathers.**

15. A crow is a bird. So what does the rule tell you about a crow?
16. A cod is not a bird. So what does the rule tell you about a cod?
17. A jay is a bird. So what does the rule tell you about a jay?

H REVIEW ITEMS

18. What does ocean water taste like?
19. If you drank lots of ocean water, you would get

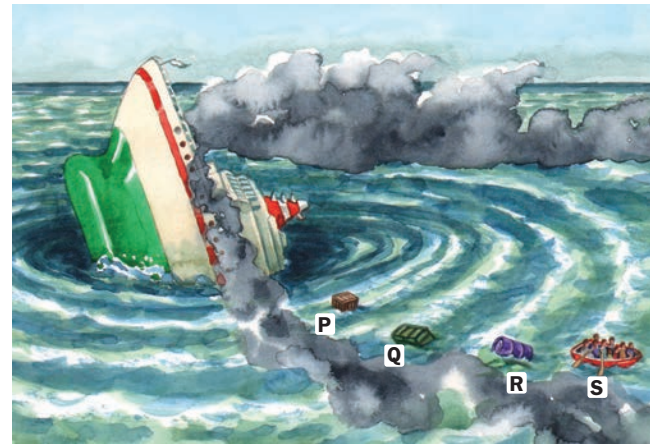
Jar M is filled with fresh water. Jar P is filled with ocean water.

20. Which jar is heavier?
21. Which jar will freeze at 32 degrees?
22. Will the other jar freeze when it is **more than 32 degrees** or **less than 32 degrees**?



The ship in the picture is sinking. It is making currents as it sinks.

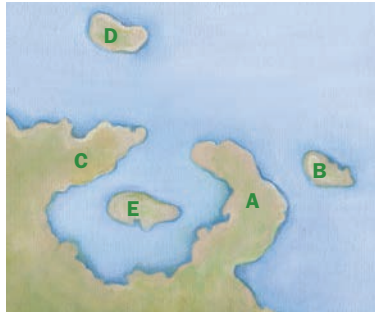
23. Write the letter of the object that will go down the whirlpool first.
24. Write the letter of the object that will go down the whirlpool next.
25. Write the letter of the object that will go down the whirlpool last.



26. When a plane flies from New York City to San Francisco, is it flying in the same direction or the opposite direction as the wind?
27. A mile is a little more than feet.

28. Write the letter of each island on the map.

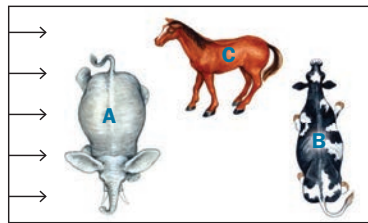
29. C is not an island. Tell why.



30. Write the letter of the animal that is facing into the wind.

31. Which direction is that animal facing?

32. So what's the name of that wind?



33. Let's say you are outside when the temperature is 40 degrees. What is the temperature inside your body?

34. Let's say a fly is outside when the temperature is 85 degrees. What is the temperature inside the fly's body?

35. Let's say you are outside when the temperature is 85 degrees. What is the temperature inside your body?

END OF LESSON 56

Reading Lesson 56

STUDENT WORKBOOK

56

Name _____

A POEM ITEM

I say the same simple poem

In every place I roam.

I don't say it loud in school;

And _____

B INFORMATION ITEMS—Passages 1 and 2

Compare the passages.

- | | | | |
|--------------------|-------------|-------------|-----------------|
| 1. water freezing | • passage 1 | • passage 2 | • both passages |
| 2. ocean water | • passage 1 | • passage 2 | • both passages |
| 3. Great Salt Lake | • passage 1 | • passage 2 | • both passages |
| 4. corks in water | • passage 1 | • passage 2 | • both passages |
| 5. fresh water | • passage 1 | • passage 2 | • both passages |

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C STORY ITEMS

The map shows the island that Linda and Kathy were on.

1. Write **north**, **south**, **east**, and **west** in the right boxes.
2. **Draw a line** from the crate to show where Linda and Kathy walked.
3. **Make an X** to show where Linda was when she saw footprints.
4. **Make a Y** to show where they landed on the island.
5. **Make an S** to show where the stream is.
6. **Circle** the grove where they found bananas.



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GO TO PART E IN YOUR TEXTBOOK

Reading Mastery Test 6

STUDENT ASSESSMENT

Name _____

TEST 6

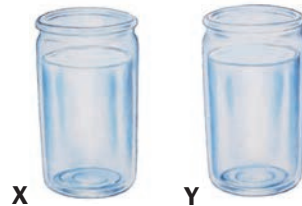
1

1. Write the letter of each island on the map.



2

2. Jar X is filled with fresh water.
Jar Y is filled with ocean water.
Which jar is heavier? _____
3. Which jar will freeze at 32 degrees? _____
4. Will the other jar freeze when it is **less than** 32 degrees or **more than** 32 degrees?



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Mastery Test 6 93

TEST 6

3

5. Write the letters of the 9 places that are in the United States.

- | | | |
|------------------|------------------|---------------|
| a. Denver | f. Chicago | k. Turkey |
| b. Lake Michigan | g. Texas | l. California |
| c. China | h. San Francisco | m. Italy |
| d. Alaska | i. Ohio | |
| e. New York City | j. Japan | |

4

6. The ship in the picture is sinking. It is making currents as it sinks. Write the letter of the object that will go down the whirlpool first. _____
7. Write the letter of the object that will go down the whirlpool last. _____



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94 Mastery Test 6

Reading Mastery Test 6

STUDENT ASSESSMENT

TEST 6

5

8. A plane that flies from Italy to New York City goes in which direction? _____
9. Which letter shows where Italy is? ____
10. Which letter shows where China is? ____
11. Which letter shows where Turkey is? ____
12. Is the United States shown on this map? ____



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Mastery Test 6 95

TEST 6





6

13. Which arrow shows the way Linda's hand will move? ____
14. Which arrow shows the way the crate will move? ____



7

15. Write the letter of the plane that is in the warmest air. ____

	A	5 miles high
	B	4 miles high
	C	3 miles high
		2 miles high
	D	1 mile high

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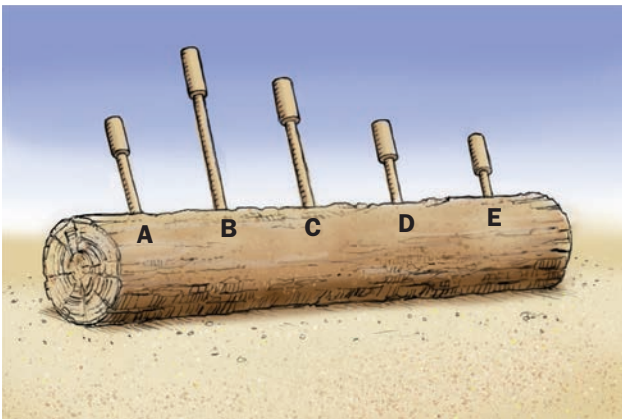
96 Mastery Test 6

8

16. Palm trees cannot live in places that get _____ .
17. Name 2 things that grow on different palm trees.
- _____

9

18. All machines make it easier to for someone to _____ .
19. You would have the most power if you pushed against one of the handles. Which handle is that? ____
20. Which handle would give you the least amount of power? ____

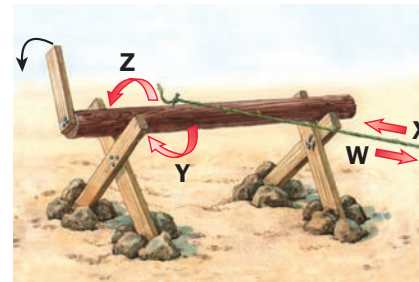


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10

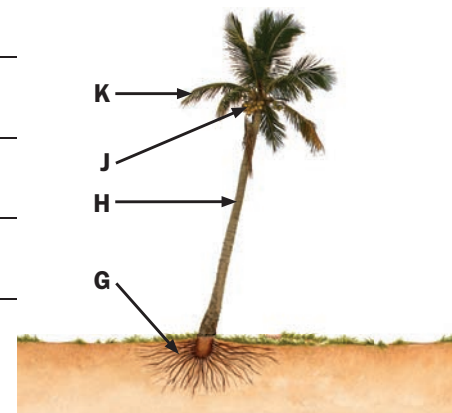
The arrow by the handle shows which way it turns.

21. Which arrow shows the way the log moves? ____
22. Which arrow shows the way the vine moves? ____



11

23. What part does the **G** show? _____
24. What part does the **H** show? _____
25. What part does the **K** show? _____
26. What part does the **J** show? _____



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Reading Mastery Test 6

STUDENT ASSESSMENT

TEST 6

12

27. Compare object A and object B. First tell how they're the same.

28. Then tell how they're different.



Object A



Object B

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Mastery Test 6 99

TEST 6

13

For each item, write the underlined word from the sentences in the box.

The lifeboat disappeared in the whirlpool.

The smoke swirled in enormous billows.

The occasional foul smell was normal.

29. What underlining names an emergency boat that is on a large ship? _____

30. What underlining means **usual**? _____

31. What underlining names water that goes around and around as it goes down? _____

32. What underlining means **very, very large**? _____

33. What underlining means **once in a while**? _____

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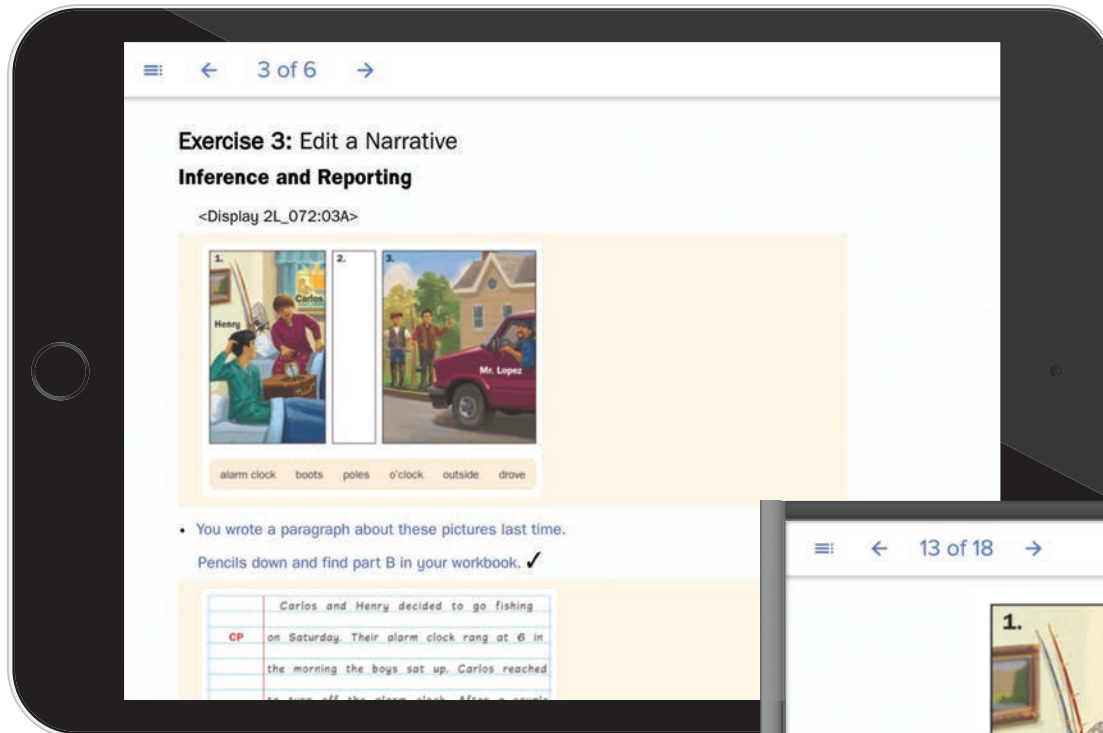
END OF TEST 6

100 Mastery Test 6



Language Arts Lesson 72

TEACHER EXPERIENCE



Exercise 3

Write a narrative text about an event, including details, temporal words to signal order, and a conclusion.



Exercise 3 Display

Strengthen writing as needed by revising and editing for content.

- Before you fix up the paragraph, let's figure out where the writer did not tell everything important that happened. Everybody, what letters show that the writer left out a sentence? (Signal.) *EH*.
- Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that is not in the paragraph. (Call on a student.) [Idea: *The boys got dressed.*]
- Yes. **The boys got dressed.** Everybody, say that. (Signal.) *The boys got dressed.*
- Fix up the paragraph so that it meets all the checks. Raise your hand when you're finished.
(Observe students and give feedback.)
- Check your work. For Check **CP**, you added a period after a word. What word? (Signal.) *Morning.*
You started the next word with a capital **T**. What word? (Signal.) *The.*
Raise your hand if you fixed up the problem. ✓
- For Check **EH**, you should have a sentence that tells that the boys got dressed. Raise your hand if you fixed up that problem. ✓ Read the sentence you wrote. (Call on several students.)
- For Check **DID**, the sentence said: **They go outside to wait for their ride.**

Exercise 3

See corresponding student sampler page.

Demonstrate command of the conventions of standard English grammar, usage, and mechanics.

- Check your work. For Check **CP**, you added a period after a word. What word? (Signal.) *Morning.*
You started the next word with a capital **T**. What word? (Signal.) *The.*
Raise your hand if you fixed up the problem. ✓
- For Check **EH**, you should have a sentence that tells that the boys got dressed. Raise your hand if you fixed up that problem. ✓ Read the sentence you wrote. (Call on several students.)
- For Check **DID**, the sentence said: **They go outside to wait for their ride.** You should have replaced the word **go**. What word did you write? (Signal.) *Went.*
Yes. They **went** outside to wait for their ride. Raise your hand if you fixed up that problem. ✓

<Display 2L_072:03B>

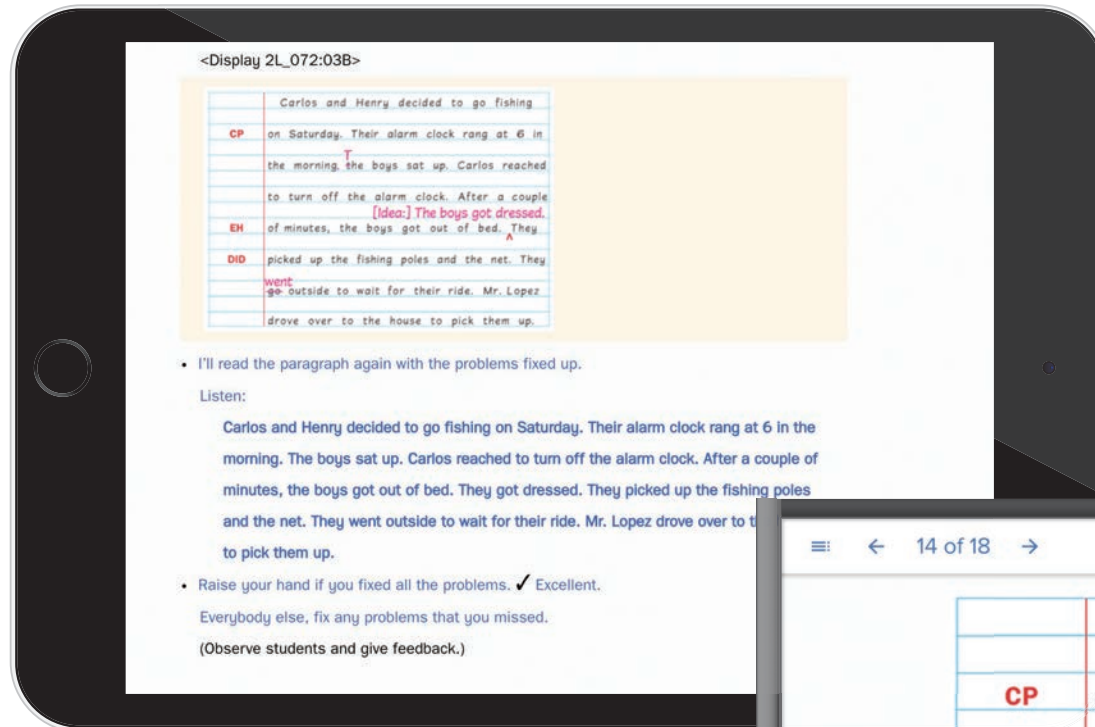
	Carlos and Henry decided to go fishing
CP	on Saturday. Their alarm clock rang at 6 in the morning. the boys sat up. Carlos reached to turn off the alarm clock. After a couple of minutes, the boys got out of bed. They picked up the fishing poles and the net. They went outside to wait for their ride.
	[Idea:] The boys got dressed.
EH	
DID	

Exercise 3

See corresponding student sampler page.

Language Arts Lesson 72

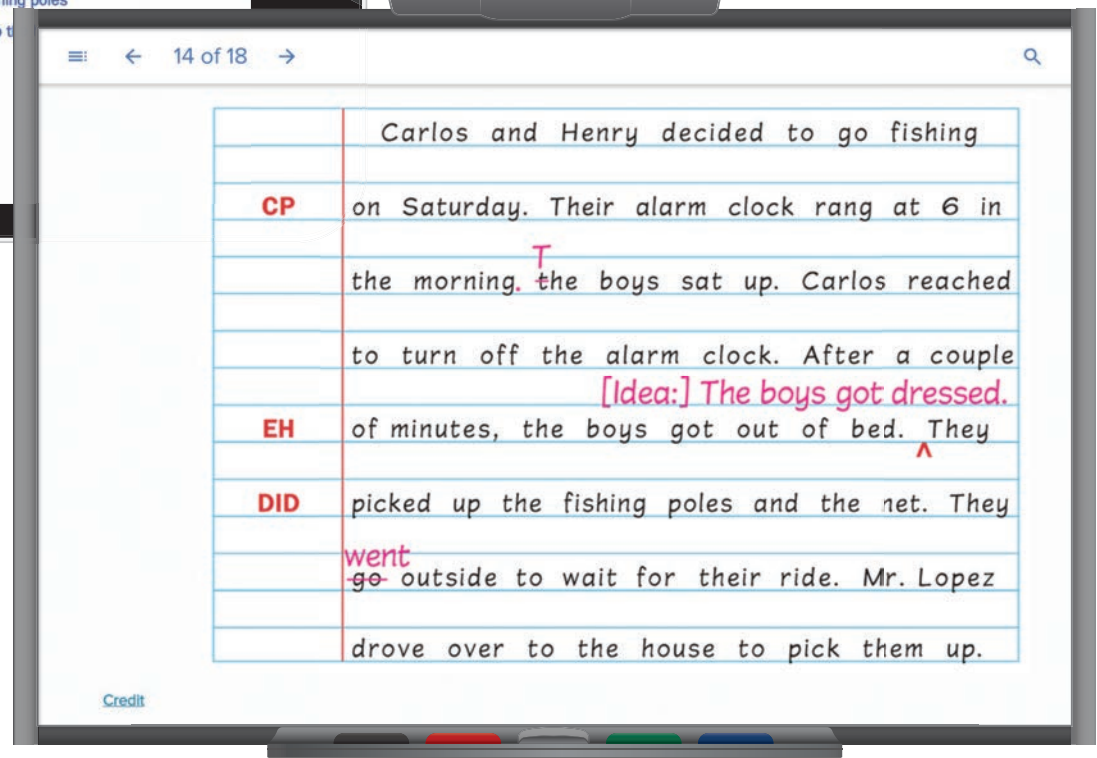
TEACHER EXPERIENCE



Student Edited Narrative

Exercise 3

See corresponding student sampler page.



Exercise 3 Display

Produce writing in collaboration with peers.

• Pencils down. ✓
<Display 2L_072:04A>

1. 2. 3.

Henry Carlos

Mr. Lopez

alarm clock boots poles o'clock outside drove

- (Return the previous day's paragraph to each student.)
- I'm going to call on some students to read good paragraphs. Raise your hand if none of the sentences in your paragraph are marked. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
- Students with good paragraphs, you'll help a partner fix up their paragraph. (Assign students who wrote good paragraphs to sit next to other students that have paragraphs with problems.)

Work together to fix up the paragraph.

(Circulate and provide feedback and suggestions to partners who are working together on a paragraph. Model how to make corrections based on the editorial marks.)

15 of 18

1. 2. 3.

Henry Carlos

Mr. Lopez

alarm clock boots poles o'clock outside drove

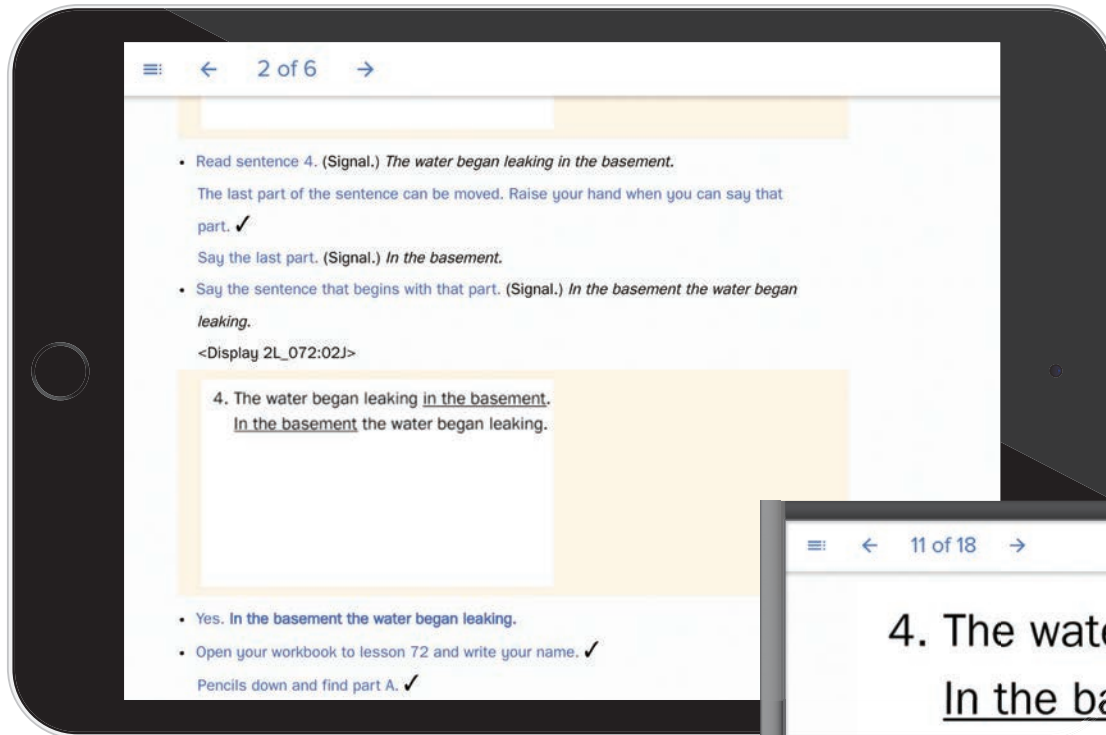
Credit

Exercise 4

Exercise 4 Display

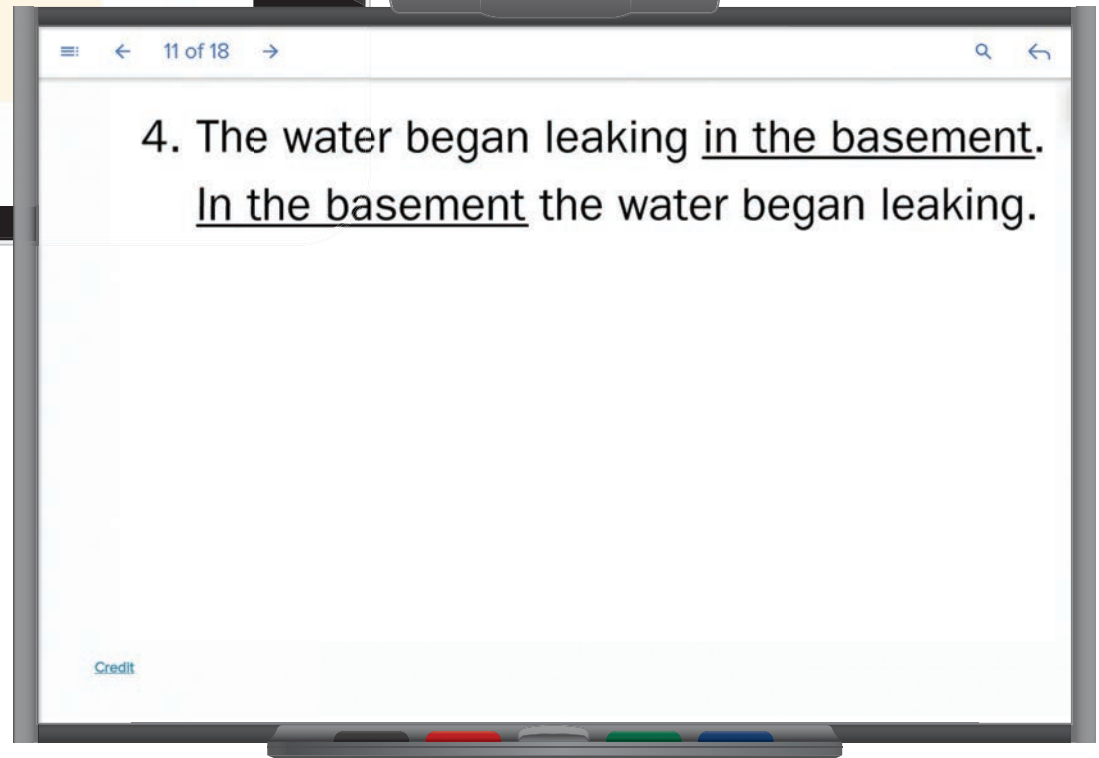
Language Arts Lesson 72

TEACHER EXPERIENCE



Exercise 2

Produce, expand, and rearrange complete, simple, and compound sentences.



Exercise 2 Display

Use sentence-level context as a clue to the meaning of a word or phrase.

<Display 2L_072:05A>

She was frantic because guests were coming and she wasn't finished cooking.

- Here's a sentence that gives a clue about what **frantic** means: **She was frantic because guests were coming and she wasn't finished cooking.**
Raise your hand if you think you know what **frantic** means. ✓ What do you think **frantic** means? (Call on one or two students.) [Ideas: *Rushing; Trying to do more than one thing at a time.*]
- Yes. When you're trying as hard as you can to do something fast, you are **frantic**.
What in the sentence gave a clue about the meaning of **frantic**? (Call on a student.) [Idea: *She wasn't ready for the guests who were coming.*]
- Listen: **deliberately**. Say **deliberately**. (Signal.) *Deliberately*.
Raise your hand if you do **not** know what **deliberately** means. ✓

<Display 2L_072:05B>

He said it was an accident, but he

16 of 18

She was frantic because guests were coming and she wasn't finished cooking.

Credit

Exercise 5

Exercise 5 Display

Language Arts Lesson 72

STUDENT WORKBOOK

72

Name _____

A Circle the part of each sentence that can be moved.

1. It started to rain at noon.
2. On the way to the game we saw an eagle.
3. For five days he was sick.
4. The water began leaking in the basement.

B Use the checks to fix the paragraph.

	Carlos and Henry decided to go fishing
CP	on Saturday. Their alarm clock rang at 6 in
	the morning the boys sat up. Carlos reached
	to turn off the alarm clock. After a couple
EH	of minutes, the boys got out of bed. They
DID	picked up the fishing poles and the net. They
	go outside to wait for their ride. Mr. Lopez
	drove over to the house to pick them up.

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Check EH: Tell everything that happened.

Check S: Write all your sentences correctly (**SP**, **CP**, **DID**).

END OF LESSON 72

132 Lesson 72

Language Arts Mastery Test 8

STUDENT ASSESSMENT

Name _____

TEST 8

1 Use the check letters to fix the paragraph.



accident through police officer happened driving

CP	Mrs. Kelly was driving too fast she
CP	did not see the red light. she drove
EH	right past it. The other driver was
DID	mad. A police officer comes by to see
SP	what happend.

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Mastery Test 8 T-25

TEST 8

2 Circle the part of each sentence that can move. Then rewrite each sentence.

- After dinner we did our homework.

- We saw a raccoon in the basement.

- We waited until the rain stopped.

- In the distance we saw the car coming.

3 Circle the words that could tell what kind of day.

_____ day
sunny
ran
fun
easily
him
frosty
sister
busy

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T-26 Mastery Test 8

Language Arts Mastery Test 8

STUDENT ASSESSMENT

TEST 8

4 Write the correct name for each group.

pack	fleet	team	flock
school	forest	swarm	stack

1. a _____ of insects
2. a _____ of fish
3. a _____ of dogs
4. a _____ of geese
5. a _____ of ships
6. a _____ of books

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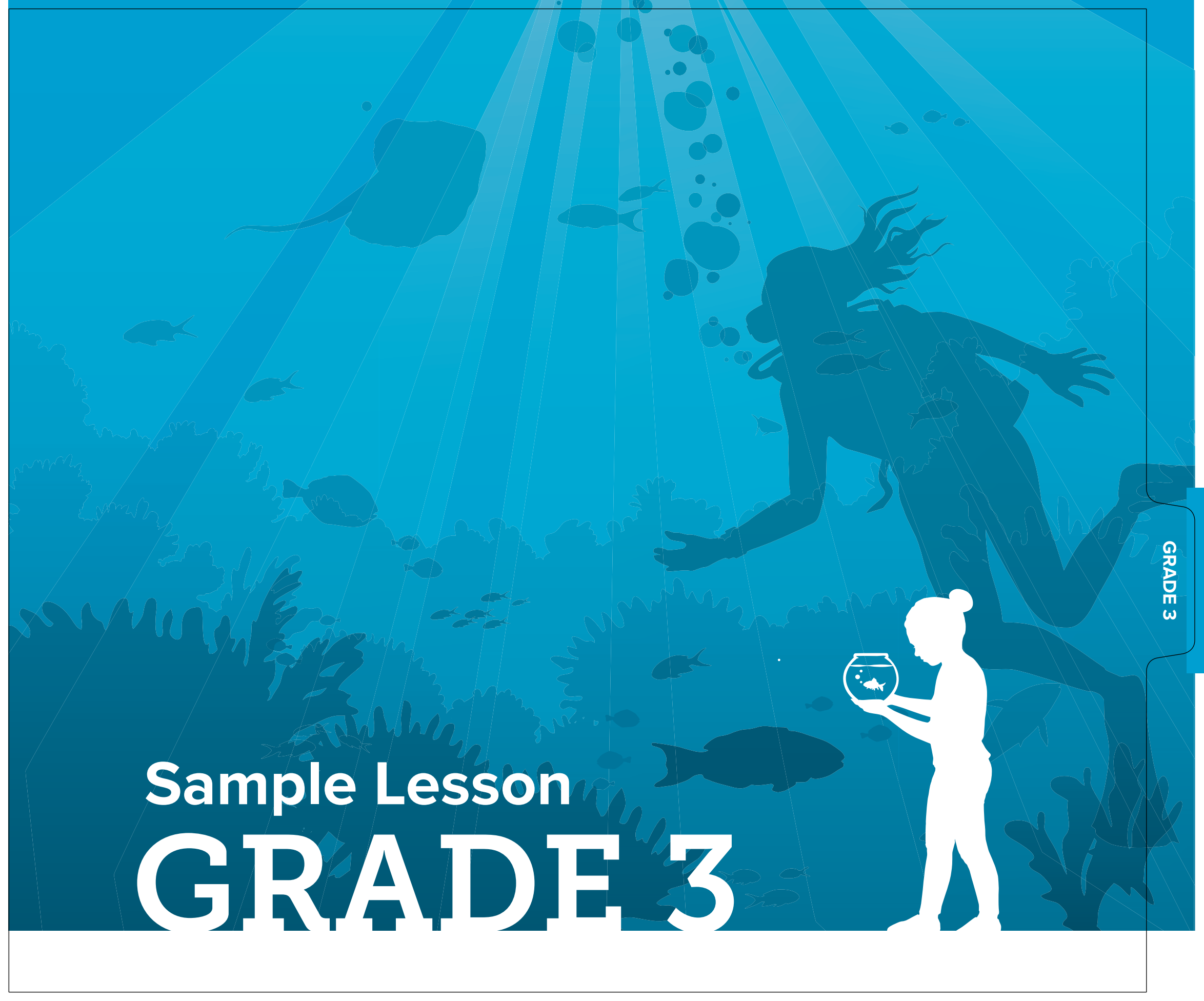
END OF TEST 8

Mastery Test 8 T-27

Sample Lesson

GRADE 3

GRADE 3



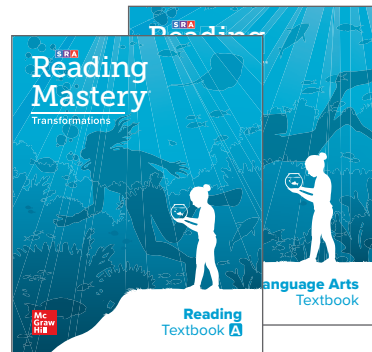
Grade 3

INTRODUCTION



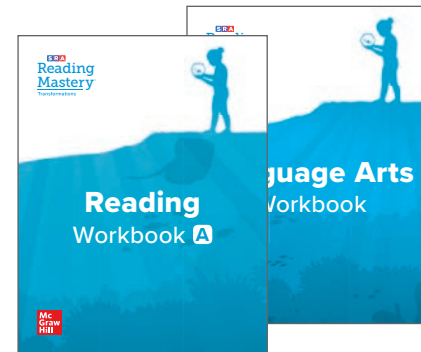
Teacher Experience

- Reading Lesson 10
- Language Arts Lesson 24



Student Textbook

- Reading Lesson 10
- Language Arts Lesson 24



Student Workbook

- Reading Lesson 10
- Language Arts Lesson 24

Reading Lesson 10

Reading Lesson 10 begins with *Vocabulary* (Exercise 3) practice in the **Teacher Experience**.

Then, learners use the **Student Textbook** to engage in *Story Reading* (Exercise 7) and answer questions to practice citing text evidence with *Story Items* (Exercise 8) and to recount and retell in *Recounting the Story* (Exercise 9).

Next, the teacher explains the **Student Workbook** tasks where learners will identify *Setting*, *Characters*, and *Plot* (Exercise 10).

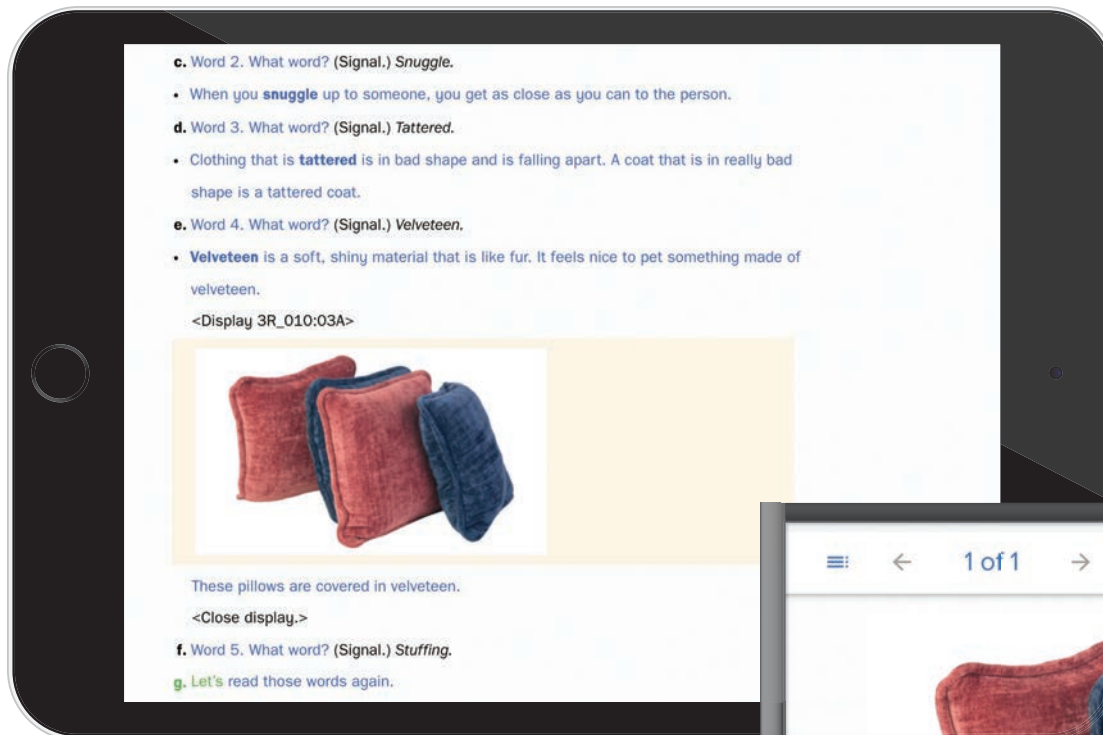
Language Arts Lesson 24

Language Arts Lesson 24 begins with learners using the **Student Textbook** to *Write a Narrative* (Exercise 2).

Then, learners complete **Student Workbook** activities to practice how to use *Pronouns* (Exercise 3), *Edit Sentences* (Exercise 4), and *Edit a Paragraph* (Exercise 5) before they *Edit a Narrative* (Exercise 6).

Reading Lesson 10

TEACHER EXPERIENCE



Clarify the meaning of unknown vocabulary by choosing flexibly from a range of strategies.

Build a robust vocabulary with supporting images or multimedia assets.



Exercise 3 Display

Exercise 3

See corresponding student sampler page..

Concept of Theme



- a. Find part B in your textbook. ✓
- We're going to read a story about how a young boy's love for his stuffed toy rabbit transforms the rabbit. The theme of the story is **love**. What is the theme? (Signal.) **Love**.
 - You can raise your hand and ask a question about anything in the story you don't understand.
- b. Everybody, touch the title. ✓
- (Call on a student to read the title.) *The Velveteen Rabbit*.
 - Everybody, what's the title? (Signal.) *The Velveteen Rabbit*.
 - What is the author going to tell about in this story? (Call on a student.) A velveteen

Exercise 7

See corresponding student sampler page.

Cite text evidence to demonstrate understanding.

After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.



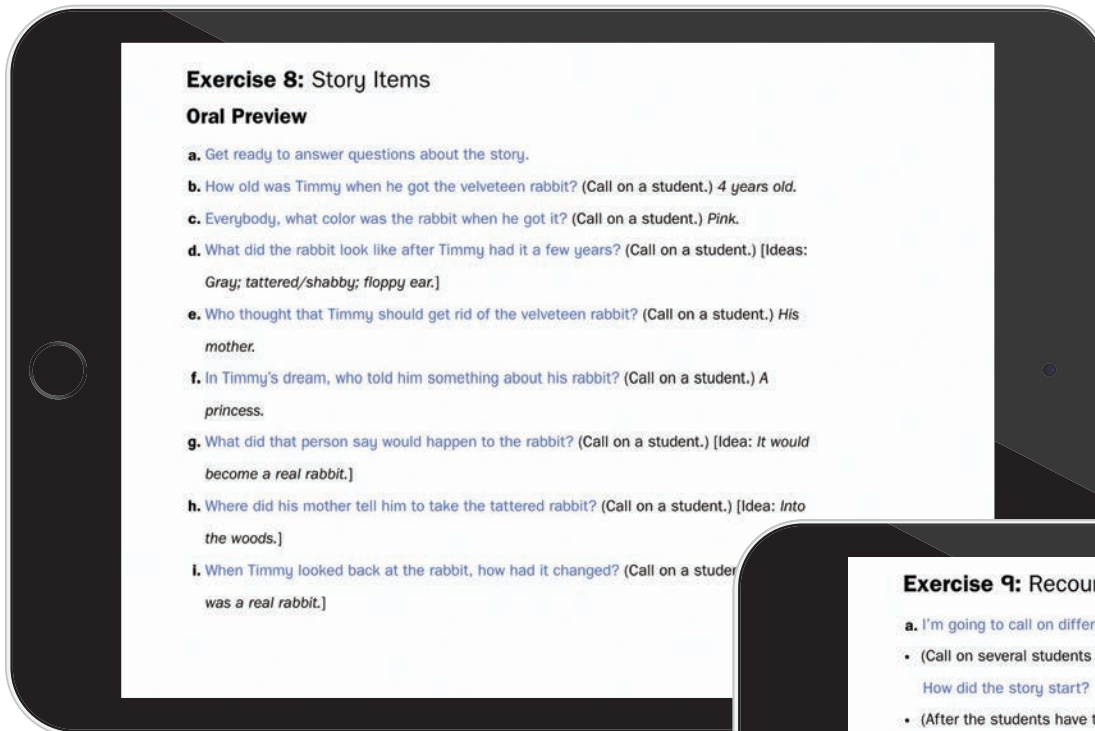
- h. Look at the picture. ✓
- What color is the rabbit in this picture? (Signal.) **Pink**.
 - What color do you think the rabbit will be in the next picture. (Call on a student.) [Ideas: **More gray; less pink.**]
 - Raise your hand when you find the sentence that answers the question (Wait.) Read the

Exercise 7

See corresponding student sampler page.

Reading Lesson 10

TEACHER EXPERIENCE

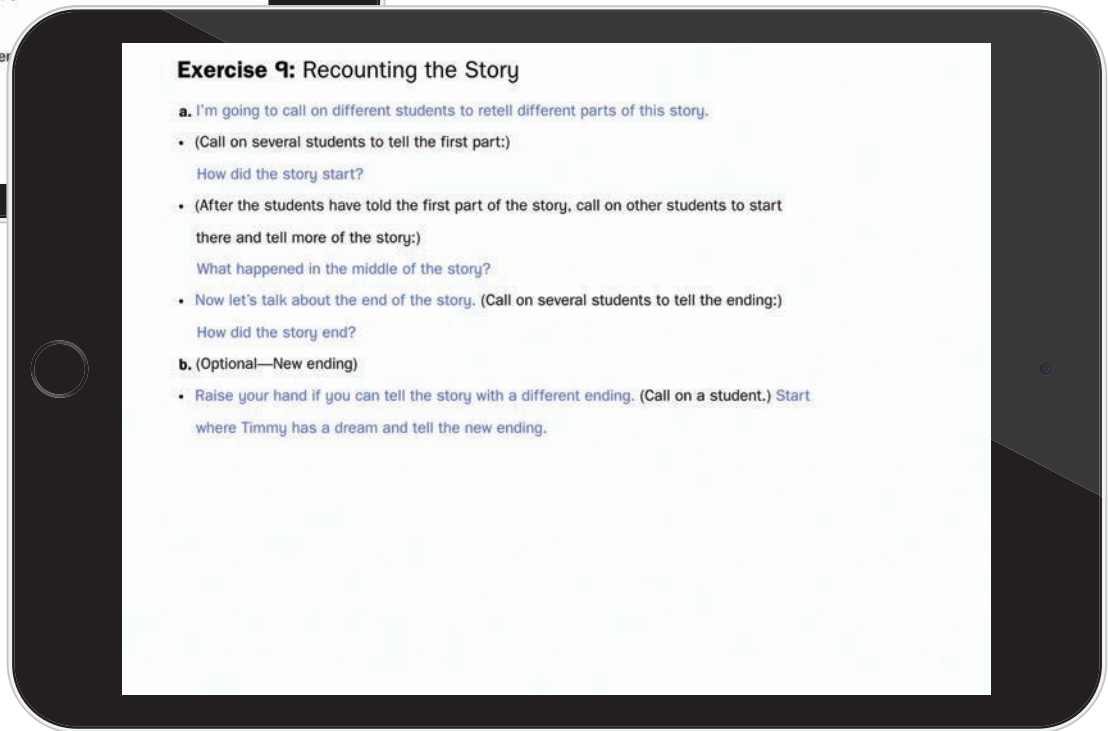


Answer questions to demonstrate text comprehension.

Exercise 8

See corresponding student sampler page.

Recount the key details of a text.



Exercise 9

Exercise 10: Written Items Preview

Setting, Characters, Plot

- a. Find part B in your workbook. ✓

- I'll read what it says. Follow along. Don't write anything until I tell you.

All stories have three main elements. They are the **setting**, the **characters**, and the **plot**.

Listen again: the three main elements are the setting, the characters, and the plot.

Everybody, what are the three main elements? (Signal.) *The setting, the characters, and the plot.*

- b. Listen: The **setting** is where and when the story takes place. Everybody, say that rule about the setting. Get ready. (Signal.) *The setting is where and when the story takes place.*
- Maybe the setting is in the city; maybe it's in a shack on a mountain. The setting may be some time in the future, or a hundred years ago.
 - You read the story of the velveteen rabbit. Where does the first part of that story take place? (Call on a student.) [Idea: *Timmy's house.*]
 - That's the setting. If the story took place at one time, that time would be part of the setting. Remember, the setting is where and when the story takes place.
 - Item 1: What is the setting for the beginning of the story? (Call on a student.) *house.*

Use Information from the text to demonstrate understanding of its characters, setting, or plot.

Exercise 10

See corresponding student sampler page.

- c. Listen: The **characters** are the important people, animals, or objects that do things in the story. The main character is the main person or animal in the story. In the story about the velveteen rabbit, one of the main characters is not a person. What is it? (Call on a student.) [Idea: *A toy rabbit.*]
- Everybody, what's the name of the other main character? (Signal.) *Timmy.*
 - Who are some of the other characters in the story? (Call on a student.) *Timmy's mother and a princess.*
 - Those characters are not **main** characters.
 - Everybody, is the tooth fairy a character in the story about the velveteen rabbit? (Signal.) *No.*
 - Remember, the characters are the persons, animals, or objects that do things in the story.
 - Item 2: Name the two main characters in this story. (Call on a student.) *Timmy and velveteen rabbit.*
- d. Listen: The **plot** is what happens to the characters in the story. Everybody, what is the plot? (Signal.) *What happens to the characters in the story.*
- When you tell the plot of a story, you quickly tell the main things that happened. Here's the plot for the story about the three pigs: Three pigs built houses to protect them from the big bad wolf. The first pig built a house of straw, but the wolf huffed and puffed and blew the house down. The second pig built a house of wood, but the wolf huffed and puffed and blew the house down. The third pig built a house of brick. The wolf huffed and puffed but could not blow the house down.
 - Your turn: Tell me the plot for the story about the velveteen rabbit. Quickly tell the

Exercise 10

See corresponding student sampler page.

Reading Lesson 10

STUDENT TEXTBOOK

10

A

1

1. cuddly
2. receive
3. shabby
4. princess

2

1. search
2. snuggle
3. tattered
4. velveteen
5. stuffing

3

1. searched
2. received
3. snuggled
4. remembered
5. welcomed
6. stuffed

4

1. shabbier
2. birthday
3. Timmy
4. bunny
5. bunnies
6. months

B

The *Velveteen* Rabbit

Retold by José Reyes
Illustrated by Brock Nicol



Timmy was a little boy who had lots of toys, and he liked to play with all of them. But his favorite toy was the velveteen rabbit that he received on his fourth birthday.



Oh, how he loved that soft cuddly rabbit. At night, he could not go to sleep unless he snuggled up with the rabbit close to his body. When he played out in the yard, he always had that rabbit with him. He even talked to his velveteen rabbit.

Reading Lesson 10

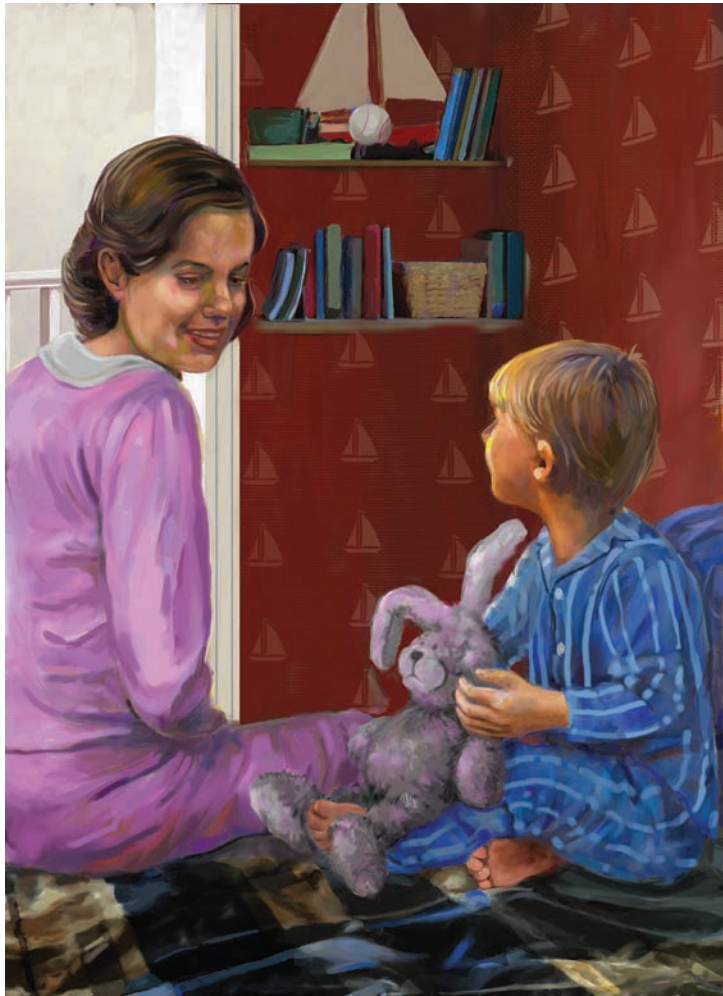
STUDENT TEXTBOOK



52 Lesson 10

After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.

Lesson 10 53



54 Lesson 10

Timmy's mother tried to interest Timmy in other toys. She wanted to get rid of the velveteen rabbit because she thought it was dirty and ugly. She said, "Why don't you give me the rabbit, and I'll get you a fine new animal to play with."

"No," Timmy said. "This rabbit is not like the others. This rabbit is real."

"Real?" his mother said. "He's just a toy."

"No," Timmy insisted. "He's real."

Lesson 10 55

Reading Lesson 10

STUDENT TEXTBOOK



56 Lesson 10

The next day, Timmy was playing with the tattered rabbit in the yard when it started to rain. Timmy went inside, but he forgot to take the rabbit with him. When it was time for Timmy to go to bed, he remembered where the rabbit was. He snuck outside in the rain and cold and searched for the rabbit until he found it. Then he hugged his rabbit and said, "You are cold and wet, but I will make you feel better." He took the rabbit inside, dried it, and took it to bed with him. He snuggled up and went to sleep.

Lesson 10 57



58 Lesson 10

A few days later, Timmy became very sick. He had a high fever and strange dreams. In one of his dreams a lovely princess appeared. She said, "The love your rabbit has for you will make you well. And your love for the rabbit will make him real."

Timmy got well, and he remembered what the princess had said. But as the months passed, the poor rabbit became even shabbier than it had been. Part of its stuffing was coming out, and it had a large rip on its back.

One day, Timmy's mother said, "Timmy, you are a big boy now. It's time for you to get rid of that rabbit. It's falling apart."

Timmy said, "But a princess told me that this rabbit will become a real rabbit."

Lesson 10 59

Reading Lesson 10

STUDENT TEXTBOOK



60 Lesson 10

His mother said, "Then why don't you take him out into the woods and leave him there, where he can live with the other rabbits."

Sadly, Timmy agreed. With tears in his eyes, he took his tattered velveteen rabbit to the woods. He put it down in soft leaves, next to a large tree. He patted it and said, "I . . . I have to leave you here . . . but you will be fine. . . . You will be a real rabbit."

Lesson 10 61



62 Lesson 10

He started to walk away, but after he took a few steps he turned around to look at his rabbit for the last time. To his surprise, the tattered rabbit was gone. And sitting in its place was a bunny—a real rabbit.

The bunny hopped over to Timmy and seemed to smile. “Oh,” Timmy cried. “You are real.” Then the bunny hopped over to where two other bunnies were playing. They welcomed their new friend, and the three of them hopped off.

Lesson 10 63

Reading Lesson 10

STUDENT TEXTBOOK

Timmy often went back into the woods to watch his bunny play with the other rabbits. Although it had changed, Timmy knew that his velveteen rabbit would always love him as much as he loved it.



64 Lesson 10

Reading Lesson 10

STUDENT WORKBOOK

10

Name _____

A STORY ITEMS

1. How old was Timmy when he got the velveteen rabbit? _____
2. What color was the rabbit when he got it? _____
3. What color was the rabbit after Timmy had it for a few years? _____
4. Underline the sentence in the passage below that answers question 3.

After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.

5. Who thought that Timmy should get rid of the velveteen rabbit?

6. In Timmy's dream, who told him something about his rabbit?

7. What did that person say would happen to the rabbit?

8. Where did his mother tell him to take the tattered rabbit?

9. When Timmy looked back at the rabbit, how had it changed?

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B MORE STORY ITEMS

All stories have three main elements. They are the **setting**, the **characters**, and the **plot**.

- The **setting** is where and when the story takes place.
- The **characters** are the important people, animals, or objects that do things in the story.
- The **plot** is what happens to the characters in the story.

Answer these questions.

1. What is the setting for the beginning of the story?

2. Name the two main characters in this story.

3. Write the letter of the passage that tells the **plot** for this story. _____
 - A. A boy named Timmy got sick. A princess told Timmy that his velveteen rabbit was her friend. When Timmy was older, his mother put the rabbit in the woods. She thought Timmy was too big to have a toy rabbit.
 - B. Timmy's favorite toy was a stuffed velveteen rabbit. A princess told him it was real. Timmy's mother didn't like the toy rabbit, so she bought Timmy a real rabbit. Timmy liked the real rabbit so much that he forgot all about his old stuffed toy.
 - C. Timmy's favorite toy was a stuffed velveteen rabbit. Timmy loved the rabbit. When Timmy got sick, loving the rabbit helped him get better. When Timmy was older, he left the rabbit in the woods. When he looked back, there was a live rabbit right where he had left his toy.

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END OF LESSON 10

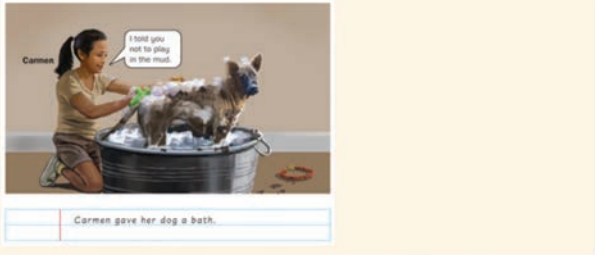
Language Arts Lesson 24

TEACHER EXPERIENCE

Exercise 2: Write a Narrative

Dialogue

- Pencils down. Find part B in your textbook. ✓



Carmen gave her dog a bath.

- You're going to write a short paragraph about this picture.
Touch the sentence under the picture. ✓
I'll read it: **Carmen gave her dog a bath.**
- Start your paragraph with that sentence. Then write sentences that tell what is in the picture, and a sentence about what Carmen said. Remember to punctuate sentences with a comma and quote marks. Pencils down when you're finished in 5 minutes.
(Observe students and give feedback.)

Write narratives, using dialogue to develop experiences and events or show characters' responses.

Exercise 2

See corresponding student sampler page..

Understand the function of nouns, pronouns, verbs, adjectives, and adverbs.

Pronouns

Workbook

- You've learned about one part of speech—verbs. I'll tell you about a new part of speech.

a. Listen: The words **he, she, it,** and **they** are pronouns. Everybody, what part of speech are the words **he, she, it,** and **they?** (Signal.) *Pronouns.*
(Repeat step a until firm.)

b. I'll say words. Tell me if each word is a **verb** or a **pronoun.**

- Listen: **he.** Verb or pronoun? (Signal.) *Pronoun.*
- Listen: **ran.** Verb or pronoun? (Signal.) *Verb.*
- Listen: **it.** Verb or pronoun? (Signal.) *Pronoun.*
- Listen: **climbed.** Verb or pronoun? (Signal.) *Verb.*
- Listen: **buys.** Verb or pronoun? (Signal.) *Verb.*
- Listen: **they.** Verb or pronoun? (Signal.) *Pronoun.*
- Listen: **she.** Verb or pronoun? (Signal.) *Pronoun.*

(Repeat step b until firm.)

- Open your workbook to lesson 24 and write your name. ✓
Pencils down and find part A. ✓

1. The old man could not start the car.
2. A storm lasted all night.
3. A dog and a cow were calling.

Exercise 3

See corresponding student sampler page..

Demonstrate command of the conventions of standard English grammar, mechanics, and usage.

Exercise 4: Edit Sentences

Consolidation

- Pencils down. Find part B in your workbook. ✓

- Tom said, "why did you do that?" (2)
- They seen fred and jerry at the store. (3)
- Maria said "i love math." (2)
- Lisa teached Margo brother to swim. (2)
- My sister went to the doctor she had a cold. (2)

- The number after each item tells how many mistakes are in the item. Some quotes may not be punctuated correctly. Maybe the comma is missing. Maybe one of the quote marks is missing. Also some items may have wrong verbs, missing capital letters, periods, or apostrophes.

- I'll read the items. Follow along.

Item 1: Tom said, "why did you do that?"

Item 2: They seen fred and jerry at the store.

- 3: Maria said "i love math."

4: Lisa teached Marys brother to swim.

5: My sister went to the doctor she had a cold.

- Fix the mistakes. Pencils down when you're finished.

Exercise 4

See corresponding student sampler page..

Develop and strengthen writing as needed by planning, revising, and editing.

CP	the tree he leaned the ladder against
IH	the tree. Then Mike picked some apples. He
SP	threw the apples to the painter. The painter
DID	put the apples on the ground. Anita unfolds
CP	the blanket she took the food and drinks
	from the basket and put them on the blanket.

Check SP: Spell words from the word list correctly.

- This is a paragraph a student wrote. It has a lot of problems. Listen:

The painter carried his ladder over to the tree he leaned the ladder against the tree. Then Mike picked some apples. He throw the apples to the painter. The painter put the apples on the ground. Anita unfolds the blanket she took the food and drinks from the basket and put them on the blanket.

- Touch the letters for the first problem. ✓

What letters? (Signal.) CP:

There's a problem with a capital or a period. Raise your hand when you can say the sentence with the first problem. ✓ (Call on a student.) The painter carried his ladder over to the tree.

- What's the problem with that sentence? (Call on a student.) [Idea: There is no period at the end of the sentence.]

What's the next problem? (Call on a student.) [Idea: The word he should start with capital H.]

- Now let's figure out an important thing that's missing in the paragraph. Everybody, what letters go in the margin if the writer left out a sentence? (Signal.) IH.

Look at the line with the letters IH in the margin. The little arrow shows where a sentence is missing. ✓

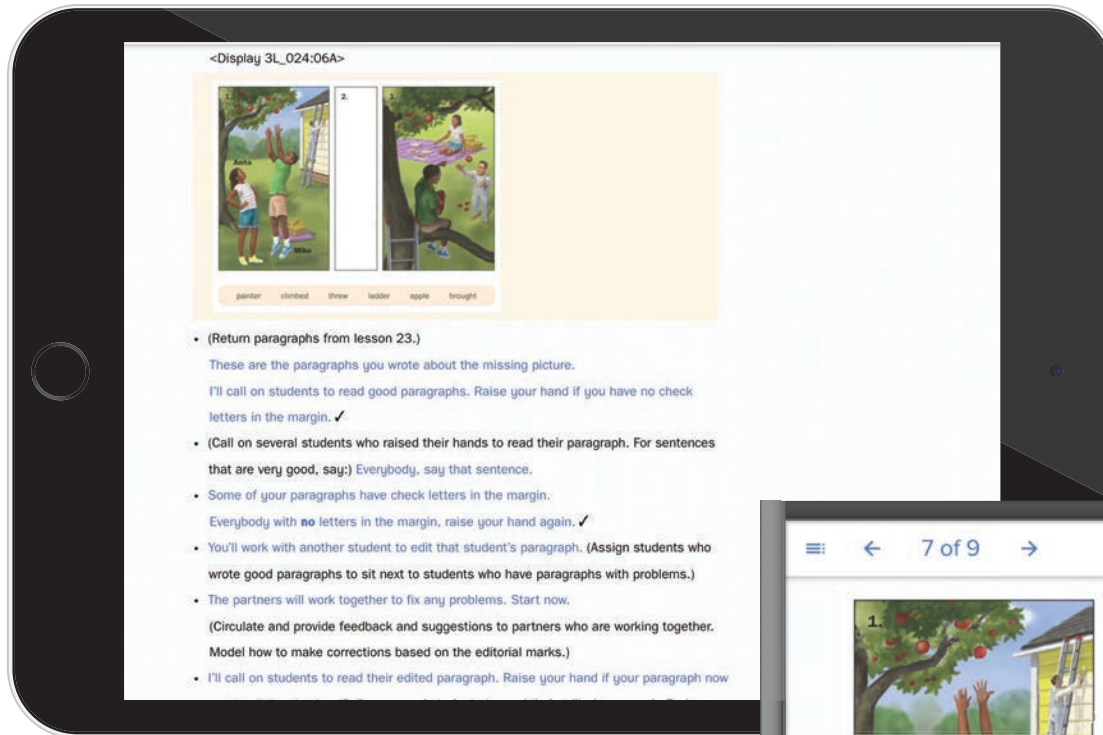
- Read the sentence before the little arrow and after the little arrow. Raise your hand when

Exercise 5

See corresponding student sampler page..

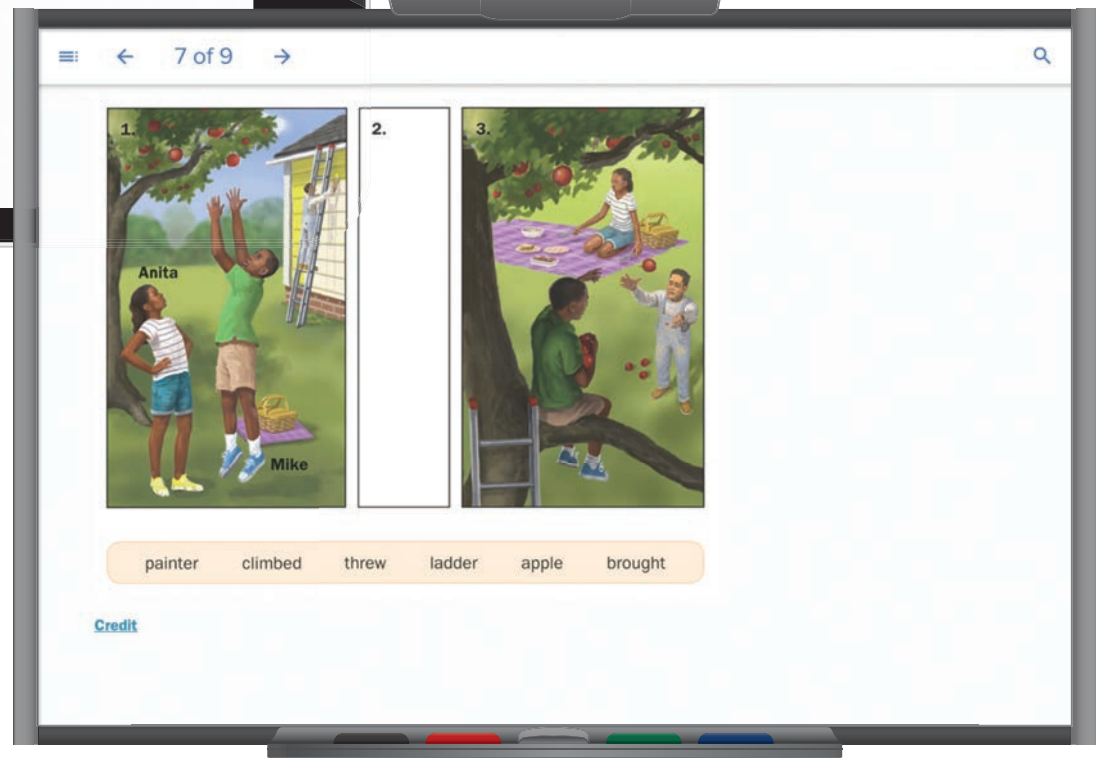
Language Arts Lesson 24

TEACHER EXPERIENCE



Produce and publish writing and collaborate with others.

Exercise 6



Exercise 6 Display

Language Arts Lesson 24

STUDENT TEXTBOOK

24

A Rewrite each sentence.

- Our dog barked when the man walked by.
- When the man walked by, our dog barked.

Rules: Start with a capital letter.

Write the part that tells when.

Make a comma and write the rest of the sentence.

End the sentence with a period.

1. They went swimming in the morning.
2. We talked softly while the baby slept.
3. The cook took a nap after lunch.



24 Lesson 24

B Write a paragraph about the picture.



Carmen gave her dog a bath.

INDEPENDENT WORK

C Write the verb for each sentence.

1. We drove to Oregon last summer.
2. My sister was waiting outside.
3. George is singing a funny song.
4. The three children were very happy.

END OF LESSON 24

Lesson 24 25

Language Arts Lesson 24

STUDENT WORKBOOK

Name _____

24

A Underline each subject. Write the pronoun above it.

1. The old man could not start the car.
2. A storm lasted all night.
3. A dog and a cow were eating.
4. The young woman cleaned a table.
5. The trucks went up the hill.
6. A mother held a baby.

B Fix the mistakes.

1. Tom said, "why did you do that?" (2)
2. They seen fred and jerry at the store. (3)
3. Maria said "i love math." (2)
4. Lisa teached Marys brother to swim. (2)
5. My sister went to the doctor she had a cold. (2)

C Use the check letters to edit the paragraph.

	The painter carried his ladder over to
CP	the tree he leaned the ladder against
IH	the tree. Then Mike picked some apples. He
SP	throw the apples to the painter. The painter
DID	put the apples on the ground. Anita unfolds
CP	the blanket she took the food and drinks
	from the basket and put them on the blanket.

Check SP: Spell words from the word list correctly.

INDEPENDENT WORK

D Add s or es to make plural words.

- | | | | |
|----------|----------|-----------|---------|
| 1. boss | 2. match | 3. rash | 4. cone |
| 5. grape | 6. room | 7. crunch | 8. pass |

END OF LESSON 24



Sample Lesson
GRADE 4

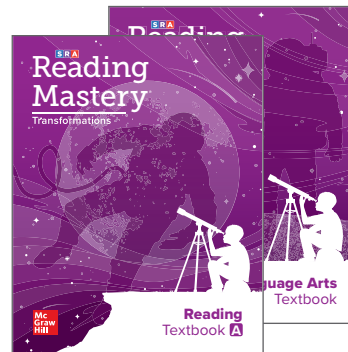
Grade 4

INTRODUCTION



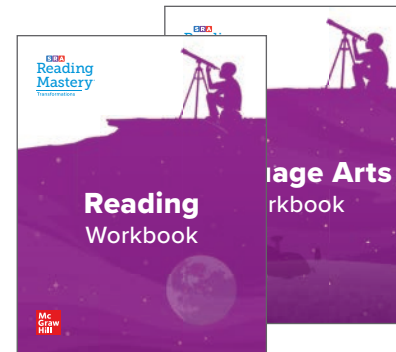
Teacher Experience

- Reading Lesson 79
- Language Arts Lesson 97



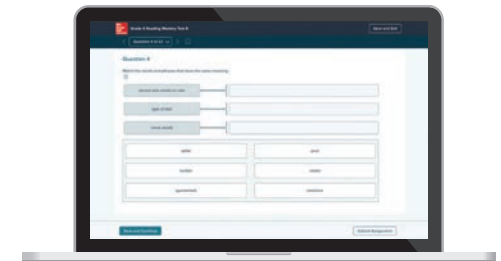
Student Textbook

- Reading Lesson 79
- Language Arts Lesson 97



Student Workbook

- Reading Lesson 79
- Language Arts Lesson 97



Assessment

- Reading Mastery Test 8
- Language Arts Mastery Test 10

Reading Lesson 79

In Reading Lesson 79, the **Teacher Experience** instruction includes activities that help learners to build *Vocabulary* (Exercise 6) and interpret information from *Charts and Graphs* (Exercise 8).

Then, learners read informational text about *The Life Cycle* (Exercise 9) in the **Student Textbook** and answer questions in the **Student Workbook** that demonstrate their knowledge of sequencing and text structure.

Next, learners complete comprehension questions and show their understanding of text through writing and using details from text.

After completing a 10-lesson sequence, the teacher administers the **Assessment** (Mastery Test 8).

Language Arts Lesson 97

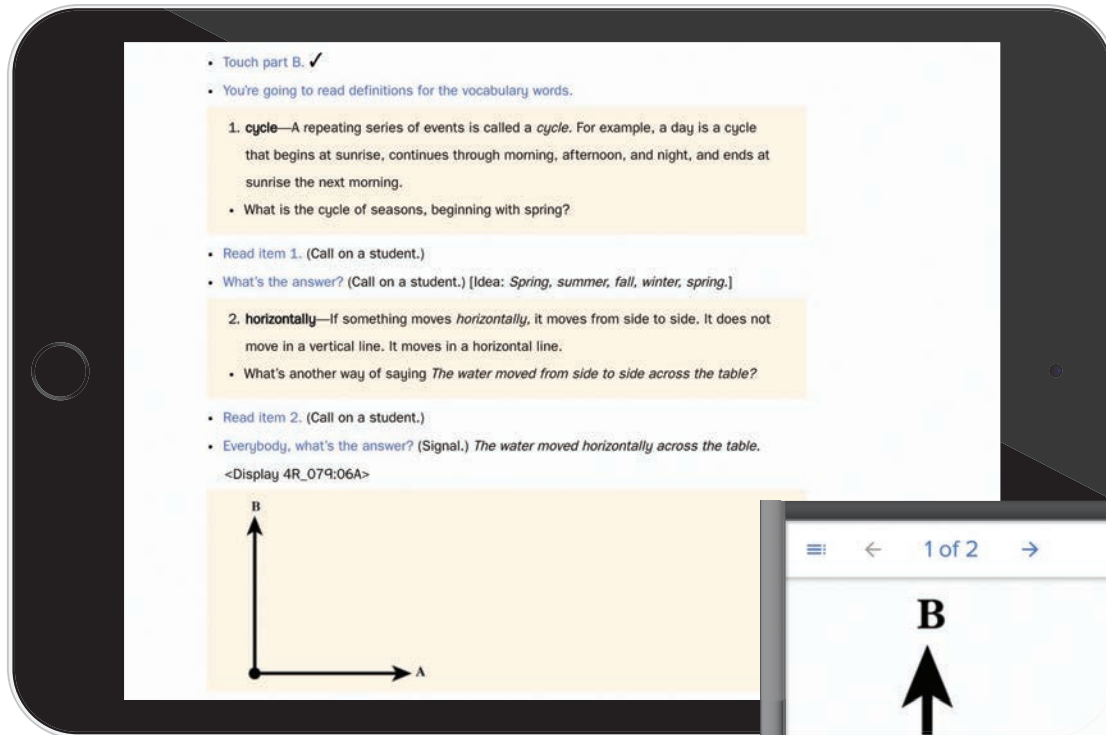
Language Arts Lesson 97 begins with a writing activity in the **Teacher Experience** where learners write an *Opinion Paper* (Exercise 1).

Then, learners complete activities from the **Student Workbook** and **Student Textbook** about *Figurative Language* (Exercise 2) and *Compound Sentences* (Exercise 3).

As with the Reading Lessons, the teacher administers the **Assessment** (Mastery Test 10) after students complete a 10-lesson sequence.

Reading Lesson 79

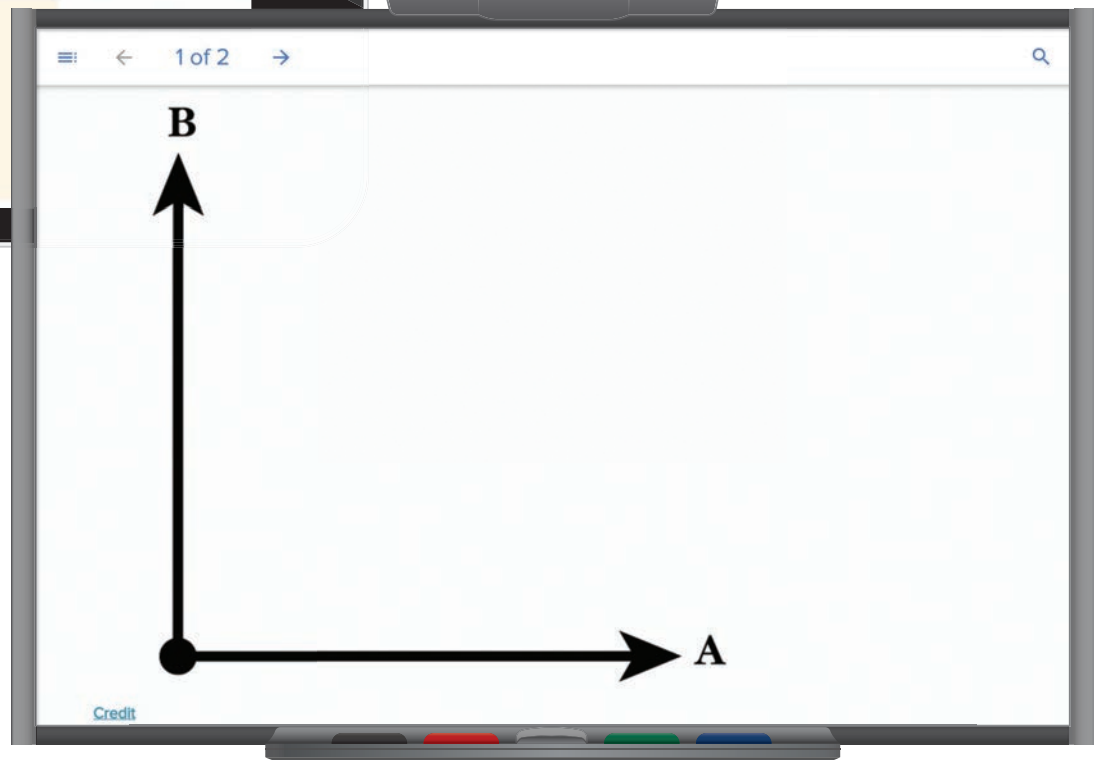
TEACHER EXPERIENCE



Develop academic vocabulary using information from purposeful supporting multimedia content.

Exercise 6

See corresponding student sampler page.



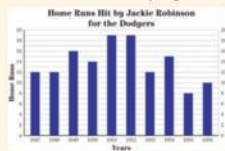
Exercise 6 Display



Interpret information from charts and graphs and explain how it contributes to text understanding.

Jackie Robinson's Home Runs

Like many baseball players, Jackie Robinson hit the most home runs per year during the middle part of his career. He hit about a dozen home runs per year when he first started playing with the Brooklyn Dodgers in the late 1940s. In the early 1950s, however, he boosted that total to almost 20 home runs per year. Then he dropped back down to about a dozen per year in the mid-1950s as his baseball career neared its end.



- a. Touch the bar graph underneath the passage. ✓
- Everybody, what is the title of the bar graph? (Signal.) *Home Runs Hit by Jackie Robinson for the Dodgers.*
 - What word is at the bottom of the graph? (Signal.) *Years.*
 - So what do the numbers above the word **years** show? (Call on a student.) [Idea: *The years he played for the Dodgers.*]
 - Everybody, what's the first year he played for the Dodgers? (Signal.) *1947.*
 - What's the last year he played? (Signal.) *1956.*
- b. Everybody, what phrase is on the left side of the graph? (Signal.) *Home Runs.*
- So what do the numbers on the left and right side of the graph show? (Call on a student.) [Idea: *The number of home runs Jackie Robinson hit.*]
 - Everybody, what's the lowest number on the left side? (Signal.) *Zero.*

Exercise 8

See corresponding student sampler page.

Author uses reasons and evidence to support particular points in a text.

The Life Cycle

The life cycle of plants and animals goes around and around. The life cycle of birds, for example, begins when baby birds hatch out of eggs. The babies stay in their nest until they're old enough to fly away. Then the birds leave the nest and find mates. The birds and their mates build nests, and the female bird lays eggs in the nest. Then new baby birds hatch out of the eggs, and the cycle begins again: around and around from eggs to birds to eggs.

The following passages about animals and plants from coastal Florida present more examples of life cycles.

- What claim about life cycles does the author make in the first sentence of the article? (Call on a student.) [Idea: *The life cycle goes around and around.*]
- What evidence does the author present to support that claim? (Call on several students.) [Ideas: *The life cycle of birds goes from eggs to birds to eggs; Birds do the same sequence of things over and over again.*]
- Look at the headings and tell me which plants and animals this article will discuss. (Call on several students.) [Ideas: *Sea turtles; Turtle grass; Flamingos; Water lilies.*]

Sea Turtles

The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

- The article says that the sea turtle **lumbered**. What does that mean? (Call on several students.) [Ideas: *She moved heavily; She moved slowly; She moved awkwardly.*]
- Use details from the text to explain everything the sea turtle did in this paragraph. (Call on several students.) [Ideas: *She lumbered up to the dry sand; She dug a hole; She deposited more than a hundred eggs into the hole; She covered the eggs with sand; She*

Exercise 9

See corresponding student sampler page.

Reading Lesson 79

TEACHER EXPERIENCE

Summary

The life cycles of plants and animals are different in many ways, but they all have the same basic pattern. After a plant or animal is born, it grows up and produces more of its own type of plant or animal. These cycles repeat over and over again, filling our planet with life.

- Everybody, how many eggs does a female flamingo lay at one time? (Signal.) *One.*
- How many eggs does a female sea turtle lay at one time? (Call on a student.) [Idea: *More than a hundred.*]
- Use details from the article to explain the differences between a sea turtle nest and a flamingo nest. (Call on several students.) [Ideas: *A sea turtle nest is a hole in the sand, but a flamingo nest is a cone-shaped mound of mud; A sea turtle nest is covered with sand, but a flamingo nest is in the open; A mother sea turtle leaves the nest after laying eggs, but the flamingo parents stay in the nest before and after their chick is born; The sea turtle nest contains more than a hundred eggs, but the flamingo nest contains only one.*]
- How old is a flamingo chick when it leaves the nest? (Call on a student.) [Idea: *One week or less.*]
- Use details from the article to explain why flamingos move during the dry season. (Call on a student.) [Idea: *The flamingos move to find food.*]
- Why does a water lily produce a fruit? (Call on several students.) [Idea: *The fruit contains seeds that turn into other water lilies.*]

Exercise 10

Main Idea Supporting Evidence

Compare and contrast information using details from text.

- How many eggs does a female sea turtle lay at one time? (Call on a student.) [Idea: *More than a hundred.*]
- Use details from the article to explain the differences between a sea turtle nest and a flamingo nest. (Call on several students.) [Ideas: *A sea turtle nest is a hole in the sand, but a flamingo nest is a cone-shaped mound of mud; A sea turtle nest is covered with sand, but a flamingo nest is in the open; A mother sea turtle leaves the nest after laying eggs, but the flamingo parents stay in the nest before and after their chick is born; The sea turtle nest contains more than a hundred eggs, but the flamingo nest contains only one.*]
- How old is a flamingo chick when it leaves the nest? (Call on a student.) [Idea: *One week or less.*]
- Use details from the article to explain why flamingos move during the dry season. (Call on a student.) [Idea: *The flamingos move to find food.*]
- Why does a water lily produce a fruit? (Call on several students.) [Idea: *The fruit contains seeds that turn into other water lilies.*]
- What is the main idea of this article? (Call on several students.) [Idea: *The life cycles of plants and animals are different in many ways, but they all have the same basic pattern.*]
- Give evidence from the article to support that main idea. (Call on several students.) [Ideas: *Plants and animals begin as eggs or seeds; Plants and animals grow up; Plants and animals produce more of their own type of plant or animal.*]

Exercise 10



Show understanding of text through writing and using details from text.

F. COMPREHENSION

Write the answers.

1. Use details from the article to describe the life cycle of a female sea turtle, beginning when she is still in an egg. [Idea: She hatches from the egg, then she goes to the ocean, where she lives for several years. Next she settles near Florida. After many years, she swims to a nesting beach and lays eggs.]
2. Use details from the text to explain how turtle grass spreads by using rhizomes. [Idea: The grass produces rhizomes, which grow underground in a horizontal line. New shoots of grass come up from place to place along the rhizome.]
3. How do oceans near the coast get polluted? [Idea: People dump garbage or oil into the water.]
4. How does an adult flamingo eat? [Idea: It plunges its head in water and fills its mouth with plants and small animals.]
5. Name at least three ways that water lilies and turtle grass are the same. [Ideas: Both are plants that grow in water; Both have flowers; Both spread by rhizomes and seeds; Both provide food and shelter for animals.]

G. WRITING

Write a passage that describes the first few months of a flamingo's life.

Use details from the article to answer these questions in your passage:

1. How do the flamingo's parents prepare for its birth?
2. Who takes care of the baby flamingo at first? How?
3. Who does the flamingo spend time with after it leaves the nest?

Exercise 12

Recognize text structure.

C SEQUENCING

Number the events in the correct sequence. The first event has already been numbered.

- 1 A turtle lumbers up a beach until it reaches dry sand.
- 5 The turtle goes back to the ocean.
- 4 The turtle covers eggs with sand.
- 2 The turtle digs a hole with its flippers.
- 3 The turtle deposits eggs into a hole.

D TEXT STRUCTURE

Work the items.

A. The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

1. Which main text structure does paragraph A use?
 - a. cause and effect
 - b. comparison
 - c. problems and solution
 - d. sequence of events

B. Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

2. Which main text structure does paragraph B use?
 - a. cause and effect
 - b. comparison
 - c. problems and solution
 - d. sequence of events

C. Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas.

3. Which main text structure does paragraph C use?
 - a. cause and effect
 - b. comparison
 - c. problems and solution
 - d. sequence of events

Exercise 12

Reading Lesson 79

STUDENT TEXTBOOK

79

A WORD LISTS

1 Hard Words

1. delicate
2. jellyfish
3. lily

2 Related Words

1. coast
2. coastal
3. coastline

3 Vocabulary Words

1. cycle
2. horizontally
3. photosynthesis
4. rhizome

4 Vocabulary Words

1. lumbered
2. polluted
3. settle
4. typically

B VOCABULARY DEFINITIONS

1. **cycle**—A repeating series of events is called a *cycle*. For example, a day is a cycle that begins at sunrise, continues through morning, afternoon, and night, and ends at sunrise the next morning.
 - What is the cycle of seasons, beginning with spring?
2. **horizontally**—If something moves *horizontally*, it moves from side to side. It does not move in a vertical line. It moves in a horizontal line.
 - What's another way of saying *The water moved from side to side across the table*?
3. **photosynthesis**—*Photosynthesis* is a process where green plants use sunlight to make food for the plant.
 - What's the process that green plants use to make food for the plant?
4. **rhizome**—A *rhizome* is a plant stem that grows underground in a horizontal line.
 - What do we call a plant stem that grows underground in a horizontal line?

C VOCABULARY FROM CONTEXT

1. The 300-pound turtle **lumbered** along the beach.
2. Some parts of the ocean are **polluted** because people have dumped garbage or oil into the water.
3. The young turtles **settle** close to shore, where they will live for the next ten years or more.
4. People **typically** work from 9 in the morning to 5 at night.

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Lesson 79

D READING INFORMATIONAL TEXT: Science

The Life Cycle

The life cycle of plants and animals goes around and around. The life cycle of birds, for example, begins when baby birds hatch out of eggs. The babies stay in their nest until they're old enough to fly away. Then the birds leave the nest and find mates. The birds and their mates build nests, and the female bird lays eggs in the nest. Then new baby birds hatch out of the eggs, and the cycle begins again: around and around from eggs to birds to eggs.

The following passages about animals and plants from coastal Florida present more examples of life cycles.

Sea Turtles

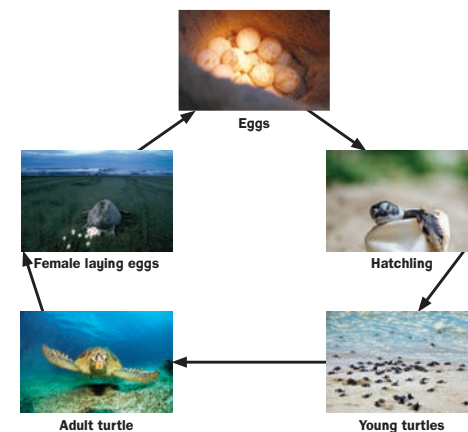
The mother green sea turtle has finally lumbered all the way up the beach to the

dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

Two months go by. The eggs under the sand crack open, and baby turtles hatch. They dig their way out of the sand and go as fast as they can to the ocean before gulls and other sea birds can catch them.

The young turtles who make it to the ocean drift there for several years. They are good hunters. With their strong beaks, they watch for mouthfuls of plants or jellyfish. Eventually they settle close to the shore of southern Florida, where they will live for the next ten years or more.

Life Cycle of a Sea Turtle



Lesson 79

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Someday the females will swim for hundreds of miles to a nesting beach. They will pull themselves out of the ocean to lay eggs, just as their mothers once did.

Turtle Grass

Sea turtles depend on sea grasses for food and for a place to live. Turtle grass is common in the warm waters near southern Florida, and sea turtles are at home in the underwater meadows of turtle grass.

The turtle grass clings to the ground with its roots and its rhizomes. A rhizome is a special stem that grows underground. The rhizome grows horizontally beneath the sea floor. New shoots come up from place to place along the rhizome. Each shoot grows into grass with roots.

Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

Turtle grass is like garden grass in another way: turtle grass depends on photosynthesis to make its food. The green leaves take in sunlight that shines through the water and use the light for photosynthesis.

Young sea turtles glide through the clear water around the turtle grass. Turtle grass roots and rhizomes hold the soil in place, so



Turtle grass roots and rhizomes

the water does not often get muddy. Many species of sea animals find food and shelter in this underwater meadow.

Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas. ♦

Flamingos

Flamingos are tall wading birds that live in large flocks in coastal areas around the world. Hundreds of flamingos typically feed together in the shallow coastal waters of Florida. Many of these flamingos are pink.

Flamingos are like turtles because they both lay eggs. But unlike turtles, flamingos lay only one egg at a time. Flamingo parents take care of their egg until it hatches, and then they take care of their baby.

The mother and father flamingo build a cone-shaped mound of mud for their nest. After the mother lays an egg in the nest, the mother and father take turns sitting on the egg. Unlike a baby turtle, a baby flamingo, or chick, is helpless when it hatches. The chick has feathers that are gray and white, and it calls out in hunger. Both mother and father feed the chick a liquid similar to milk, called crop milk, that they produce inside their throat.

Within just a week, the chick leaves the nest. The chick's parents still feed it, but the chick spends its time with other chicks in a large group. Because flamingos live near shallow water, the chick quickly learns to swim. Soon the growing flamingo learns to eat like an adult. It plunges its head in the water and fills its mouth with plants and small animals. ★

During the dry season, the flock of flamingos must move to a new area where



Adult flamingo feeding crop milk to its chick

they can find food. Hundreds of them take to the air together, their long necks in front, their long legs behind, and their colorful wings flapping. They fly together until they reach a new area with food.

Water Lilies

The ponds where flamingos live are dotted with white and pink flowers with round, green leaves. These are water lilies, which grow in shallow ponds and at the edges of lakes. Like turtle grass, water lilies spread both by rhizomes and by seeds.

The lily's flower and leaves are above water, but its roots dig into the dirt bottom of the pond. A long stem connects the roots to the sweet-smelling flower and the leaves.

The lily's rhizome gradually spreads across the bottom of the pond. On the surface of the pond, a fruit begins to grow inside

Reading Lesson 79

STUDENT TEXTBOOK



Water lilies at the edge of a pond

the flower. The fruit is like a berry, and it has many seeds inside. When the fruit is ripe, the seeds drop into the water. Each seed may start a new water lily plant nearby.

Water lilies provide food and shelter for many kinds of animals. Deer and beaver eat the seeds, leaves, and roots. Fish and frogs hide under the wide, green leaves.

Summary

The life cycles of plants and animals are different in many ways, but they all have the same basic pattern. After a plant or animal is born, it grows up and produces more of its own type of plant or animal. These cycles repeat over and over again, filling our planet with life.

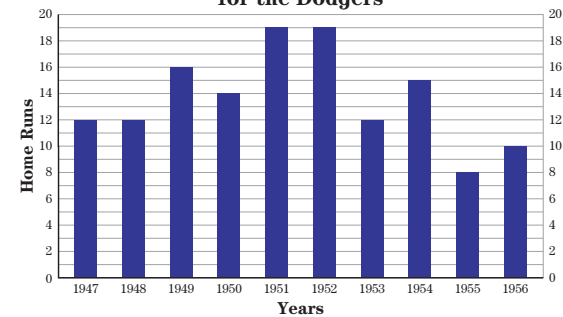
E CHARTS AND GRAPHS

Jackie Robinson's Home Runs

Like many baseball players, Jackie Robinson hit the most home runs per year during the middle part of his career. He hit about a dozen home runs per year when he first started playing with the Brooklyn

Dodgers in the late 1940s. In the early 1950s, however, he boosted that total to almost 20 home runs per year. Then he dropped back down to about a dozen per year in the mid-1950s as his baseball career neared its end.

Home Runs Hit by Jackie Robinson for the Dodgers



Work the items.

1. In which year did Robinson hit the fewest home runs?
2. In which years did Robinson hit the most home runs?
3. For the most part, did the number of home runs Robinson hit per year *increase* or *decrease* from 1947 to 1951?
4. For the most part, did the number of home runs Robinson hit per year *increase* or *decrease* from 1952 to 1956?
5. In which part of his career did Robinson hit the most home runs per year: the beginning, the middle, or the end?
6. What information does the graph present that the passage does not present?
7. How does the graph help you understand the passage?



F COMPREHENSION

Write the answers.

1. Use details from the article to describe the life cycle of a female sea turtle, beginning when she is still in an egg.
2. Use details from the text to explain how turtle grass spreads by using rhizomes.
3. How do oceans near the coast get polluted?
4. How does an adult flamingo eat?
5. Name at least three ways that water lilies and turtle grass are the same.

G WRITING

Write a passage that describes the first few months of a flamingo's life.

Use details from the article to answer these questions in your passage:

1. How do the flamingo's parents prepare for its birth?
2. Who takes care of the baby flamingo at first? How?
3. Who does the flamingo spend time with after it leaves the nest?
4. When does the flamingo learn how to swim and eat like an adult?
5. What happens during the dry season?

Write at least six sentences.

END OF LESSON 79

Reading Lesson 79

STUDENT WORKBOOK

Name _____

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A STORY DETAILS

Work the items.

- The young sea turtles in the article settle near the state of _____.
- The process that begins with turtle eggs hatching and ends with a turtle laying eggs is called the turtle's life _____.
a. circle b. cycle c. cyclone
- In which direction do rhizomes grow?
a. horizontal b. vertical
c. circular
- What grows up along a rhizome?
a. new shoots b. more rhizomes
c. water
- What part of the turtle grass plant makes it possible for turtle grass to produce seeds?
a. roots b. leaves c. flowers
- What process does turtle grass depend on to grow?
a. photography b. photofinishing
c. photosynthesis
- What is one way that sea turtles and flamingos are alike?
a. They are both reptiles.
b. They both lay eggs.
c. They both have feathers.

- What do flamingos do during the dry season?
a. lay eggs
b. move to a new area to find food
c. learn to swim
- Turtle grass and water lilies provide food and _____ for small animals.
a. shelter b. water c. warmth

B VOCABULARY

Complete each sentence with the correct word.

horizontally polluted typically
lumbered rhizome
photosynthesis settle

- A _____ is a plant stem that grows in a horizontal line.
- Plants get energy from the sun through _____.
- No plants or animals could live in the _____ water.
- The family decided to _____ in a small town.
- Rockets go into the air vertically, but cars go down the road _____.
- The elephants _____ across the wide plains.

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C SEQUENCING

Number the events in the correct sequence. The first event has already been numbered.

- 1 A turtle lumbers up a beach until it reaches dry sand.
_____ The turtle goes back to the ocean.
_____ The turtle covers eggs with sand.
_____ The turtle digs a hole with its flippers.
_____ The turtle deposits eggs into a hole.

D TEXT STRUCTURE

Work the items.

- A. The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.
1. Which main text structure does paragraph A use?
a. cause and effect
b. comparison
c. problems and solution
d. sequence of events

B. Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

2. Which main text structure does paragraph B use?
a. cause and effect
b. comparison
c. problems and solution
d. sequence of events

C. Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas.

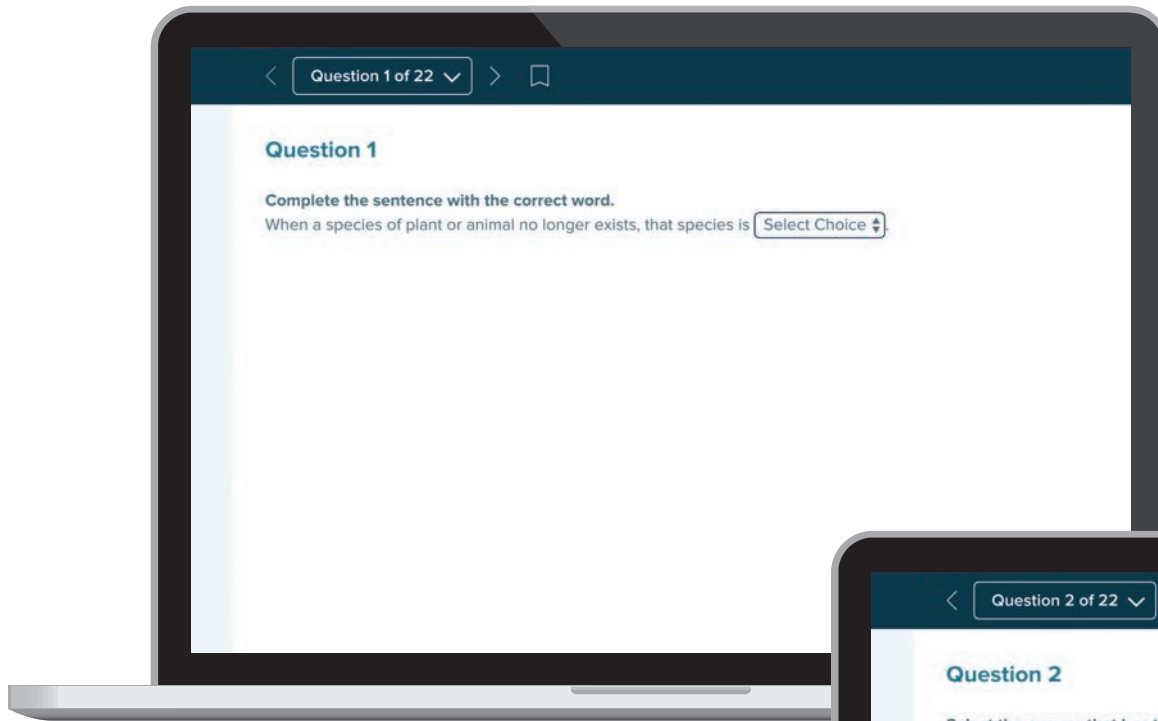
3. Which main text structure does paragraph B use?
a. cause and effect
b. comparison
c. problems and solution
d. sequence of events

GO TO PART E IN YOUR TEXTBOOK

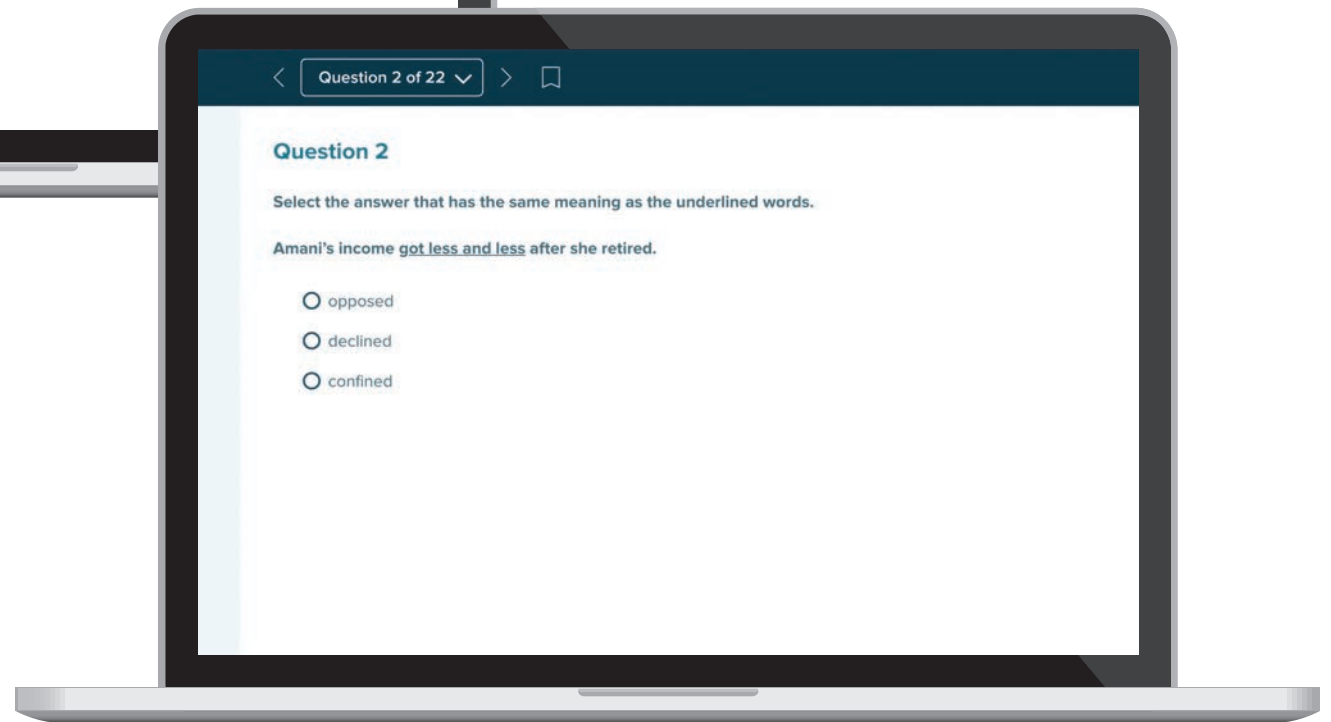
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Reading Mastery Test 8

STUDENT ASSESSMENT



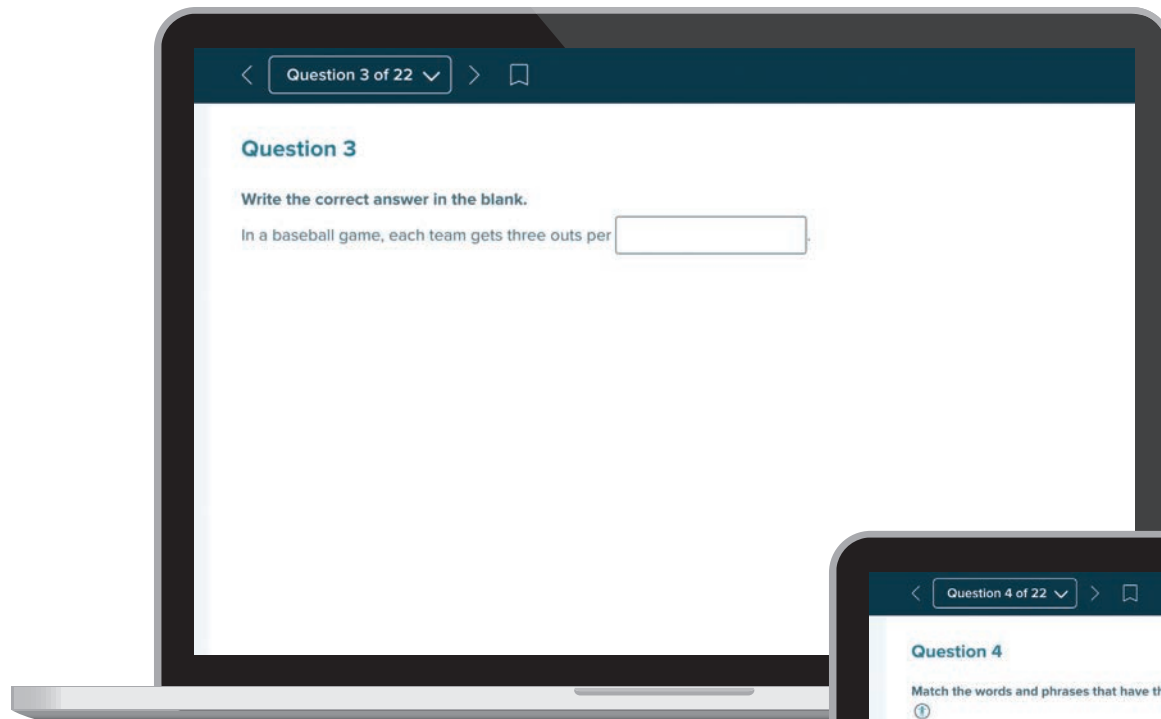
Cloze



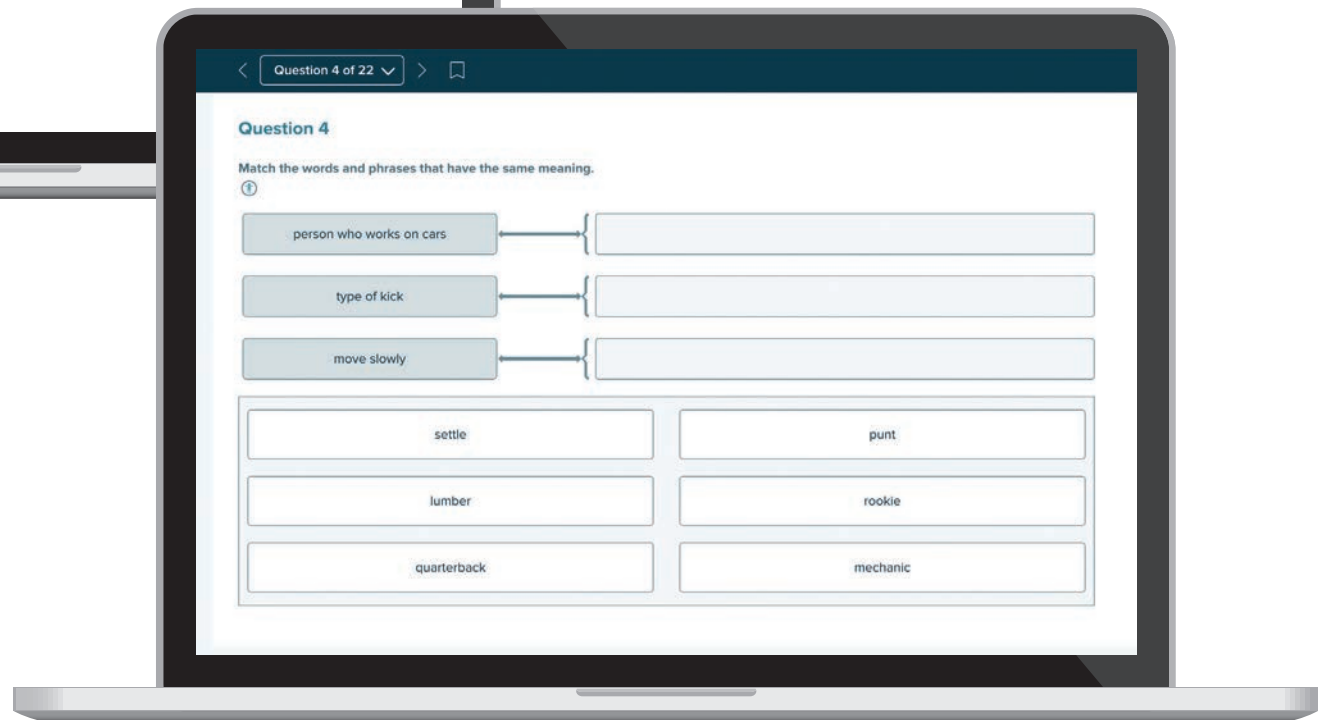
Multiple Choice

Reading Mastery Test 8

STUDENT ASSESSMENT



Fill in the Blank



Matching



< Question 5 of 22 > 

Question 5

Select the correct answer.

Photosynthesis is a process in which plants use ___ to make food for the plant.

- fertilizer
- sunlight
- water

Multiple Choice

< Question 6 of 22 > 

Question 6

Select the answer that has the same meaning as the underlined word.

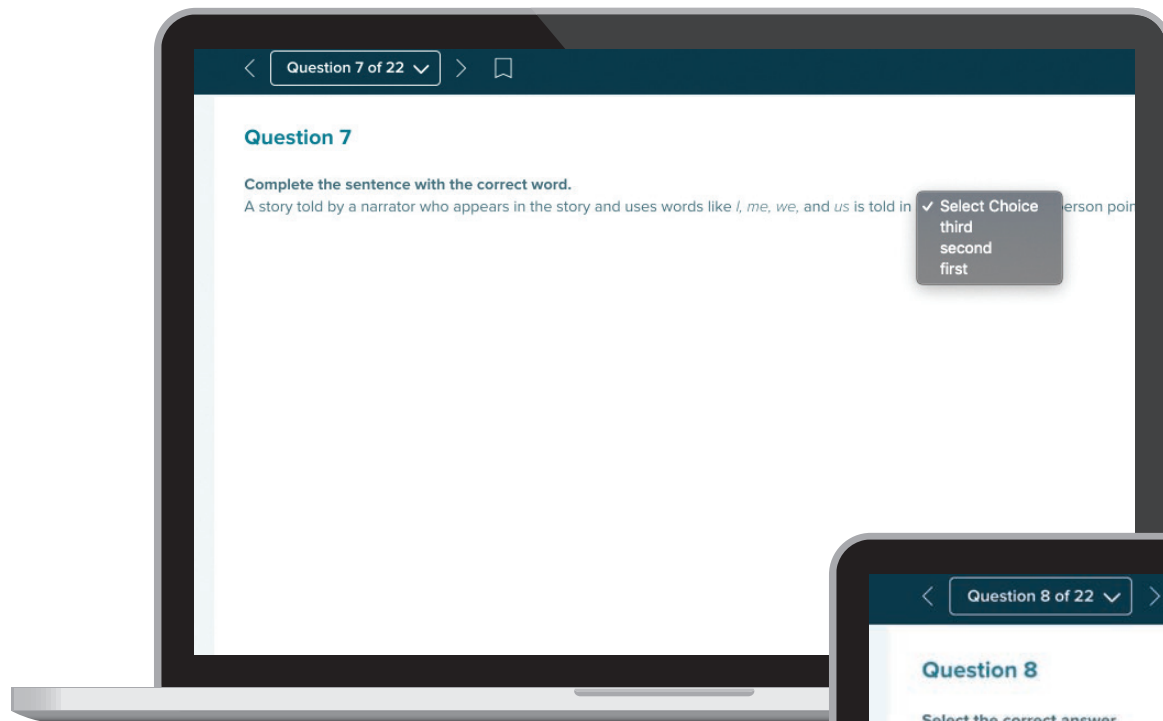
Children typically sleep eight hours a night.

- usually
- rarely
- horizontally

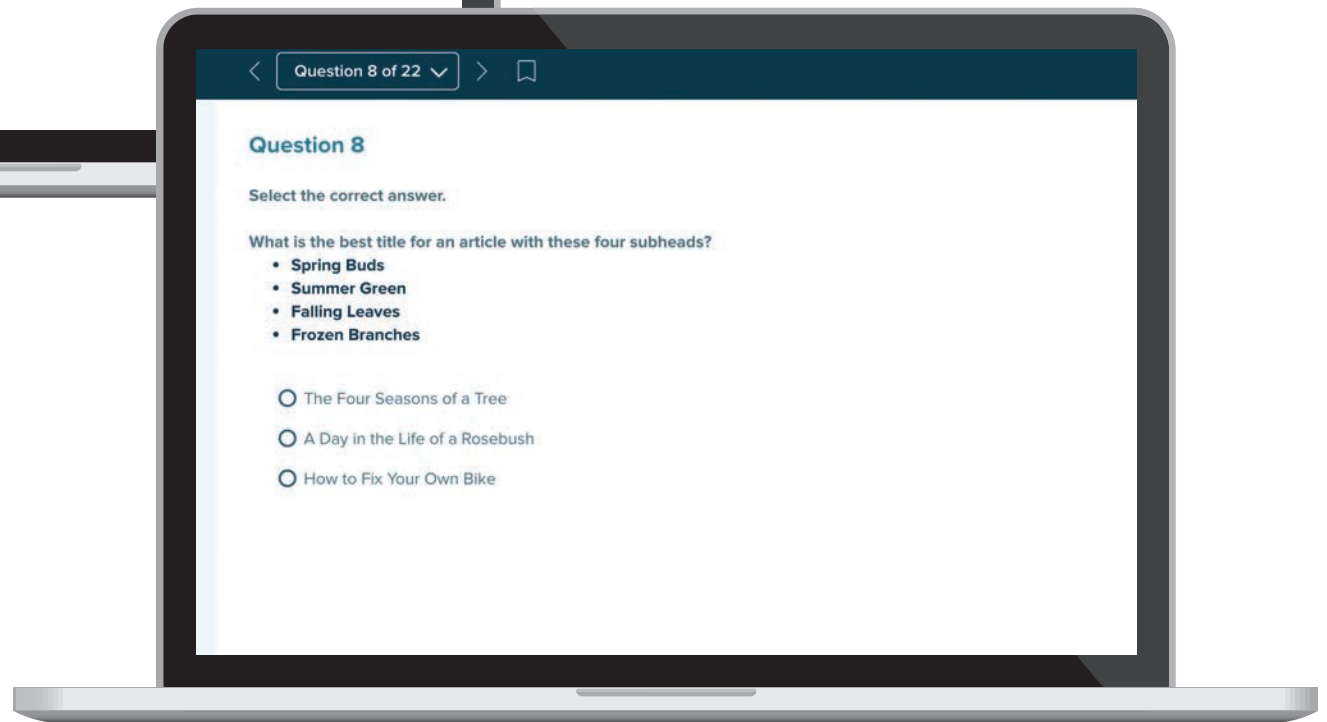
Multiple Choice

Reading Mastery Test 8

STUDENT ASSESSMENT



Cloze



Multiple Choice



Question 9 of 22

Question 9

Read the passage and answer the following question.

Read the passage and select the correct answer.

Hunters have reduced orangutan populations. Orangutans are killed for meat or are taken from the forest to be sold as pets. But the greatest threat to their survival is the loss of their rain forest homes. Orangutans once lived in rain forests ranging from southern China to the island of Java. Now they are confined to rain forests on just two islands, Borneo and Sumatra. Unfortunately, the forests on these islands are being cut down for timber or burned for farmland. Shrinking areas of forest support fewer and fewer orangutans.

Which two text structures does the passage use?

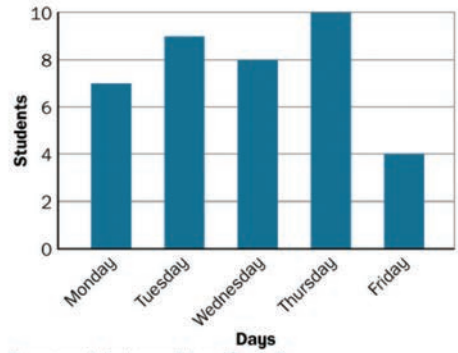
- cause and effect
- comparison
- problem and solution
- sequence of events

Multiple Choice

Question 10

Study the graph and answer the question.

Number of Students Late for School



How many students were late on Monday?

50 characters remaining

Extended Response

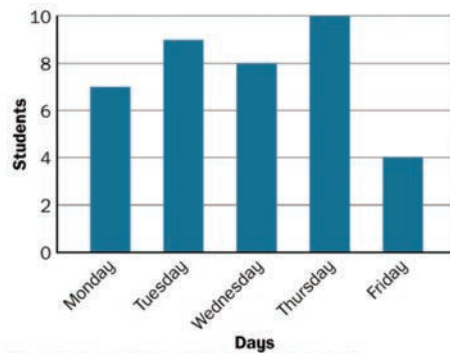
Reading Mastery Test 8

STUDENT ASSESSMENT

Question 11

Study the graph and answer the question.

Number of Students Late for School



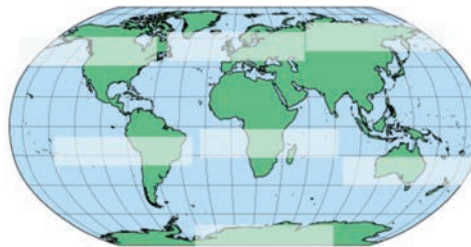
On which day were the most students late for school?

1 word remaining

Extended Response

Question 12

Drag and drop the labels to the correct places on the map.



Africa

Antarctica

Asia

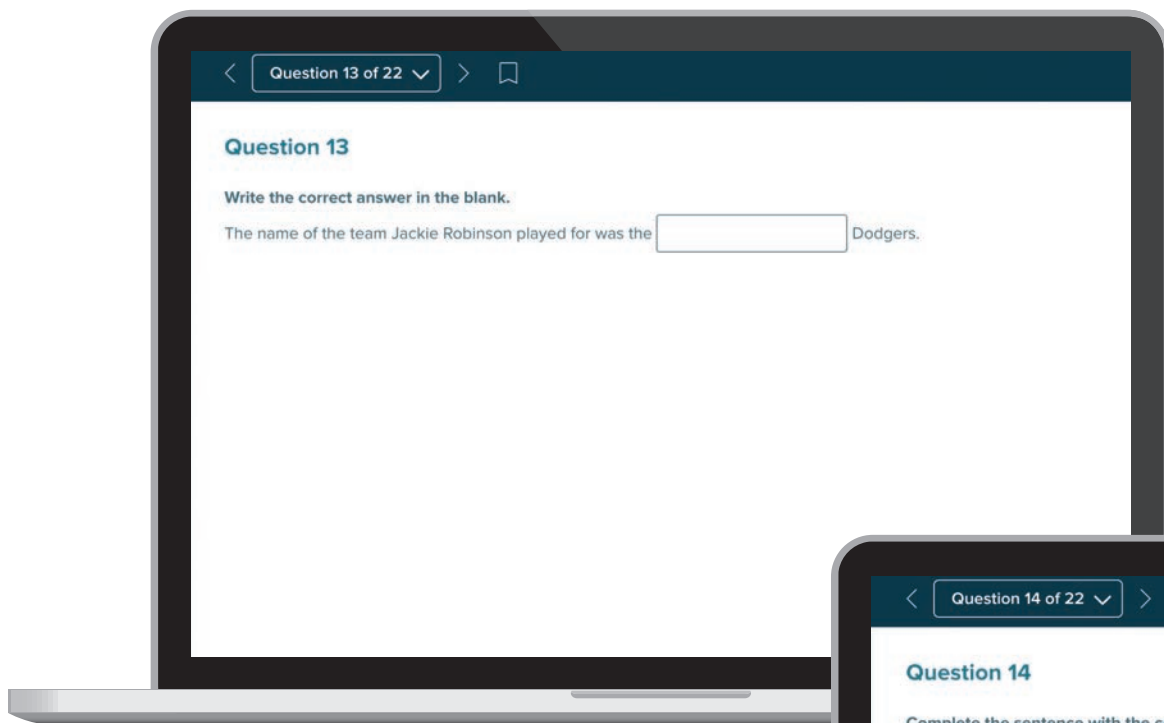
Australia

Europe

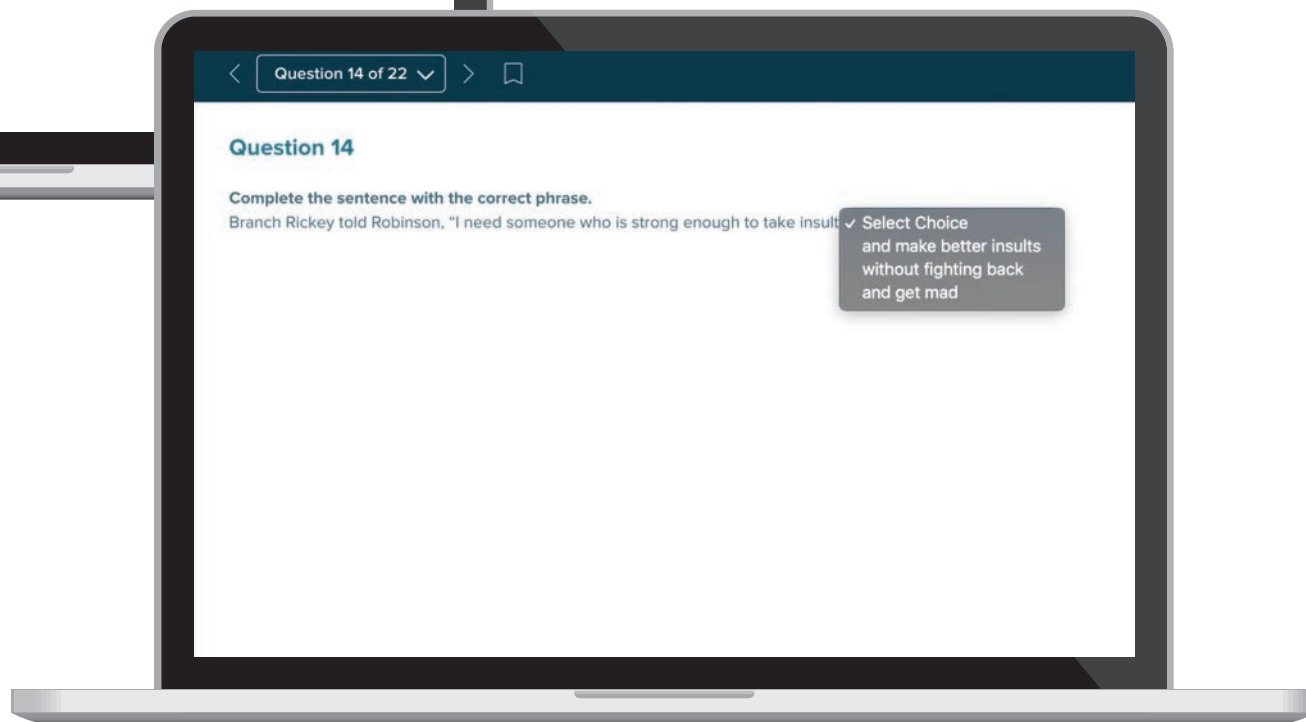
North
America

South
America

Drag and Drop



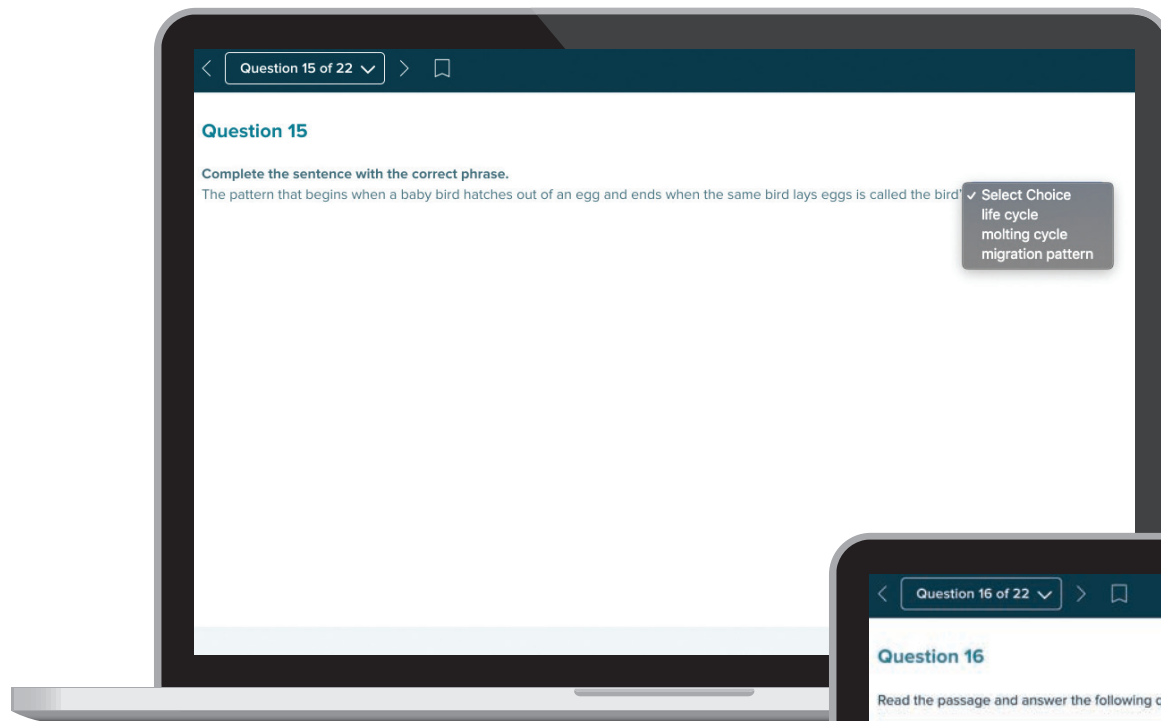
Fill in the Blank



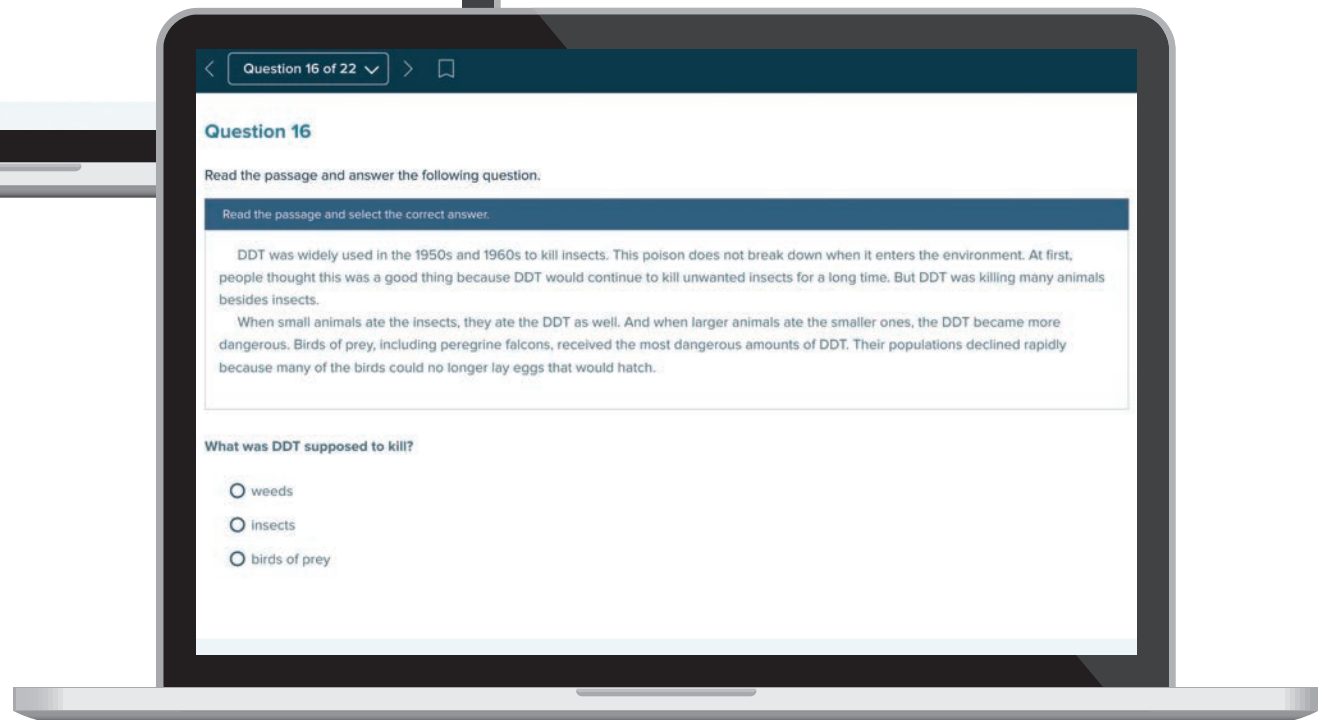
Cloze

Reading Mastery Test 8

STUDENT ASSESSMENT



Cloze



Multiple Choice



< Question 17 of 22 >

Question 17

Read the passage and answer the following question.

Review the passage and complete the sentence with the correct word.

DDT was widely used in the 1950s and 1960s to kill insects. This poison does not break down when it enters the environment. At first, people thought this was a good thing because DDT would continue to kill unwanted insects for a long time. But DDT was killing many animals besides insects.

When small animals ate the insects, they ate the DDT as well. And when larger animals ate the smaller ones, the DDT became more dangerous. Birds of prey, including peregrine falcons, received the most dangerous amounts of DDT. Their populations declined rapidly because many of the birds could no longer lay eggs that would hatch.

Birds of prey are birds that

- Select Choice
- eat only plants
- cannot fly
- hunt other animals

Cloze

< Question 18 of 22 >

Question 18

Read the passage and answer the following question.

Read the passage and select the correct answer.

When the United States finally banned the use of DDT in 1972, there were no American peregrines left in the eastern United States except in zoos. The falcon population in western states was also greatly reduced. Breeding programs were begun to save the falcons from extinction.

In the East, baby falcons in zoos were carefully raised so they would be able to survive in the wild. People used falcon-shaped puppets to feed the baby falcons so the birds would learn to expect food from other falcons, not from people. Raising falcons to live outside zoos was a difficult task, but by 1980, the birds were successfully released into the wild.

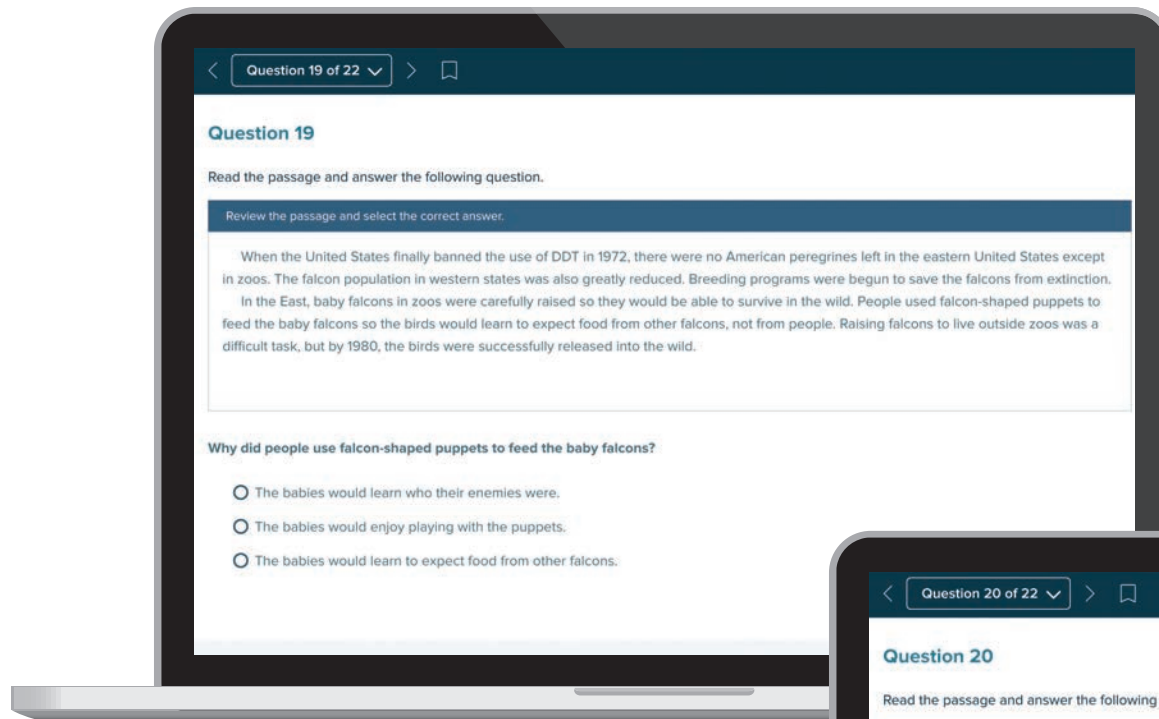
What would have happened if peregrine falcons had gone extinct?

- Only a few peregrine falcons would live in the wild.
- The population of peregrine falcons would increase.
- Peregrine falcons would cease to exist.

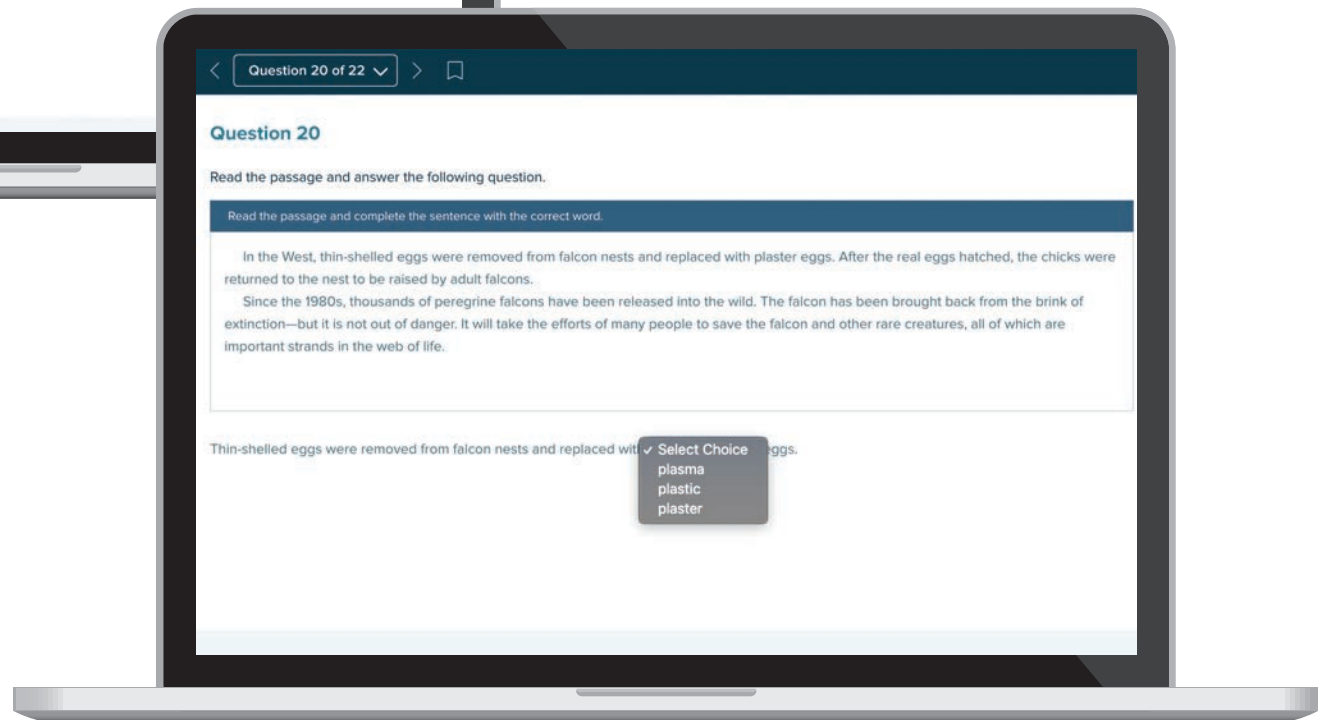
Multiple Choice

Reading Mastery Test 8

STUDENT ASSESSMENT



Multiple Choice



Cloze—Select Choice



< Question 21 of 22 >

Question 21

Read the passage and answer the following question.

Review the passage and select the correct answer.

In the West, thin-shelled eggs were removed from falcon nests and replaced with plaster eggs. After the real eggs hatched, the chicks were returned to the nest to be raised by adult falcons.

Since the 1980s, thousands of peregrine falcons have been released into the wild. The falcon has been brought back from the brink of extinction—but it is not out of danger. It will take the efforts of many people to save the falcon and other rare creatures, all of which are important strands in the web of life.

The article says that falcons were brought back from the “brink of extinction.” What does *brink* mean in that sentence?

- big rink
- corner
- edge

Multiple Choice

Read the passage and answer the following question.

Review the entire passage and select the correct answer.

DDT was widely used in the 1950s and 1960s to kill insects. This poison does not break down when it enters the environment. At first, people thought this was a good thing because DDT would continue to kill unwanted insects for a long time. But DDT was killing many animals besides insects.

When small animals ate the insects, they ate the DDT as well. And when larger animals ate the smaller ones, the DDT became more dangerous. Birds of prey, including peregrine falcons, received the most dangerous amounts of DDT. Their populations declined rapidly because many of the birds could no longer lay eggs that would hatch.

When the United States finally banned the use of DDT in 1972, there were no American peregrines left in the eastern United States except in zoos. The falcon population in western states was also greatly reduced. Breeding programs were begun to save the falcons from extinction.

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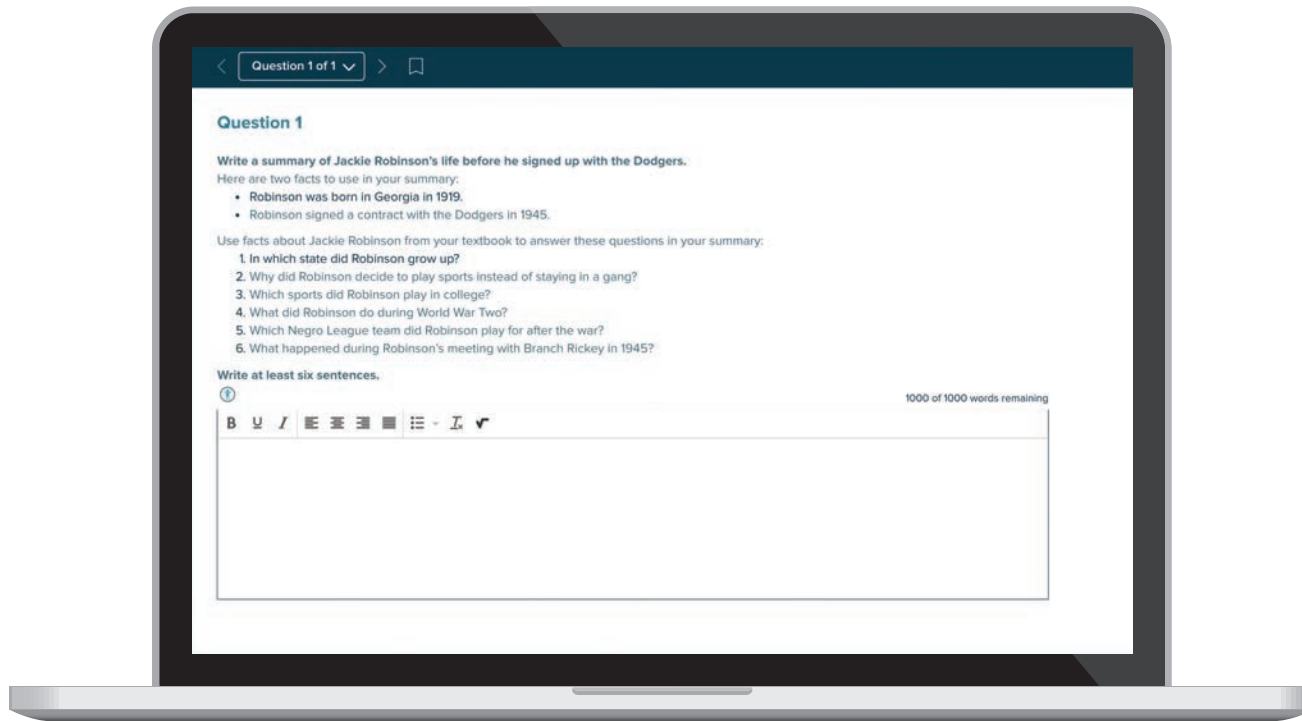
What is the main idea of the passage?

- Peregrine falcons were laying eggs that did not hatch.
- Peregrine falcons ate DDT because they are birds of prey.
- Peregrine falcons were dying because of DDT, but they were saved.

Multiple Choice

Reading Mastery Test 8

STUDENT ASSESSMENT



Essay

Language Arts Lesson 95

TEACHER EXPERIENCE

- Who is Toby Laxton? (Call on a student.) [Idea: *A middle school student at Cougarville Middle School.*]
Does Laxton name any good things about doing homework?
(Call on a student.) *No.*
Does Laxton name any bad things about doing homework?
(Call on a student.) *Yes.*
Does he think all homework is bad? (Call on a student.) [Ideas: *Not necessarily. He thinks too much homework is bad.*]
What are reasons he gives to support his opinion that too much homework is not good?
(Call on a student.) [Ideas: *It is frustrating; students give up on school out of frustration; students practice wrong answers and don't learn anything.*]
According to Laxton, what kind of homework is not good? (Call on a student.) [Ideas: *Homework that requires students to learn new material. Homework that students end up getting wrong because they don't understand it.*]
- I'll read source 2. Follow along: "The Overall Effectiveness of Homework," by Sadie Thomas, University of the Coast.

Three types of studies have examined the effects of homework on academic achievement. One type of study compares students who receive homework as with students who don't receive any homework. These studies show that home high school students had twice the positive effect that homework for middle school students has and four times the effect that homework for elementary students

Exercise 1

Discussion of Sources Prior to Writing

Develop and strengthen writing by discussing, planning, revising, and editing by collaboration with peers.

- For your plan, you'll first write your opinion statement, then list reasons to support your opinion. Later, when you write your opinion paper, you'll explain those reasons and report evidence. In your plan, just briefly list the reasons supporting your opinion.
Your opinion statement starts with the words **I think that** or **I believe that**, and you tell the main thing you think or believe.
- Look at the ideas for opinion statements.
Read statement 1. (Signal.) *I think that children should not start doing homework until age 10.*
Read statement 2. (Signal.) *I believe that children in grade 4 should have no more than one hour of homework every night.*
Read statement 3. (Signal.) *I think that no one should have to do homework.*
- Your turn. Write a sentence that tells what you think about homework.
Remember to start your sentence with **I think that** or **I believe that**. Don't forget the word **that**.
(Observe students and give feedback.)
- Now briefly list different reasons to support your opinion. You can take information for your reasons from the sources. Or you can list other reasons. You have 2 minutes.
(Observe students and give feedback.)
- (After about 2 minutes.)

Exercise 1

Develop Writing Plan

- Now briefly list different reasons to support your opinion. You can take information for your reasons from the sources. Or you can list other reasons. You have 2 minutes.

(Observe students and give feedback.)

- (After about 2 minutes.)

Now share your reasons with your partner. Take turns sharing and ask questions about the reasons. Tell what information you will use to support your reasons when you write your opinion paper. Get into the details that you will use to explain and support your reasons. You may change your plan as you discuss it with your partner. You have 5 minutes.

(Observe students and give feedback.)

- (After about 5 minutes.)

I'll call on students to read their plan.

(Call on several students. Praise plans that begin with a good opinion statement and provide distinctly different reasons that support that opinion statement.)

- Now you're going to write your opinion paper. Read the checks you'll use.

Check M. (Signal.) *Did you state your main idea in the first sentence and in the conclusion?*

When you wrote informative articles, you wrote the main idea in the introduction and the conclusion. When you write your opinion, you will state your opinion in the

Develop and strengthen writing by discussing, planning, revising, and editing by collaboration with peers.

- Now you're going to write your opinion paper. Read the checks you'll use.

Check M. (Signal.) *Did you state your main idea in the first sentence and in the conclusion?*

When you wrote informative articles, you wrote the main idea in the introduction and in the conclusion. When you write your opinion, you will state your opinion in the first sentence and again in the conclusion. In the introduction, you might add to your opinion statement a statement about the number of reasons you are going to give. In your conclusion, you might summarize the reasons you gave for your opinion.

Check CS. (Signal.) *Did you write complete sentences that are correctly punctuated?*

Check P. (Signal.) *Did you write more than one paragraph?*

You should have at least one paragraph for each reason.

Check So. (Signal.) *Did you tell the source for details you use?*

You know how to cite your source. You write, **according to**, and give the last name of the author who gave you that information. If you use an author's exact words, you'll need to put quote marks around those words.

Check O. (Signal.) *Did you use your own sentences?*

Check S. (Signal.) *Did you correctly spell all the words that are given?*

Write your opinion paper. You have about 15 minutes. Pens down when you're finished.

(Observe students and give feedback.)

- (After about 13 minutes.)

Exercise 1

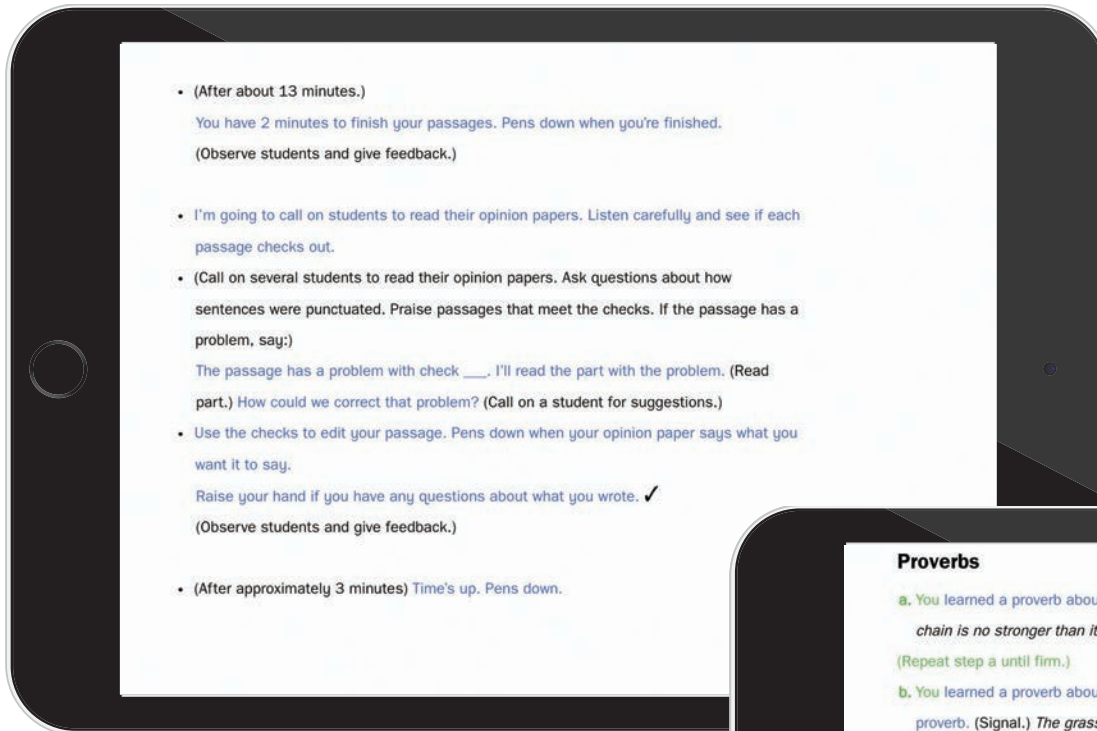
Write and Collaborate

Exercise 1

Edit and Check

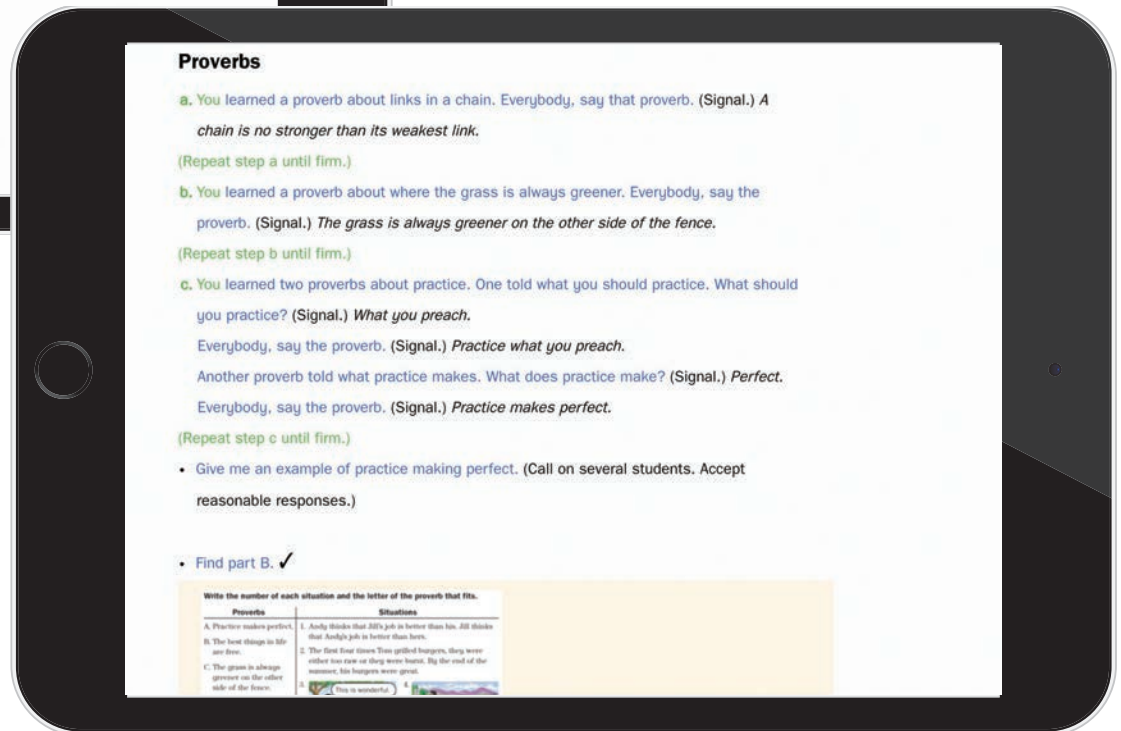
Language Arts Lesson 95

TEACHER EXPERIENCE



Exercise 1
Shared Writing and Feedback

Develop and strengthen writing by discussing, planning, revising, and editing by collaboration with peers.



Exercise 2

Demonstrate understanding of figurative language.

Apply mechanics.

Use Comma Before Coordinating Conjunction

- Find part C. ✓

Write combined sentences for all the items.

Item = The dog was small, but it was very tough.
I can go to the store, or I can watch TV.
Mr. Green runs every morning, and he walks every evening.

- We went on vacation. We had a wonderful time.
- Clarence cleaned the car above. He forgot to lock it.
- The dog has to be leashed. He will lose the mail carrier.
- Roberto worked on the car all day. The car still did not run.

- You are going to write **combined** sentences. What kind of sentences? (Signal.) *Combined*.
Remember, these sentences start with a capital. What takes the place of the period at the end of the first sentence? (Signal.) *A comma*.
What are the three joining words that follow the comma? (Signal.) *And, but, or*.
Yes, **and, but, or**.
- Write combined sentences for all the items. Pens down when you're finished.
(Observe students and give feedback.)
- Check your work.
- Item 1: **We went on vacation. We had a wonderful time.**
What's the best joining word? (Signal.) *And*.
Yes, **and**. Say the combined sentence. (Signal.) *We went on vacation, and we had a wonderful time.*
Yes, **capital W, We went on vacation, comma, and we had a wonderful time. Period.**

Exercise 3

Language Arts Lesson 95

STUDENT TEXTBOOK

95

A PLAN AND WRITE AN OPINION WITH SUPPORTING EVIDENCE

Question: What is your opinion about homework?

Source 1

Too Much Homework, Not Enough Time *by Toby Laxton, Cougarville Middle School*

In my opinion, middle school students have too much homework. With the current emphasis on passing standards, teachers are trying to get us to learn more by doing more homework. There are many problems with having too much homework. Teachers often have students learning material at home that was not discussed in class at all. The teacher reasons that there isn't enough time to cover all the material necessary for the standards, so lots of homework is necessary. That means students end up learning from a piece of paper instead of from an actual human being. The teacher is better to learn from because the teacher can see when students don't understand and can explain the concepts better than a piece of paper can. All the time students spend on homework is often wasted, because it is time spent in frustration, misunderstanding, and writing down wrong answers.

Another problem with too much homework is that many students just simply give up and don't do the homework. Consequently, their grades go down, and they just quit school, even if they still attend classes because their parents and the system force them to attend. They quit mentally.

The amount of homework that teachers give is often ridiculous and accomplishes nothing. Homework doesn't mean that students learn more. Many students end up with lower grades, more frustration, more hatred of school, and less desire to further their education.

Source 2

The Overall Effectiveness of Homework *by Sadie Thomas* **University of the Coast**

Three types of studies have examined the effects of homework on academic achievement. One type of study compares students who receive homework assignments with students who don't receive any homework. These studies show that

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homework for high school students had twice the positive effect that homework for middle school students has and four times the effect that homework for elementary students has.

Another type of study compares homework to in-class supervised study. For elementary students, in-class study results in better achievement. The supervision by teachers who know the expectations makes in-class supervised study much more effective than homework.

The third type of study compares the amount of homework students report doing with their achievement scores. For students in elementary grades, doing more homework made no difference in grades. For middle or junior-high students, doing more homework made only a small difference, with students who do more homework getting only slightly better grades. For high school students, doing more homework helped improve grades a moderate amount.

In conclusion, homework is more effective for students in high school. For middle school and especially for elementary students, homework has little or no value.

Source 3

Effective Homework Assignments *by Dr. Elsworth Higgins* **Big Town College**

Homework can have positive or negative effects on learning. The amount of time spent on homework is less important than the quality of the homework. Shorter and more frequent homework assignments are more effective than longer but fewer assignments. Assignments that involve review are more effective than assignments that cover only material taught in class that day.

Older students and students doing well in school gain more by doing homework. Students who are struggling need more support when doing independent work, so homework for them is not a good idea. Homework policies should give individual teachers the flexibility to take into account the unique needs and circumstances of their students to maximize positive effects and minimize negative ones.

Planning Your Opinion Paper:

Opinion Statement

Reason 1

Reason 2

Reason 3

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Here are some ideas for opinion statements:

1. I think that children should not start doing homework until age 10.
2. I believe that children in grade 4 should have no more than one hour of homework every night.
3. I think that no one should have to do homework.

Check M: Did you state your main idea in the first sentence and in the conclusion?

Check CS: Did you write complete sentences that are correctly punctuated?

Check P: Did you write more than one paragraph?


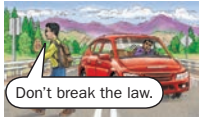


Check So: Did you tell the source for details you use?

Check O: Did you use your own sentences?

Check S: Did you correctly spell all the words that are given?

M CS P So O S

B Write the number of each situation and the letter of the proverb that fits.

Proverbs	Situations
A. Practice makes perfect.	1. Andy thinks that Jill's job is better than his. Jill thinks that Andy's job is better than hers.
B. The best things in life are free.	2. The first four times Tom grilled burgers, they were either too raw or they were burnt. By the end of the summer, his burgers were great.
C. The grass is always greener on the other side of the fence.	3.  This is wonderful.
D. A chain is no stronger than its weakest link.	4.  Don't break the law.
E. The early bird catches the worm.	5. 
F. Practice what you preach.	6.  I get the front seat.

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C Write combined sentences for all the items.

Hint = The dog was small, but it was very tough.
I can go to the store, or I can watch TV.
Mr. Green runs every morning, and he walks every evening.

1. We went on vacation. We had a wonderful time.
2. Garrett closed the car door. He forgot to lock it.
3. The dog has to be fenced. He will bite the mail carrier.
4. Roberto worked on the car all day. The car still did not run.

INDEPENDENT WORK

D Follow the appropriate outline diagram and write about the problem with Hilda's account.

Hilda's account:

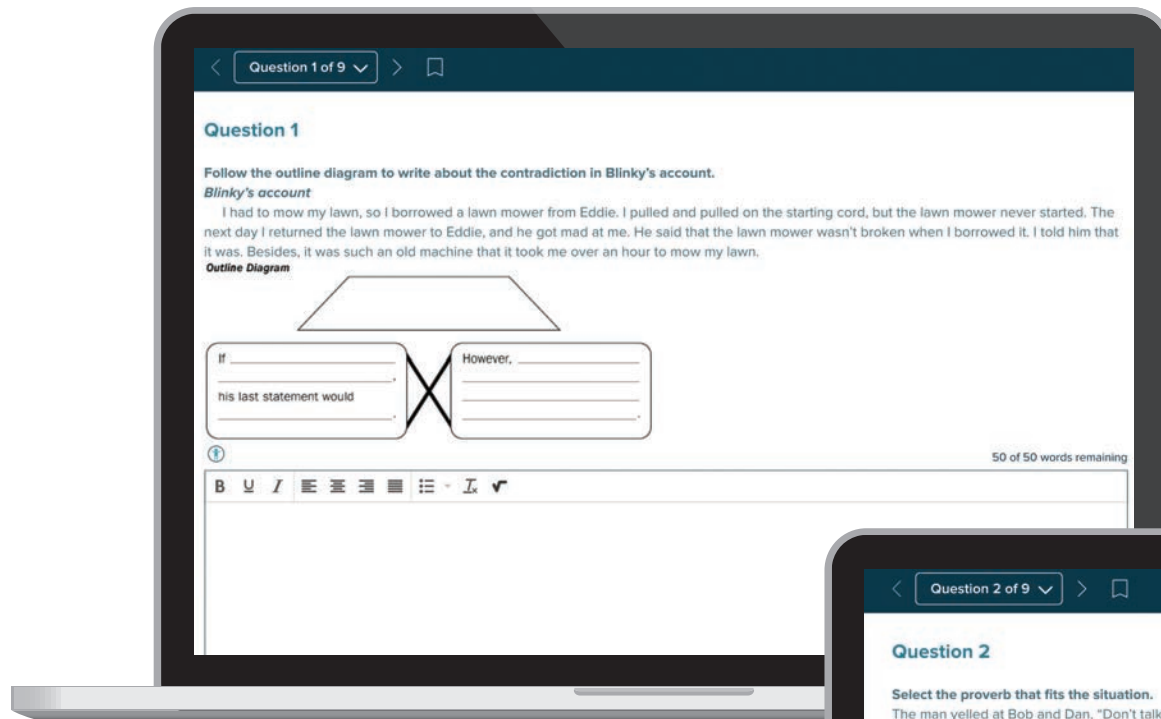
I have three sisters. All are older than I am. Ellen is the oldest. Diana is the youngest. She was very small when she was a baby. I remember seeing her just after she was born. She looked like a tiny doll. You would not believe how big she is now.

END OF LESSON 95

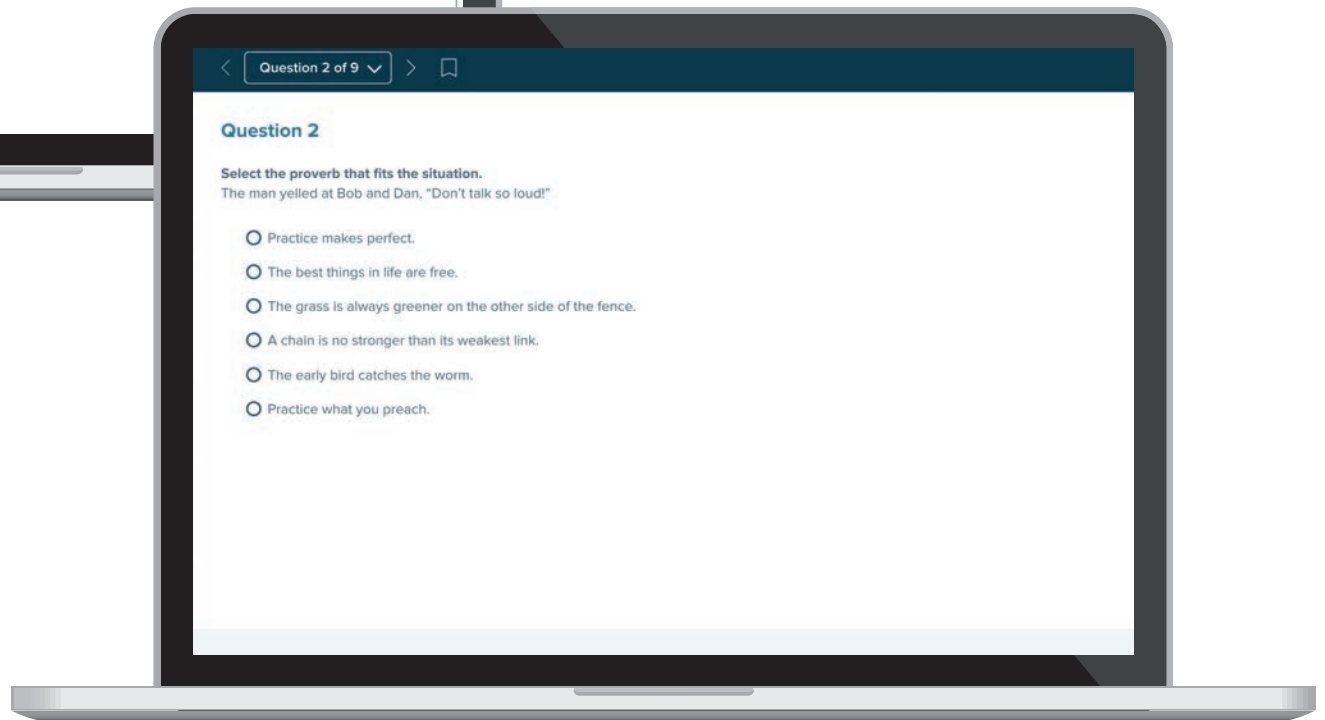
182 Lesson 95

Language Arts Mastery Test 10

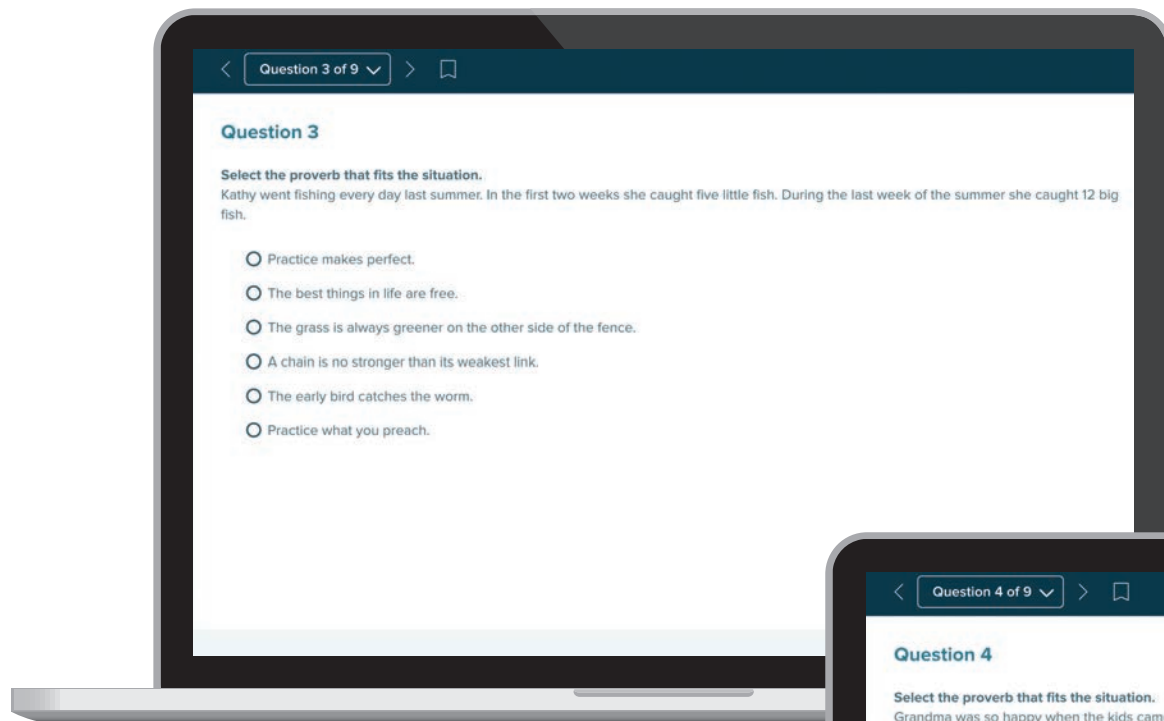
STUDENT ASSESSMENT



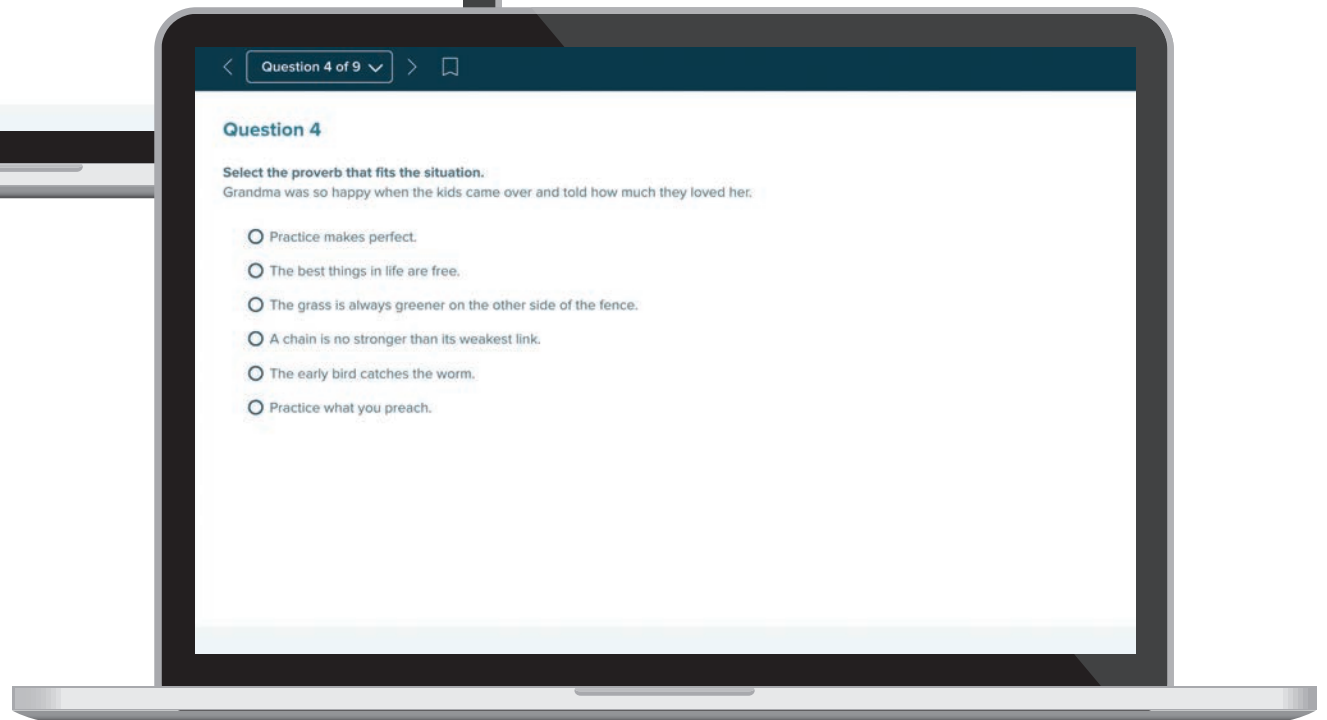
Essay



Multiple Choice



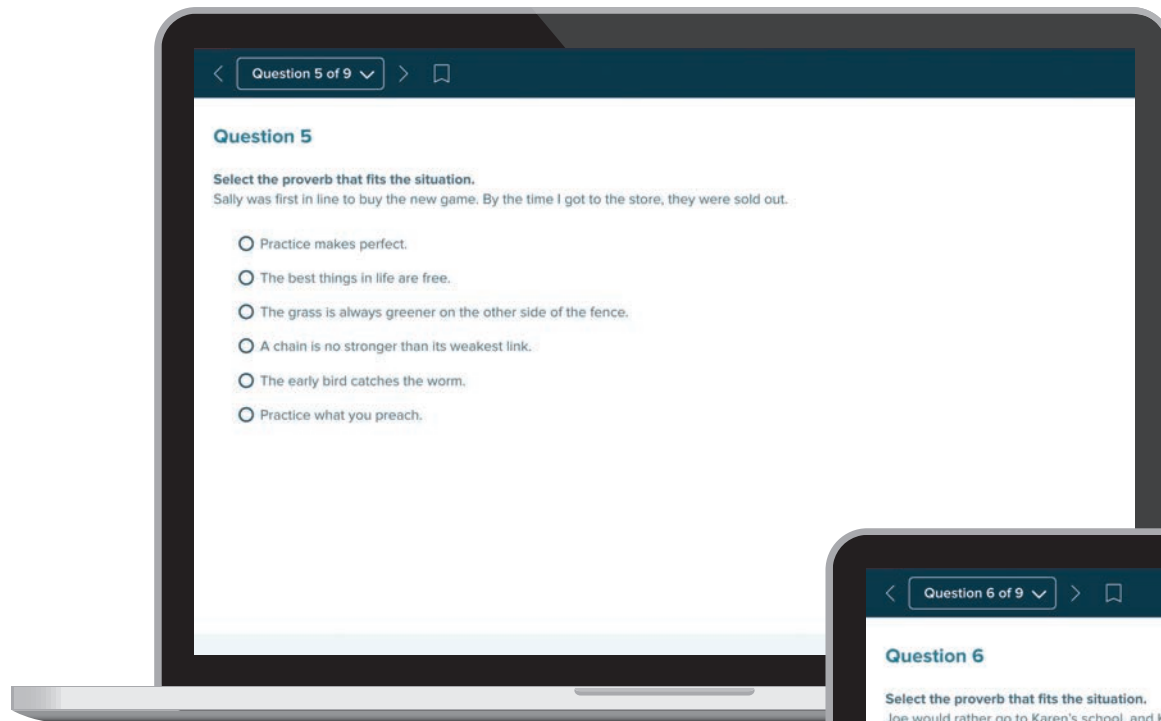
Multiple Choice



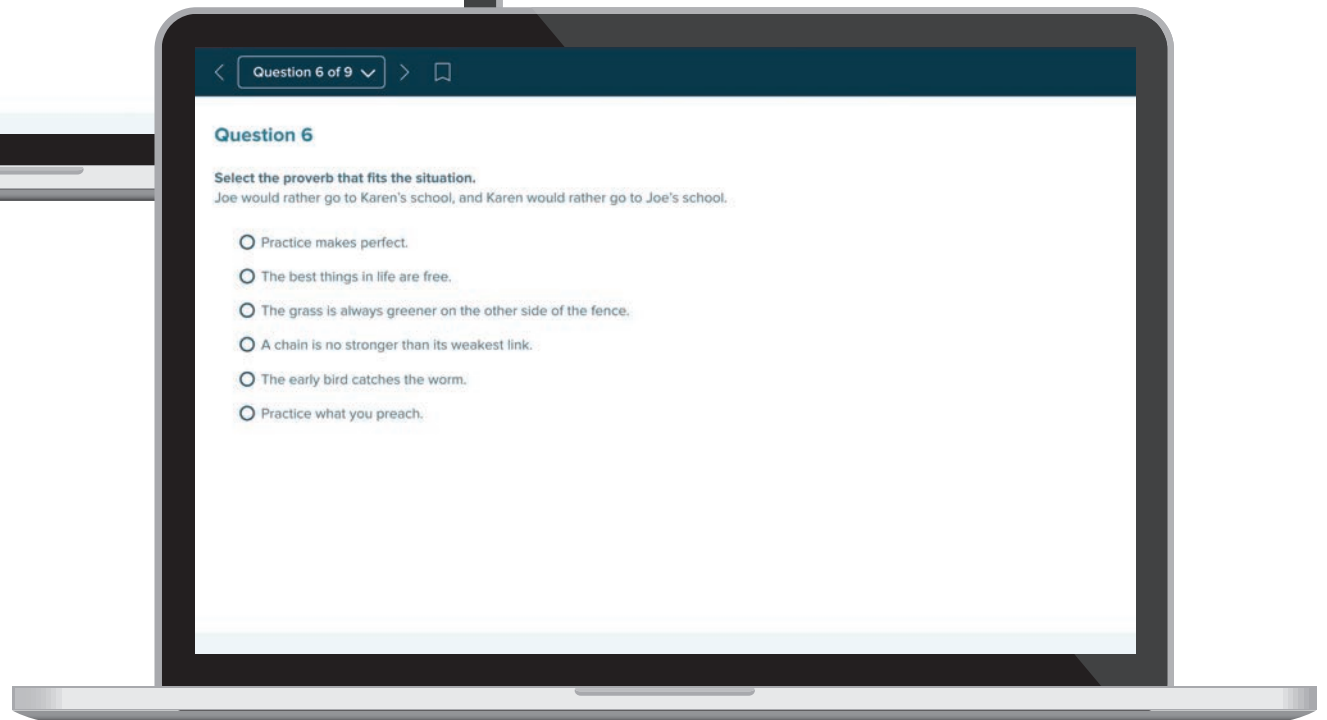
Multiple Choice

Language Arts Mastery Test 10

STUDENT ASSESSMENT



Multiple Choice



Multiple Choice



< Question 7 of 9 >

Question 7

Select the proverb that fits the situation.



- Practice makes perfect.
- The best things in life are free.
- The grass is always greener on the other side of the fence.
- A chain is no stronger than its weakest link.
- The early bird catches the worm.
- Practice what you preach.

Multiple Choice

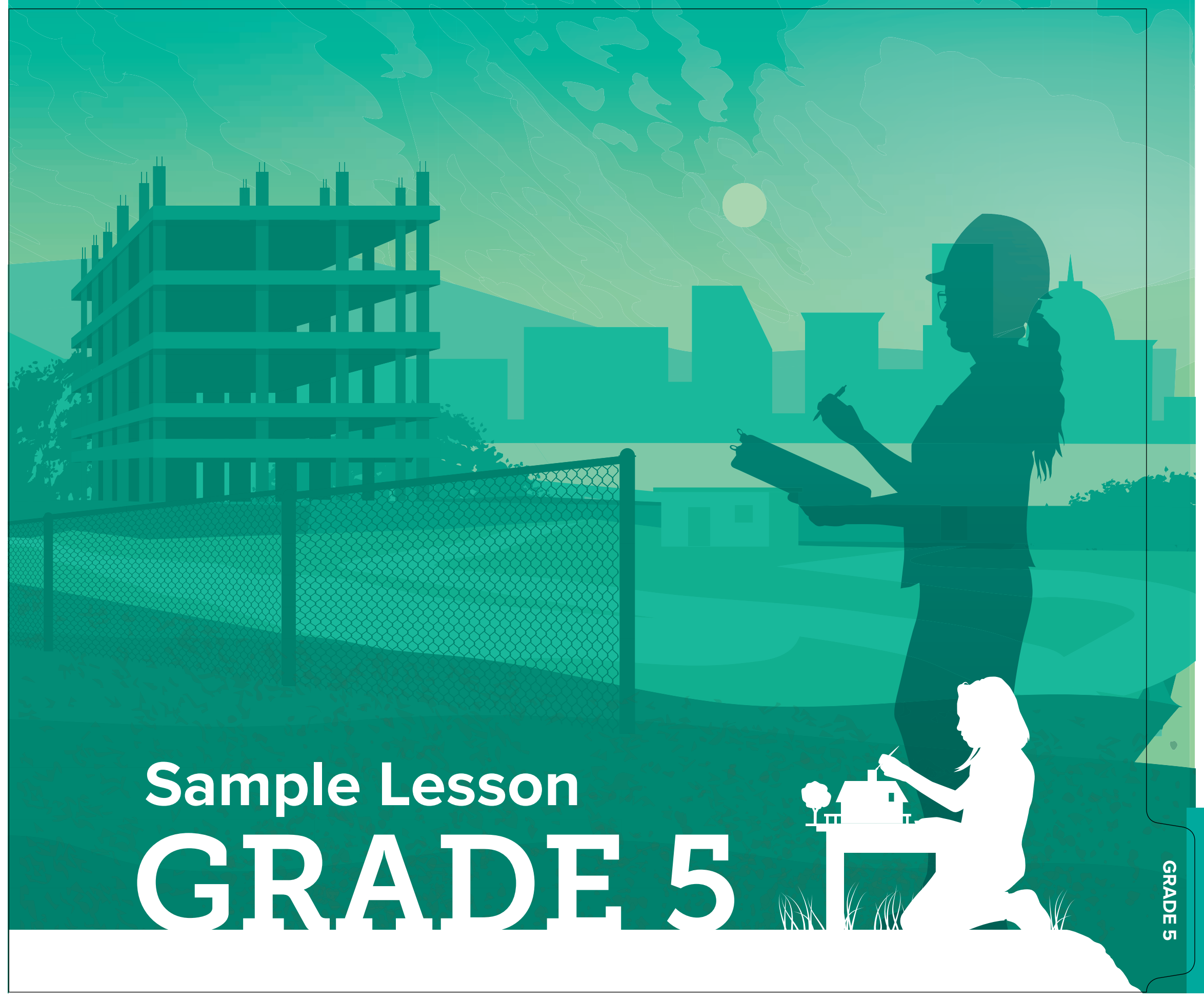
< Question 8 of 9 >

Question 8

Highlight each sentence that needs a comma. Remember, if the part after the joining word is a sentence it needs a comma.

1. The wind was strong and the trees were bent.
2. The day was cold but very sunny.
3. The dogs were running in a pack and the villagers were not concerned.
4. We saw some racing monster trucks and other noisy vehicles.
5. The clouds above were dark and made it hard to see.
6. We could swim in the pond or go to the city pool.
7. The children behaved well but the teacher yelled at them anyway.
8. She carried a heavy load but didn't complain.
9. His face was red and his eyes were bulging.
10. I'll take down the sign but not the posts.

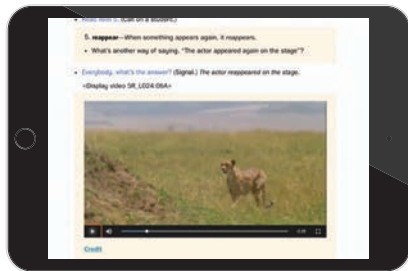
Highlight Sentence



Sample Lesson
GRADE 5

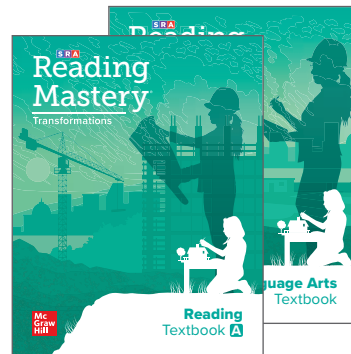
Grade 5

INTRODUCTION



Teacher Experience

- Reading Lesson 24
- Language Arts Lesson 14



Student Textbook

- Reading Lesson 24
- Language Arts Lesson 14



Student Workbook

- Reading Lesson 24
- Language Arts Lesson 14

Reading Lesson 24

In Reading Lesson 24, the **Teacher Experience** instruction includes activities that help learners to build *Vocabulary* (Exercise 6) and practice citing *Text Evidence* (Exercise 9).

Then, learners use the **Student Textbook** to engage in *Silent Reading* (Exercise 9) and *Story Discussion* (Exercise 10).

Next, learners complete **Student Workbook** and **Textbook** activities.

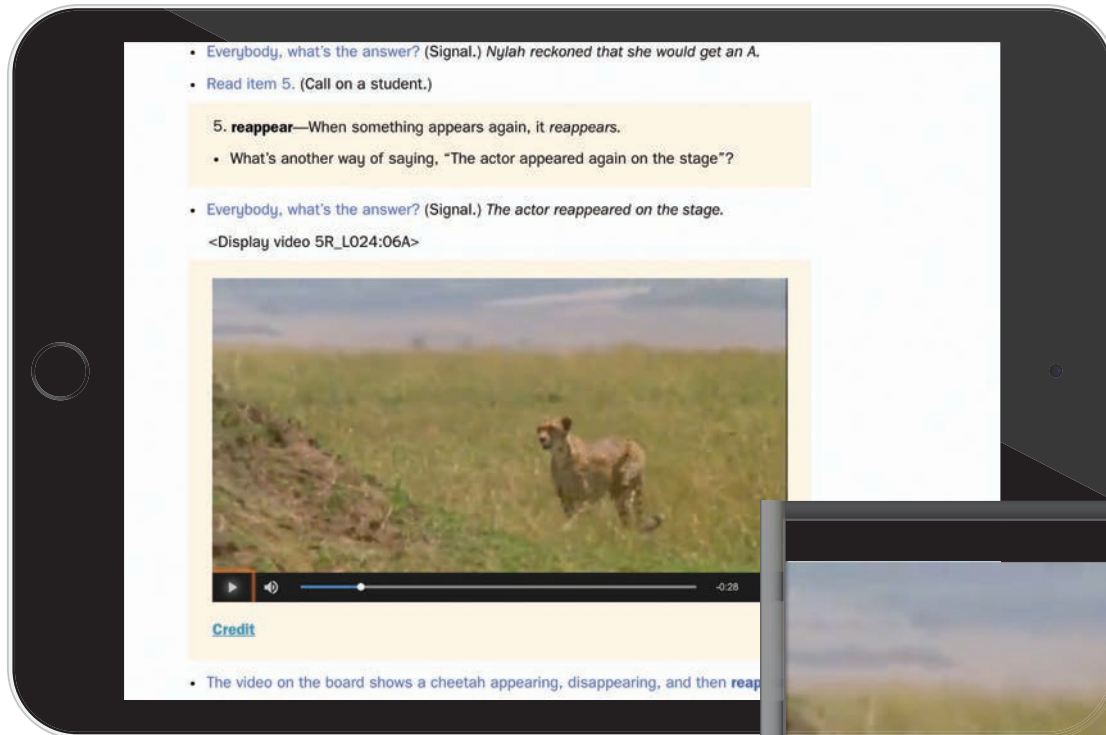
Language Arts Lesson 14

In Language Arts Lesson 14, learners *Identify Clauses in Complex Sentences* (Exercise 1) in the **Student Workbook** and complete a *Mechanics* (Exercise 4) activity from the **Student Textbook**.

Then, the **Teacher Experience** provides instruction in how to *Write Informative Text* (Exercise 5).

Reading Lesson 24

TEACHER EXPERIENCE



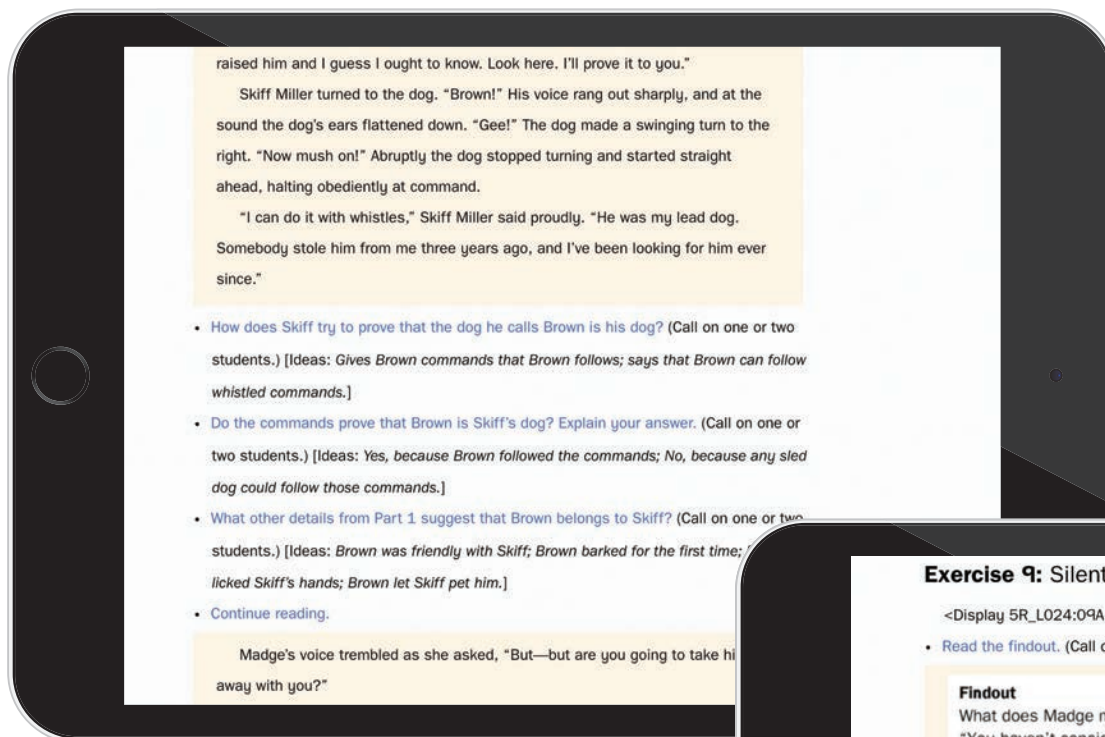
Develop robust vocabulary using information from purposeful multimedia content.

Exercise 5

See corresponding student sampler page..



Exercise 5 Display

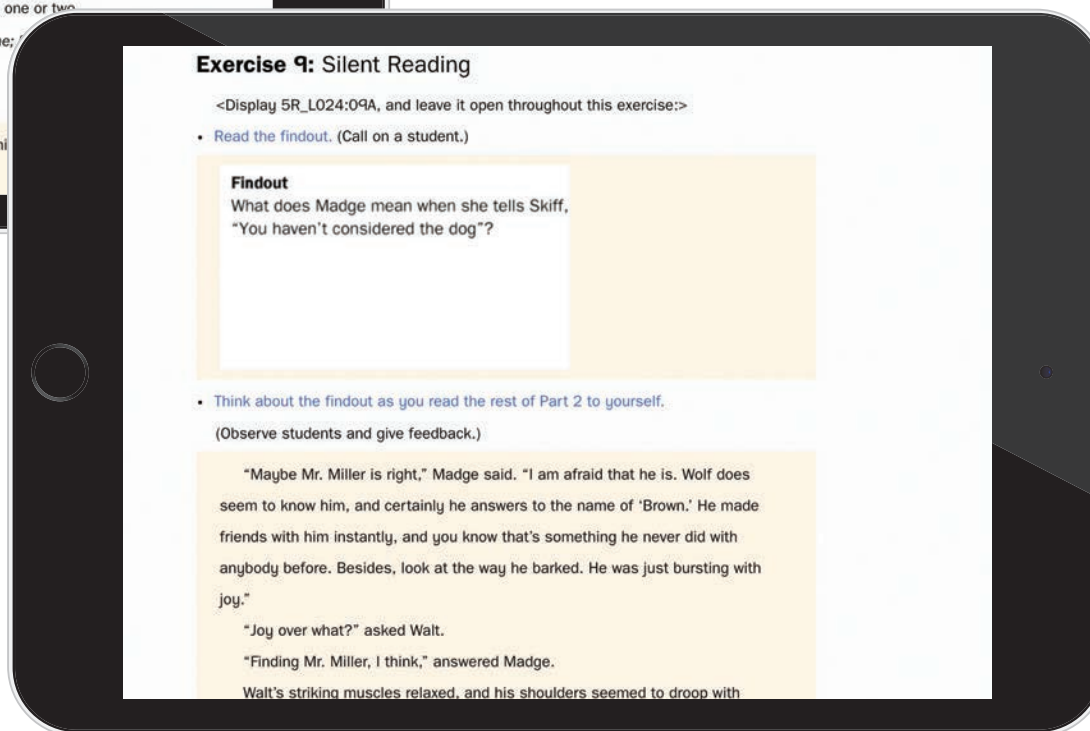


Exercise 8

See corresponding student sampler page.

Set a purpose for reading.

Build higher-order comprehension.

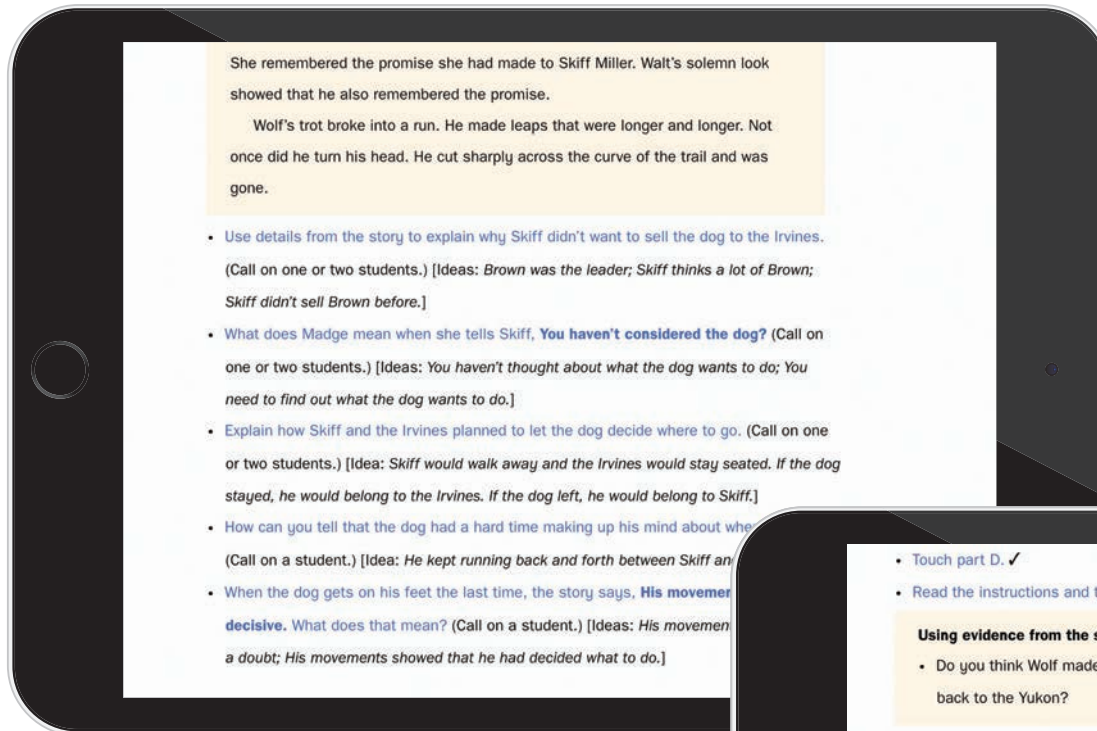


Exercise 9

See corresponding student sampler page.

Reading Lesson 24

TEACHER EXPERIENCE

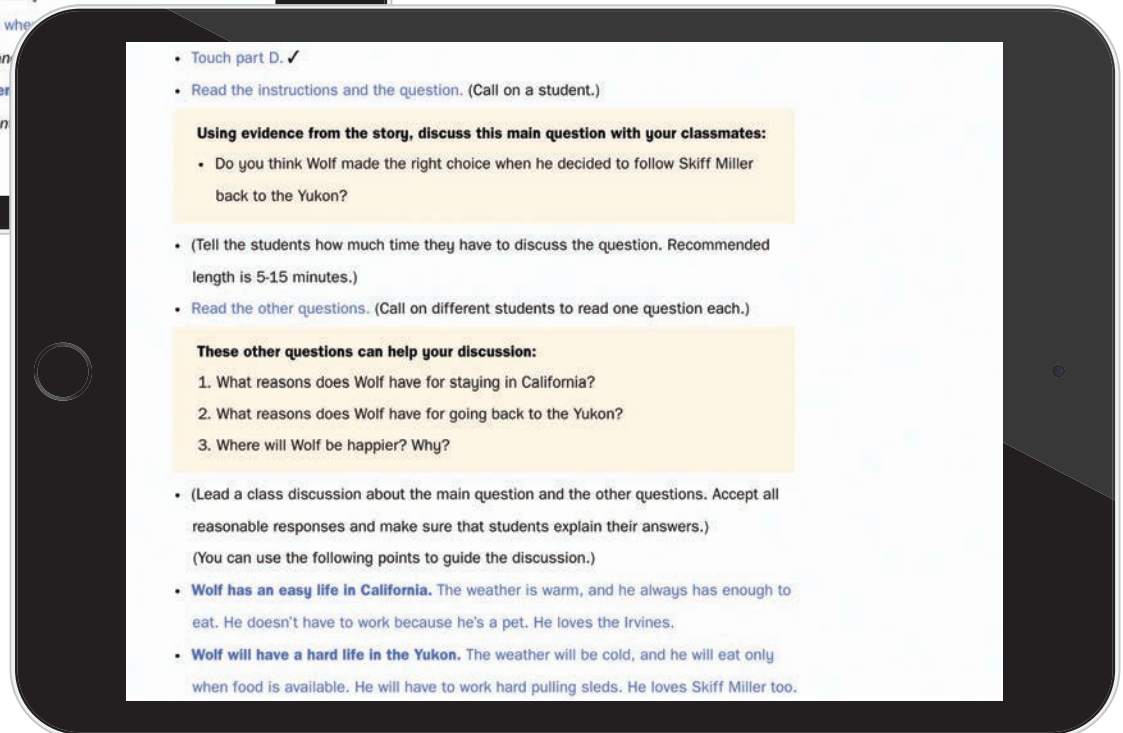


Exercise 9

See corresponding student sampler page.

Collaborative discussion about text.

Use text evidence and comprehension strategies.



Exercise 10

See corresponding student sampler page.

Reading Lesson 24

STUDENT TEXTBOOK

24

A WORD LISTS

1 Hard Words	2 Word Parts	3 Word Parts	4 Vocabulary Review
1. favor 2. gurgle 3. miracle 4. onward 5. reckon	1. coldness 2. dislike 3. eyebrow 4. heartbreak	1. decisive 2. demanded 3. hopelessness 4. obedient 5. reappear	1. bristles 2. cliff 3. effortlessly 4. fang 5. spring

B VOCABULARY DEFINITIONS

- decisive**—When something is beyond a doubt, it is *decisive*.
 - What's another way of saying, "a victory beyond a doubt"?
- demand**—When you insist on having something, you *demand* that thing.
 - Here's another way of saying, "The teacher insisted on having silence during the test": *The teacher demanded silence during the test.*
 - What's another way of saying, "Lennon insisted on having an answer to his question"?
- onward**—When you move forward, you move *onward*.
 - What's another way of saying, "The train moved forward"?
- reckon**—When you believe that something is true, you *reckon* that it is true.
 - What's another way of saying, "Nylah believed that she would get an A"?
- reappear**—When something appears again, it *reappears*.
 - What's another way of saying, "The actor appeared again on the stage"?

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C READING LITERATURE: Short Story

Brown Wolf

Part 2

Walt and Madge stared at each other. The miracle had happened. Wolf had barked. "It's the first time he ever barked," Madge said.

"First time I ever heard him, too," Miller replied.

Madge smiled at Miller. "Of course," she said, "since you have only seen him for five minutes."

Skiff Miller looked at her. "I thought you understood," he said slowly. "I thought you'd figured it out from the way he acted. He's my dog. His name ain't Wolf. It's Brown."

"Oh, Walt!" Madge cried to her husband. Walt demanded, "How do you know he's your dog?"

"Because he is," was the reply. "That's no proof," Walt said sharply. In his slow way, Skiff Miller looked at the dog, then said, "The dog's mine. I raised him and I guess I ought to know. Look here. I'll prove it to you."

Skiff Miller turned to the dog. "Brown!" His voice rang out sharply, and at the sound the dog's ears flattened down. "Gee!" The dog made a swinging turn to the right. "Now mush on!" Abruptly the dog stopped turning and started straight ahead, halting obediently at command.

"I can do it with whistles," Skiff Miller said proudly. "He was my lead dog. Somebody stole him from me three years ago, and I've been looking for him ever since."

Madge's voice trembled as she asked, "But—but are you going to take him away with you?"

The man nodded.

Madge asked, "Back into that awful Yukon?"

He nodded and added, "Oh, it ain't so bad as all that. Look at me. Pretty healthy man—ain't I?"

"But the dogs! The terrible hardship, the heartbreaking work, the starvation, the frost! Oh, I've read about it and I know."

Miller said nothing.

Madge paused a moment, then said, "Why not leave him here? He is happy. He'll never suffer from hunger—you know that. He'll never suffer from cold and hardship. Everything is soft and gentle here. He will never feel a whip again. And as for the weather—why, it never snows here."

"Yes, it's hot here," Skiff Miller said and laughed.

"But answer me," Madge continued. "What do you have to offer him in that Yukon life?"

"Food, when I've got it, and that's most of the time," came the answer.

"And the rest of the time?"

"No food."

"And the work?"

"Yes, plenty of work," Miller blurted out impatiently. "Work without end, and hunger, and frost, and all the rest of the hardships—that's what he'll get when he comes with me. But he likes it. He's used to it. He knows that life; he was born to it and brought up in it. That's where the dog belongs, and that's where he'll be happiest."

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"The dog doesn't go," Walt announced. "So there is no need for any more talk."

"What's that?" Skiff Miller demanded. His eyebrows lowered and his face became flushed.

"I said, the dog doesn't go, and that settles it," Walt said. "I don't believe he's your dog. You may have seen him sometime. You may have sometimes driven him for his owner. But his obeying the ordinary driving commands of the trail doesn't prove that he is yours. Any dog in the Yukon would obey you as he obeyed. Besides, he is probably a valuable dog, and that might explain why you want to have him."

Skiff Miller's huge muscles bulged under his black shirt as he carefully looked Walt up and down. His face hardened, then he said, "I reckon there's nothing in sight to prevent me from taking the dog right here and now."

The striking muscles of Walt's arms and shoulders seemed to stiffen and grow tense. Madge quickly stepped between the two men. ♦

"Maybe Mr. Miller is right," Madge said. "I am afraid that he is. Wolf does seem to know him, and certainly he answers to the name of 'Brown.' He made friends with him instantly, and you know that's something he never did with anybody before. Besides, look at the way he barked. He was just bursting with joy."

"Joy over what?" asked Walt.

"Finding Mr. Miller, I think," answered Madge.

Walt's striking muscles relaxed, and his shoulders seemed to droop with hopelessness. "I guess you're right, Madge," he said. "Wolf isn't Wolf, but Brown. He must belong to Mr. Miller."



The three people were silent for a moment, then Madge brightened up and said, "Perhaps Mr. Miller will sell us the dog. We can buy him."

Skiff Miller shook his head. "I had five dogs," he said. "Brown was the leader. Somebody once offered me twelve hundred dollars for him. I didn't sell him then, and I ain't selling him now. Besides, I think a mighty lot of that dog. I've been looking for him for three years. I couldn't believe my eyes when I saw him just now. I thought I was dreaming. It was too good to be true."

"But the dog," Madge said quickly. "You haven't considered the dog."

Skiff Miller looked puzzled.

"Have you thought about him?" she asked.

"I don't know what you're driving at," Miller said.

"Maybe the dog has some choice in the matter," Madge went on. "Maybe he has his likes and dislikes. You haven't considered him. You give him no choice. It hasn't even entered your mind that he might prefer California to the Yukon. You consider only what you like. You treat him like a sack of potatoes."

This was a new way of looking at it, and Miller's face hardened as he started to think to himself.

"If you really love him," Madge continued, "you would want him to be happy, no matter where he is."

Miller asked, "Do you think he'd sooner stay in California?"

Madge nodded her head. "I'm sure of it." Skiff Miller started thinking out loud. "He was a good worker. He's done a lot of work for me. He never loafed on me, and he was great at getting a new team into shape. He's got a head on him. He can do everything but talk. He knows we're talking about him."

The dog was lying at Skiff Miller's feet, his head down close to his paws, his ears erect and listening. His eyes were quick and eager to follow the sounds of one person and then the other.

Miller went on. "There's a lot of work in him yet. He'll be good for years to come."

Skiff Miller opened his mouth and closed it again without speaking. Finally he said, "I'll tell you what I'll do. Your remarks, ma'am, make sense. He has worked hard, and maybe he's earned a soft place and has got a right to choose. Anyway, we'll leave it up to him. Whatever he says, goes. You people stay right here sitting down. I'll say goodbye, and I'll walk off. If he wants to stay, he can stay. If he wants to come with me, let him come. I won't call him to come and don't you call him to come back."

Miller paused a moment, then added, "Only, you must play fair. Don't call him after my back is turned."

"We'll play fair," Madge said. "I don't know how to thank you."

"I don't see that you've got any reason to thank me," he replied. "Brown ain't decided yet. Now you won't mind if I go away slow? It's only fair, since I'll be out of sight in a hundred yards."

Madge agreed, and added, "And I promise you that we won't do anything to try to change his mind."

"Well, then, I might as well be getting along," Skiff Miller said. And he got ready to leave. ★

Wolf lifted his head quickly, and still more quickly got to his feet when Miller shook hands with Madge. Wolf sprang up on his hind legs, resting his front paws on Madge's hip and at the same time, licking Skiff Miller's hand. When Miller shook hands with Walt, Wolf repeated his act, resting his weight on Walt and licking both men's hands.

Reading Lesson 24

STUDENT TEXTBOOK



"It ain't no picnic, I can tell you that," Miller said. These were his last words, as he turned and went slowly up the trail.

Wolf watched him go about twenty feet, as though waiting for the man to turn and come back. Then, with a quick, low whine, Wolf sprang after him, caught up to him, gently grabbed Miller's hand between his teeth, and tried gently to make him stop.

But Miller did not stop. Wolf raced back to where Walt Irvine sat, catching his sleeve in his teeth and trying to drag him toward Miller.

Wolf wanted to be in two places at the same time, with the old master and the new, but the distance between them was increasing. He sprang about excitedly, making short nervous leaps and twists, now toward one person, now toward the other, not knowing his own mind, wanting both

and unable to choose, uttering quick, sharp whines and beginning to pant.

He sat down, thrust his nose upward, and opened his mouth wide. He was ready to howl.

But just as the howl was about to burst from his throat, he closed his mouth and looked long and steadily at Miller's back. Suddenly Wolf turned his head, and looked just as steadily at Walt. The dog received no sign, no suggestion, and no clue as to what he should do.

As Wolf glanced ahead to where the old master was nearing the curve of the trail, he became excited again. He sprang to his feet with a whine, and then, struck by a new idea, turned toward Madge. He had ignored her up to now, but now, he went over to her and snuggled his head in her lap, nudging her arm with his nose—an old trick of his

when begging for favors. He backed away from her and began to twist playfully. All his body, from his twinkling eyes and flattened ears to the wagging tail, begged her to tell him what to do. But Madge did not move.

The dog stopped playing. He was saddened by the coldness of these people who had never been cold before.

He turned and gently gazed after the old master. Skiff Miller was rounding the curve. In a moment he would be gone from view. Yet Skiff never turned his head, plodding straight onward, as though he had no interest in what was occurring behind his back.

And then he went out of view. Wolf waited for him to reappear. He waited a long minute, silently, without movement, as though turned to stone. He barked once, and waited. Then he turned and trotted back to Walt Irvine. He sniffed his hand and dropped down heavily at his feet, watching the trail where it curved from view.

The tiny stream that slipped down the stone seemed to gurgle more loudly than before. Except for the meadowlarks, there was no other sound. The great yellow butterflies drifted silently through the sunshine and lost themselves in the sleepy shadows. Madge smiled at her husband.

A few minutes later Wolf got on his feet. His movements were decisive. He did not glance at the man and woman. His eyes were fixed on the trail. He had made up his mind. They knew it. And they knew that they had lost.

Wolf started to trot away, and Madge had to force herself not to call him back. She remembered the promise she had made to Skiff Miller. Walt's solemn look showed that he also remembered the promise.

Wolf's trot broke into a run. He made leaps that were longer and longer. Not once did he turn his head. He cut sharply across the curve of the trail and was gone.

D STORY DISCUSSION

Using evidence from the story, discuss this main question with your classmates:

- Do you think Wolf made the right choice when he decided to follow Skiff Miller back to the Yukon?

These other questions can help your discussion:

1. What reasons does Wolf have for staying in California?
2. What reasons does Wolf have for going back to the Yukon?
3. Where will Wolf be happier? Why?

E RELEVANT INFORMATION

Write whether each item is *relevant* or *irrelevant* to the fact.

Fact: Janessa played a song on her trumpet.

1. She was in a brass band.
2. She was giving a concert.
3. The trumpet was made of metal.
4. The trumpet had a case with a handle.
5. She had to blow into a mouthpiece.

F COMPREHENSION

Work the items.

1. What decision did Wolf have to make?
2. Why did Walt, Madge, and Skiff have to trust each other?
3. Use details from the text to describe the reasons Madge gives for leaving the dog in California.
4. What does Skiff mean about the dog when he says, "He knows that life; he was born to it and brought up in it"?
5. Why is "Brown Wolf" a good title for the story?

G WRITING

Write a passage that answers this main question:

- Do you think Wolf made the right decision? Use details from the story to support your opinion.

Your passage should also answer these questions:

- What reasons did Wolf have for staying with Madge and Walt?
- What reasons did Wolf have for leaving with Skiff?
- Where do you think Wolf will be happy?
- What details from the story support your opinion?

Write six or more sentences.

END OF LESSON 24

Reading Lesson 24

STUDENT WORKBOOK

Name _____

24

A STORY DETAILS

Work the items.

- Skiff Miller said the dog's name is _____.
- The dog turned to the right when Skiff Miller said, "_____".
a. Gee! b. Haw! c. Mush on!
- Madge said the dog will never suffer from _____ in California.
a. warmth b. affection c. hunger
- Skiff said the dog likes to _____ in the Yukon.
a. eat too much b. sleep c. work
- Walt said that any sled dog would know the _____ that Skiff gave.
- Madge told Skiff that he hadn't _____ the dog.
a. trained b. considered c. obeyed
- Which person walked away at the end of the story?

- When the dog got to his feet at the end of the story, his movements were _____.
a. decisive b. uncertain c. wobbly

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B CLOZE SENTENCES

Complete each sentence with the correct word.

canoe journal reappear
decisive moccasin

- Nobody else could make up their mind, but the captain was _____.
- It's a good idea to write in a _____ every day.
- We waited for the sun to _____ after it was covered by a cloud.

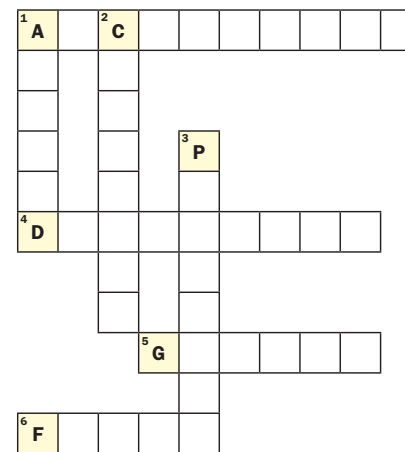
C CONTEXT CLUES

For each item, circle the answer that means the same thing as the word in bold type.

- The travelers kept moving **onward**, no matter what.
a. northward b. sideways
c. on foot d. forward
- The judge **reckoned** that the witness was telling the truth.
a. believed b. rejoiced
c. doubted d. didn't think
- The boss **demanded** an answer from the frightened worker.
a. listened to b. politely requested
c. insisted on d. waited for

Lesson 24

47



D CROSSWORD PUZZLE

Use CAPITAL LETTERS to complete the puzzle.

Across

- When you finish a job, you _____ the job.
- Another word for *very sad*.
- A wicked magic creature.
- Long, pointed teeth.

Down

- When you travel to another country, you travel _____.
- When you fall down suddenly, you _____.
- When something has great value, it is _____.

GO TO PART E IN YOUR TEXTBOOK

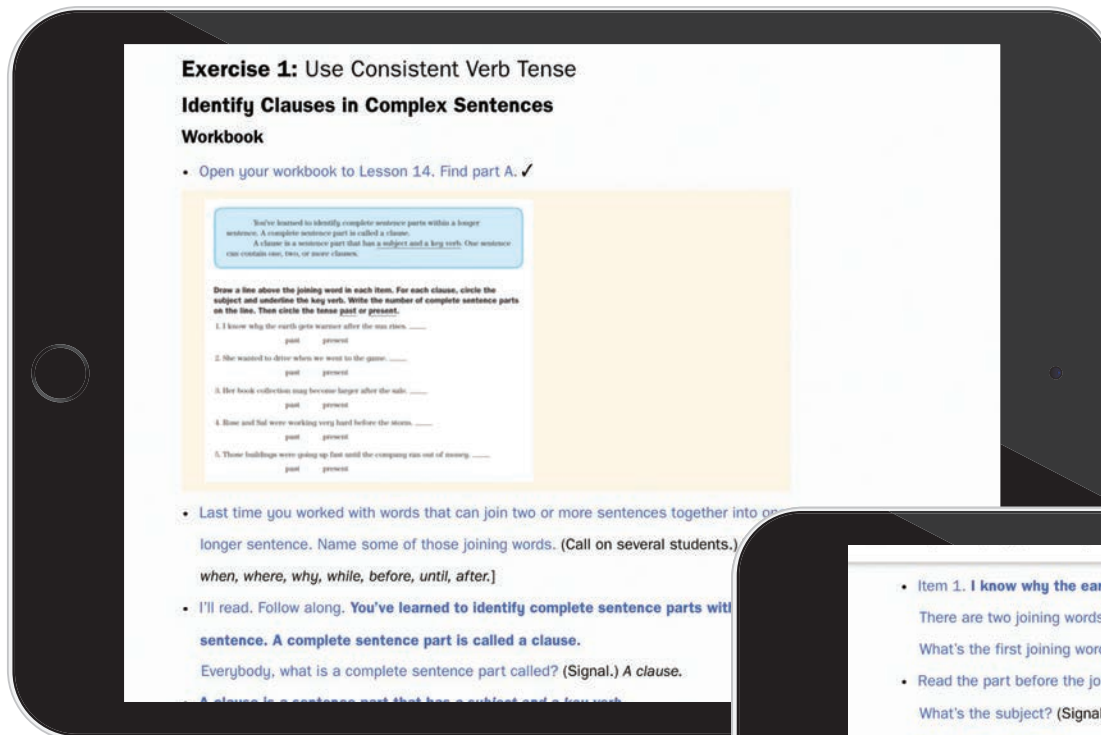
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Lesson 24

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Language Arts Lesson 14

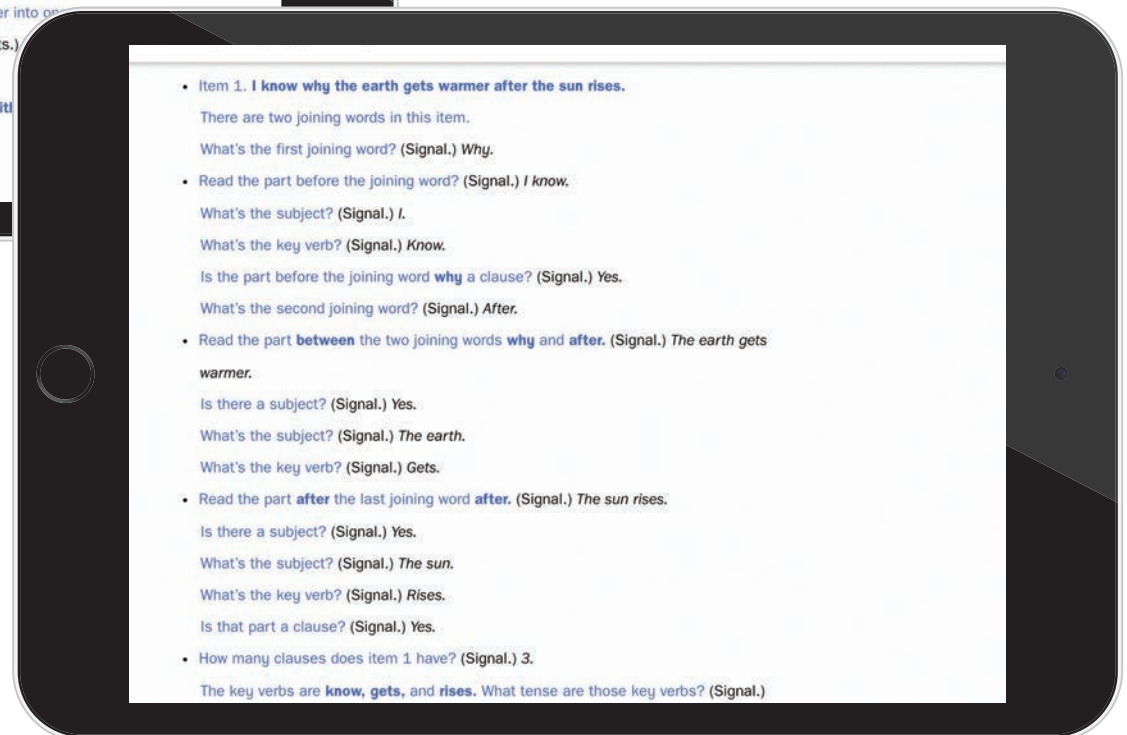
TEACHER EXPERIENCE



Exercise 1

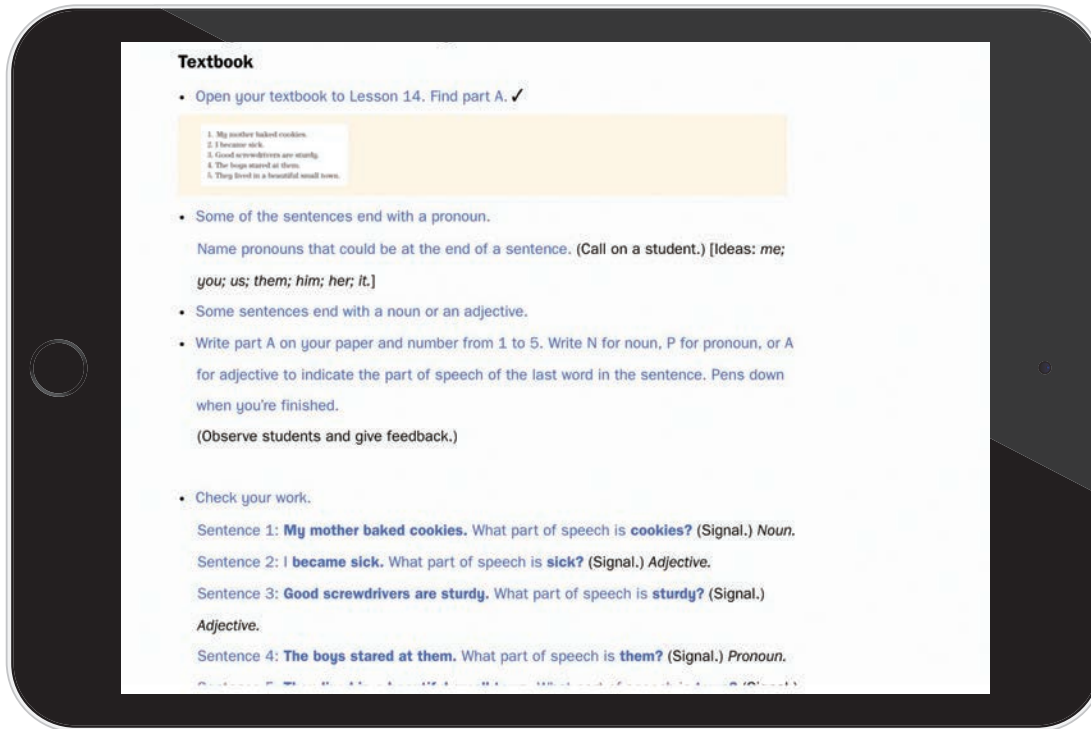
See corresponding student sampler page.

Demonstrate command of the convention of standard English grammar, mechanics, and usage.



Exercise 1

See corresponding student sampler page.



Demonstrate command of the conventions of standard English mechanics.

Exercise 4

See corresponding student sampler page.

Language Arts Lesson 14

TEACHER EXPERIENCE

Write Informative texts to examine a topic and convey ideas and information clearly.

The tablet screen shows a student interface for a lesson on fish in salty water. At the top, it says "Notes" and "Fish in Salty Water". Below that, there are several lines of notes: "can't live salty water", "saltiest water cut off from main oceans", "over time inland lake gets saltier", "Great Salt Lake in US—no fish", "saltiest water Dead Sea", "located near Israel", "about 9 times saltier than oceans", "no animals", and "few plants". Below the notes, it says "Your passage:" and "Fish in Salty Water". There are four check questions: "Check N: Did you explain each note?", "Check S: Did you include all the words in the notes and spell them correctly?", "Check C: Did you put a comma after part of the predicate at the beginning of a sentence?", and "Check T: Did you write a title and underline it?". At the bottom, there are four checkboxes labeled N, S, C, and T.

- You're going to retell a passage that I will read to you. This passage is about fish in salty water. What is it about? (Signal.) *Fish in Salty Water.*
- Read the first note. (Signal.) *Can't live salty water.*
- Read the next note. (Signal.) *Saltiest water cut off from main oceans.*
- Read the next note. (Signal.) *Over time inland lake gets saltier.*
- Read the next note. (Signal.) *Great Salt Lake in US—no fish.*
- Read the next note. (Signal.) *Saltiest water Dead Sea.*

Exercise 5

See corresponding student sampler page.

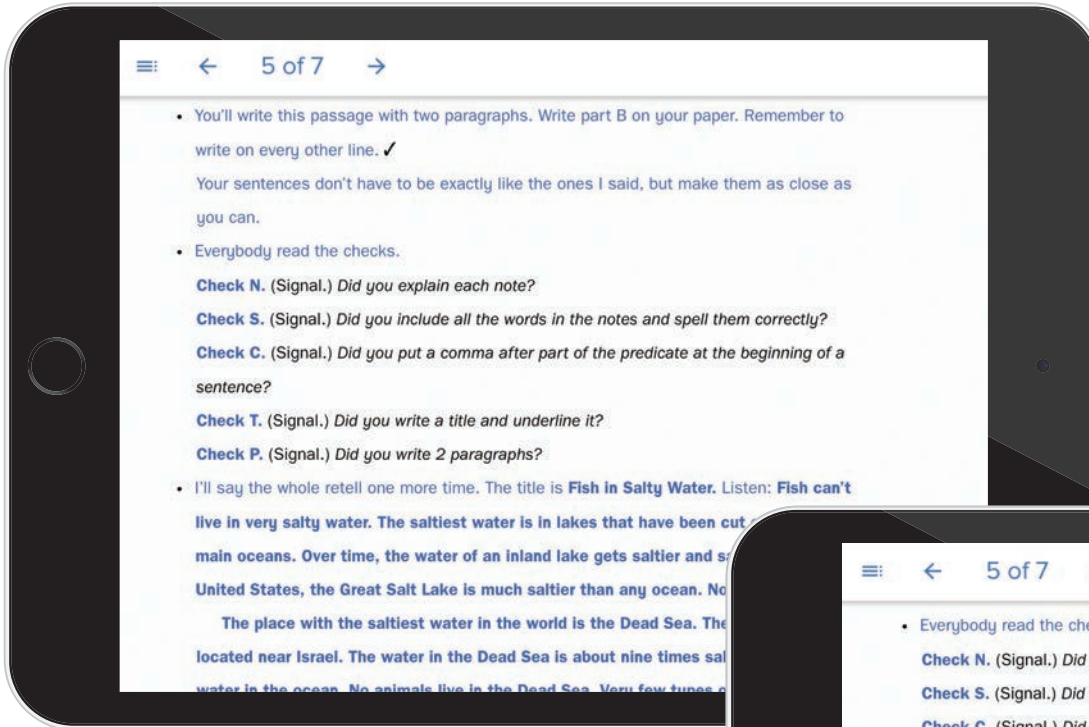
Review notes.

The tablet screen shows a student interface for a lesson on fish in salty water. At the top, it says "5 of 7". Below that, there are several bullet points with instructions and signals. The first bullet point says: "Touch the next note: **Over time, the water of an inland lake gets saltier and saltier.** Say that sentence. (Signal.) *Over time, the water of an inland lake gets saltier and saltier.* The words **over time** came from the predicate. What would you write after **over time** at the beginning of the sentence? (Signal.) *A comma.*" The second bullet point says: "That paragraph told that fish can't live in very salty water. The next paragraph gives specific examples of very salty lakes. The next notes are from the second paragraph." The third bullet point says: "Touch the next note: **In the United States, the Great Salt Lake is much saltier than any ocean.** Say that sentence. (Signal.) *In the United States, the Great Salt Lake is much saltier than any ocean.*" The fourth bullet point says: "Touch the next note: **No fish live there.** Say that sentence. (Signal.) *No fish live there.*" The fifth bullet point says: "Touch the next note: **The place with the saltiest water in the world is the Dead Sea.** Say that sentence. (Signal.) *The place with the saltiest water in the world is the Dead Sea.*" The sixth bullet point says: "Touch the next note: **The Dead Sea is located near Israel.** Say that sentence. (Signal.) *The Dead Sea is located near Israel.*" The seventh bullet point says: "Touch the next note: **The water in the Dead Sea is about nine times saltier than the water in the ocean.** Say that sentence. (Signal.) *The water in the Dead Sea is about nine times saltier than the water in the ocean.*"

Exercise 5

See corresponding student sampler page.

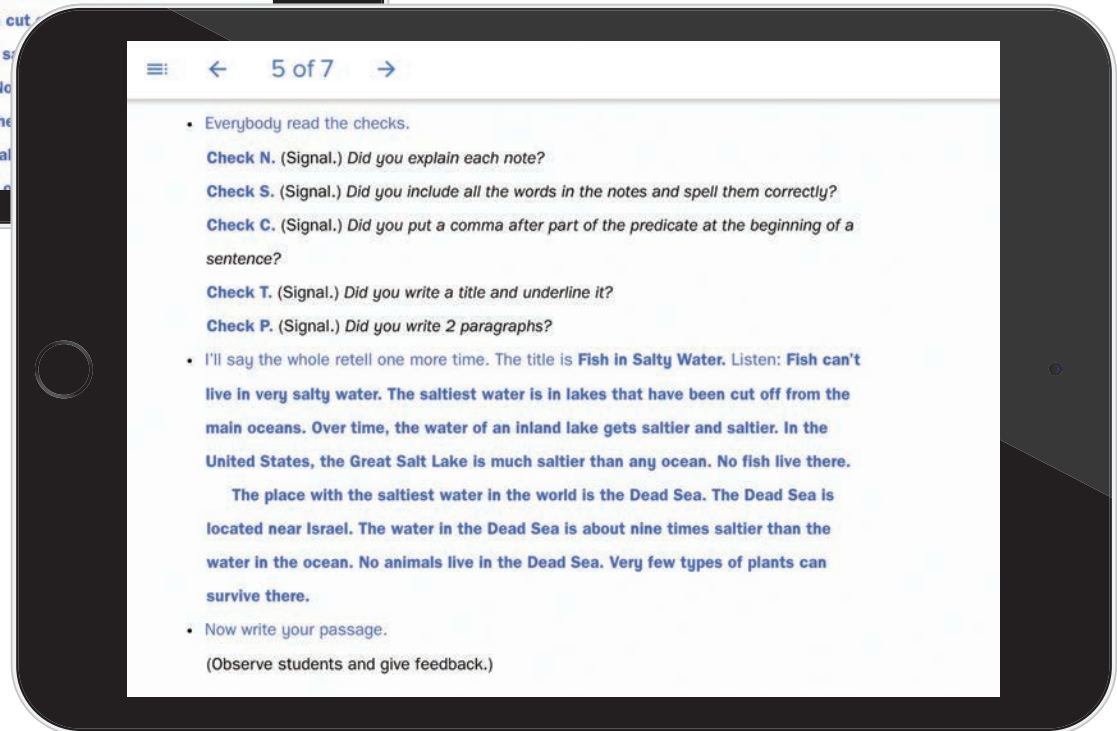
Prepare for editing.



Exercise 5

See corresponding student sampler page.

Shared Writing and Feedback



Exercise 5

See corresponding student sampler page.

Language Arts Lesson 14

STUDENT TEXTBOOK

14

A Number your paper from 1 to 5. Write N for noun, A for adjective, P for pronoun to indicate the part of speech for the last word in each sentence.

1. My mother baked cookies.
2. I became sick.
3. Good screwdrivers are sturdy.
4. The boys stared at them.
5. They lived in a beautiful small town.

B WRITE INFORMATIVE TEXT

Notes

Fish in Salty Water

can't live salty water
saltiest water cut off from main oceans
over time inland lake gets saltier
Great Salt Lake in US—no fish
saltiest water Dead Sea
located near Israel
about 9 times saltier than ocean
no animals
few plants

Your passage:

Fish in Salty Water

Check N: Did you explain each note?

Check S: Did you include all the words in the notes and spell them correctly?

Check C: Did you put a comma after part of the predicate at the beginning of a sentence?

Check T: Did you write a title and underline it?

Check P: Did you write two paragraphs?

N S C T P

22

Lesson 14

INDEPENDENT WORK

C Rewrite these sentences so they begin with the last part of the predicate.

1. They will arrive at 8 pm tomorrow evening.
2. He carried a load of stuff to the house without dropping anything.
3. We got very wet during the rain storm.
4. The twins fell asleep before the babysitter arrived.

D Number your paper 1 to 11. For each item, write the present-tense forms of the verbs.

	Present	Past
1.		might
2.		could
3.		should
4.		did
5.		chose
6.		flew
7.		went
8.		sat
9.		ran
10.		sold
11.		told

END OF LESSON 14

Lesson 14

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